

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will	RBT*	SWC†	PLUS‡	PLO**	Assessment
1. Explain how the progression of animation relates to storytelling.	2	6.1, 6.7	P1.1, P4.4	1, 8	Exams 1–2
2. Discuss the technical achievements of animation.	2	6.1, 6.6	P2.4	6	Exams 1–4
3. Analyze the concepts and principles related to the field of animation.	4	6.4	P2.3	5	Exams 1 and 4
4. Explore the varied potential of animation as an entertaining, expressive, persuasive, and meaningful art form.	4	6.1	P2.3, P4.4	5, 8	Exams 2 and 3
5. Compare and contrast the major contributors to the field of animation.	4	6.6	P4.4	8	Exams 1–4

*RBT: Revised Bloom's Taxonomy: 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Creating

†Statewide Transfer General Education Core

PROFILES OF LEARNING FOR UNDERGRADUATE SUCCESS (PLUS)

P1.1 Communicator – Evaluates Information

P1.2 Communicator – Listen Actively*

P1.3 Communicator – Builds Relationships*

P1.4 Communicator – Conveys Ideas Effectively

P2.1 Problem Solver – Thinks Critically

P2.2 Problem Solver – Collaborates

P2.3 Problem Solver – Analyzes, Synthesizes, and Evaluates

P2.4 Problem Solver – Perseveres

P3.1 Innovator – Investigates*

P3.2 Innovator – Creates/Designs

P3.3 Innovator – Confronts Challenges*

P3.4 Innovator – Makes Decisions

P4.1 Community Contributor – Builds Community*

P4.2 Community Contributor – Respectfully Engages Own and Other Cultures*

P4.3 Community Contributor – Behaves Ethically

P4.4 Community Contributor – Anticipates Consequences

Learning Outcomes for the B.S. in Media Arts and Science

Graduates of the Media Arts and Science undergraduate program will demonstrate expertise in the following core competencies essential to success as an informatics, computing and information technology professional specializing in new and interactive media:

1. Understand digital media and its effective use as a form of communication.
2. Communicate ideas effectively in written, oral, and visual form to a range of audiences.
3. Work effectively as a member of a team to achieve a common goal.
4. Analyze a problem, identify, and evaluate alternatives and plan an appropriate solution.
5. Evaluate media from multiple perspectives using the theories, concepts, and language of digital media with an appreciation for the history, theory, and traditions of digital media.
6. Demonstrate mastery of the concepts, techniques, and tools in one or more digital media specialties.
7. Develop professional quality digital media productions by promptly applying knowledge and skills including best practices and standards.
8. Explain the impact of digital media on individuals, organizations, and society.
9. Acknowledge diverse opinions regarding professional, ethical, legal, and social issues with a global perspective.
10. Appreciate the need for lifelong learning and have a plan for continuing professional development.

TEACHING AND LEARNING METHODS

Team-based learning; lecture-based learning; self-guided study

TOPICS

Week 1:	Foundation of Animation
Week 2:	Early Animation Studios
Week 3:	Advancement from WWII, Mile Marker Exam 1
Week 4:	Computer Animation
Week 5:	Anime & Post Golden Era Animation
Week 6:	CGI & Special Effects, Mile Marker Exam 2
Week 7:	Animation as a Medium.
Week 8:	Review and Final Exam

ASSESSMENTS

Discussion Boards: Discussion boards will be assigned weekly. Discussion boards will correspond with lecture material from the prior week. Discussion boards will also include short lecture/reading quizzes to verify that students have watched the lectures and read the material. Discussion boards open every Monday by 8am and close every Sunday by 11:59pm. Discussion board will not be reopened once closed. Late Discussion boards will not be accepted.

Exams: There will be 2 mile marker exams that take place on Canvas in week 3 and week 6 of the course. There will be 1 final exam that take place on Canvas in week 8 of the course. Students will be given 3 hours to complete the exam within a 7-day window.

GRADING

Discussion Boards	40%
Exams	60%

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:

This class is asynchronous. There is no set class time, however you must still logon to Canvas each week to watch the weekly lecture and complete assignments. If you fail to log onto canvas during a week, this will be considered an absence.

A basic requirement of this course is that you will participate in all class meetings, whether online or face-to-face, and conscientiously complete all required course activities and assignments. Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period. Attendance shall be taken in every class. If you do not sign the attendance sheet while in class, you shall be marked absent. Signing the attendance sheet for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism.

If you are ill during a pandemic, you must not come to class in person. Contact the instructor immediately by Canvas messages to make other arrangements. The instructor may let you attend class remotely by teleconferencing or give you a make-up assignment. Other acceptable excuses for absences include death in the immediate family (e.g., mother, father, child, spouse, domestic partner, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; or an unanticipated event that would cause attendance to result in substantial hardship to yourself or immediate family. Absences should be communicated to the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. Documentation from a healthcare provider during the pandemic is not required. At other times, documentation should exclude the nature of the physical or mental health condition and focus instead on how the condition impacts your attendance and academic performance. You are allowed two excused or unexcused absences. For all absences, the student is responsible for all covered materials and assignments.

Unexcused Absences: Missing class reduces your grade through the following grade reduction policy: Each unexcused absence after the two allowed results in a 5% reduction in your final course grade. Unexcused absences in 50% of classes in the first quarter of the class will result in an administrative withdrawal. More than six unexcused absences result in an F in the course.

Incomplete:

The instructor may assign an [incomplete](#) (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an incomplete automatically becomes an F after one year.

