



**IUPUI**

SCHOOL OF INFORMATICS AND COMPUTING  
Department of Human-Centered Computing

**Media Arts and Science Program**

**NEWM-N261**  
**Storyboarding for Multimedia**  
**Spring 2022**

*Instructor:* Jacob Dobson  
*Email:* dobson@iu.edu  
*Office Hours:* by appointment (To sign up, go to link on Canvas home page.)  
*Phone:* (317) 274-4393  
*Credit Hours:* 3 Credit Hours (Must enroll both in lecture and a lab section.)  
*Where / When / Section:*

**Storyboarding**  
Wed 9:00 - 11:40  
Room: IT 355  
Section: 21645

**COURSE DESCRIPTION**

Introduction to story and production planning through traditional and digital techniques. Topics include the development of roughs, storyboards, and animatics as planning devices for digital storytelling and other new media products.

**Prerequisites:** N101, N102

**Required Materials/Art Supplies:**

- Artist's Sketchbook For Drawing and Taking Notes (**Not** lined paper)
- (3-4) **black** 20" x 30" foamcore boards
- Standard pencils for drawing
- Straight edge/ruler/T-square/something you can use to draw straight lines with
- Micron Pens

## LEARNING OUTCOMES KEY

<b>Revised Bloom's Taxonomy (RBT)</b>		
1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Creating		
<b>IUPUI+</b>		
<b><u>Profile 1: Communicator</u></b> Evaluates Information Listens Actively Builds Relationships Convey Ideas Effectively	<b><u>Profile 2: Problem Solver</u></b> Thinks Critically Collaborates Analyzes, Synthesizes, and Evaluates Perseveres	
<b><u>Profile 3: Innovator</u></b> Investigates Creates/Designs Confronts Challenges Makes Decisions	<b><u>Profile 4: Community Contributor</u></b> Builds Community Respectfully Engages Own and Other Cultures Behaves Ethically Anticipates Consequences	
<b>Principles of Undergraduate Learning (PULs)</b>		
This course is designed to demonstrate IUPUI's principles of undergraduate learning (PULs):		
1A.	Core communication: written, oral and visual skills	Some emphasis
1B.	Core communication: Quantitative skills	Some emphasis
1C.	Core communication: information resources skills	Some emphasis
2.	Critical thinking	Moderate emphasis
3.	Integration and application of knowledge	Some emphasis
4.	Intellectual depth, breadth, and adaptiveness	Major emphasis
5.	Understanding society and culture	Some emphasis
6.	Values and ethics	Some emphasis
<b>Statewide Competencies (SWC)</b>		
<b>6. Humanistic and Artistic Ways of Knowing</b> Upon completion of the Statewide Transfer General Education Core, students will		
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 to explore the complexity of human experience across space and time.		

## LEARNING OUTCOMES

Upon completion of this course, the student will:	RBT	IUPUI+	PLO's	Assessment:
Create stories and illustrate concepts through sequential images	4,5,6	P1.1 P3.2	1,2,4,5,6,10	Weekly Assignments
Apply industry-standard storyboard and scripting techniques to live action and/or animation	2,3,4,5,6	P3.2	1,2,4,5,6	Weekly Assignments
Explain the various purposes of storyboards in relation to live action and/or animation	2,3	P1.1 P3.2	2,4,5,10	Weekly Assignments
Define formats and labeling guidelines for live action and/or animation storyboards	2,3	P1.1 P2.3	2,4,5,6,	Weekly Assignments
Differentiate scenes and transitions as they apply to live action and/or animation storyboards	2,3,4	P1.4	1,2,4,5,6	Weekly Assignments
Examine shot selection as it applies to live action and/or animation storyboards	2,3,	P1.1 P2.3	4,5,6,	Weekly Assignments
Identify and illustrate camera moves as they apply to live action and/or animation	2,3,4,5,6	P1.1 P3.2	1,2,4,5	Weekly Assignments
Differentiate among thumbnail sketches, roughs, production, and presentation storyboards	3,4,5,6	P1.1 P2.3	1,2,4	Weekly Assignments
Create thumbnail sketches through interpretation of a written script	4,5,6	P1.1 P3.2	1,2,4,5,6	Weekly Assignments