Deliverables:

You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through Canvas. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. In fairness to the instructor and students who completed their work on time, a grade on a late deliverable that resulted from an unexcused absence shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Grading Scale:

A+	97–100%	Professional level work, showing highest level of achievement
A	93–96.99%	Extraordinarily high achievement, quality of work. shows command of the subject matter
A–	90–92.99%	Excellent and thorough knowledge of the subject matter
B+	87–89.99%	Above average understanding of material and quality of work
B	83–86.99%	Mastery and fulfillment of all course requirements. good, acceptable work
B–	80–82.99%	Satisfactory quality of work
C+	77–79.99%	Modestly acceptable performance and quality of work
C	73–76.99%	Minimally acceptable performance and quality of work
C–	70–72.99%	Unacceptable work (Core course must be repeated for credit)
D+	67–69.99%	Unacceptable work (Course must be repeated for credit)
D	63–66.99%	Unacceptable work
D–	60–62.99%	Unacceptable work
F	Below 60	Unacceptable work

No credits are granted for a grade below C.

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the

item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program. All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct*. <https://studentcode.iu.edu/> All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com.

Academic Misconduct:

1. **Cheating:** Cheating is an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
 - a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
 - b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
 - c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
 - d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
 - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
 - f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
 - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
 - h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.
2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
3. **Plagiarism:** Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged.
 - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 1. directly quoting another person's actual words, whether oral or written;
 2. using another person's ideas, opinions, or theories;
 3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 4. borrowing facts, statistics, or illustrative material; or
 5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
4. **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources to deprive others of the information they contain.
5. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.
6. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

CAMPUS POLICIES

1. **Administrative withdrawal (undergraduate only):** Students must participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, the student must inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal occurs after the full refund period, and a student who has been administratively withdrawn is ineligible for a tuition refund. <https://studentcentral.iupui.edu/register/administrative-withdrawal.html>
2. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the [CAPS office](mailto:capsindy@iupui.edu) at 274-2548 or capsindy@iupui.edu.
3. **Course policies:** Several campus policies governing IUPUI courses may be found at the following [link: http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html)
4. **Disabilities policy:** All qualified students enrolled in this course are entitled to reasonable accommodations for a disability. Notify the instructor during the first week of class of accommodations needed. Students requiring accommodations register with Adaptive Educational Services (AES) and complete the appropriate forms from AES before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). For more information visit

- <http://aes.iupui.edu>. For ADA resources visit <https://accessibility.iu.edu/ada/>. For ADA policies visit <https://policies.iu.edu/policies/ua-02-americans-disability-act/>.
5. **Education and Title VI:** IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color, or national origin in programs or activities that receive Federal financial assistance. Programs and activities that receive ED funds must operate in a nondiscriminatory manner, including admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment, if it affects those who are intended to benefit from the Federal funds. <http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>
 6. **Emergency preparedness:** Know what to do in an emergency to be protected and to protect others. For more information, visit the emergency management website at <http://protect.iu.edu/emergency>.
 7. **No class attendance without enrollment:** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. <https://facultystaffcentral.iupui.edu/enrollment/index.html> Children may *not* attend class with their parents, guardians, or childcare providers.
 8. **Religious holidays:** IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. Students seeking accommodation for religious observances must submit a [request form](#) to the course instructor by the end of the second week of the semester. For information visit.
 9. **Sexual misconduct:** One of the instructor’s responsibilities is to create a safe learning environment. IU does not tolerate sexual harassment or violence, which are prohibited under Title IX and the [sexual misconduct policy](#). The university can help students subjected to sexual misconduct. To seek help, obtain information and resources, or speak to someone confidentially, visit <https://stopsexualviolence.iu.edu/>. Federal regulations and University policy require the instructor to convey promptly any information about potential sexual misconduct to IUPUI’s Deputy Title IX Coordinator or IU’s Title IX Coordinator to ensure appropriate measures are taken and resources are offered. To protect a student’s privacy all involved will only share information with those who need to know to ensure the university can respond and assist.
 10. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit <http://studentaffairs.iupui.edu/advocate>.

SCHOOL POLICIES AND GUIDELINES

1. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, groupwork, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones, engagement in private conversations, and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, web surfing, and posting to social media are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
2. **Communication:** For classroom-based courses, the instructor or teaching assistant should respond to emails by the end of the next class or, for online courses, within two Indiana University working days, which excludes weekends and holidays. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
3. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are urged to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing with the following exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case maintaining anonymity is difficult); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at <https://soic.iupui.edu/app/course-eval/>. Course evaluations are typically open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades. In small sections, demographic information should be left blank, if it could be used to identify the student.
4. **Email:** Indiana University uses the student's IU email account as an official means of communication, and students should check it daily. Although the student may have IU email forwarded to an outside email account, the student should email faculty and staff from the student's IU email account.
5. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

MISSION STATEMENT

The Mission of IUPUI is to provide for its constituent's excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and

- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

Revised Bloom's Taxonomy (RBT)

The revised Bloom's taxonomy (RBT) presents a way to classify different types of learning experiences across two levels: 1) The revised Bloom's taxonomy cognitive process (RBTCP) dimension and 2) the revised Bloom's taxonomy knowledge (RBTK) dimension. The RBTCP dimension represents a continuum of increasing cognitive complexity—from remember to create—across six levels:

1. **Knowledge/Remembering:** The ability to recall or recognize specific information or data.
2. **Understanding:** Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. **Application:** The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis:** Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. **Evaluation:** The ability to apply a criterion or set of standards to conclude a value judgment.
6. **Creation, Synthesis:** The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

Statewide Transfer General Education Core

6. Humanistic and Artistic Ways of Knowing (Arts and Humanities)

6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.

- 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
- 6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
- 6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.