<b>PLO &amp; PLUS MAPPING</b>	
<b>*Media Arts and Science B.S. Program-level Learning Outcomes (PLO)</b>	<b>‡Profiles of Learning for Undergraduate Success (PLUS, IUPUI+)</b>
1. Understand digital media and its effective use as a form of communication.	<b>P1.1 Communicator</b> – Evaluates Information
2. Communicate ideas effectively in written, oral, and visual form to a range of audiences.	<b>P1.4 Communicator</b> – Conveys Ideas Effectively <b>P1.2 Communicator</b> – Listen Actively* <b>P3.2 Innovator</b> – Creates/Designs**
3. Work effectively as a member of a team to achieve a common goal.	<b>P2.2 Problem Solver</b> – Collaborates <b>P1.3 Communicator</b> – Builds Relationships*
4. Analyze a problem, identify and evaluate alternatives, and plan an appropriate solution.	<b>P2.1 Problem Solver</b> – Thinks Critically <b>P3.1 Innovator</b> – Investigates*
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.	<b>P2.3 Problem Solver</b> – Analyzes, Synthesizes, and Evaluates
6. Demonstrate mastery of the concepts, techniques, and tools in one or more digital media specialties.	<b>P2.4 Problem Solver</b> – Perseveres <b>P3.2 Innovator</b> – Creates/Designs*
7. Develop professional quality digital media productions by promptly applying knowledge and skills including best practices and standards.	<b>P3.2 Innovator</b> – Creates/Designs <b>P3.3 Innovator</b> – Confronts Challenges*
8. Explain the impact of digital media on individuals, organizations, and society.	<b>P4.4 Community Contributor</b> – Anticipates Consequences <b>P4.1 Community Contributor</b> – Builds Community*
9. Acknowledge diverse opinions regarding professional, ethical, legal, and social issues with a global perspective.	<b>P4.3 Community Contributor</b> – Behaves Ethically <b>P4.2 Community Contributor</b> – Respectfully Engages Own and Other Cultures*
10. Plan for continuing professional development with an appreciation of the need for lifelong learning.	<b>P3.4 Innovator</b> – Makes Decisions

<b>Spring 2021</b>		<b>N261 Storyboard</b>		
<b>Date</b>	<b>Week</b>	<b>Homework</b>	<b>Points</b>	<b>Projects</b>
Wed: 1/12	<b>1</b>	Thumbnail Throw Down		
Wed: 1/19	<b>2</b>	Perspective Drawing	50	Basics
Wed: 1/26	<b>3</b>	Figure Drawing	50	
Wed: 2/2	<b>4</b>	Rough Draft	50	<b>1</b>
Wed: 2/9	<b>5</b>	<b>STORYBOARD #1</b>	<b>100</b>	
Wed: 2/16	<b>6</b>	Rough Draft	50	<b>2</b>
Wed: 2/23	<b>7</b>	<b>STORYBOARD #2</b>	<b>100</b>	
Wed: 3/2	<b>8</b>	Rough Draft	50	<b>3</b>
Wed: 3/9	<b>9</b>	<b>STORYBOARD #3</b>	<b>100</b>	
Wed: 3/16	<b>10</b>	Rough Draft	50	<b>4</b>
Wed: 3/23	<b>11</b>	<b>STORYBOARD #4</b>	<b>100</b>	
Wed: 3/30	<b>12</b>	Rough Draft	50	<b>5</b>
Wed: 4/6	<b>13</b>	<b>STORYBOARD #5</b>	<b>100</b>	
Wed: 4/13	<b>14</b>	Rough Draft	50	<b>6</b>
Wed: 4/20	<b>15</b>	<b>STORYBOARD #6</b>	<b>100</b>	
Wed: 4/27	<b>16</b>	Final Critique		

## WEEKLY SCHEDULE

- This weekly schedule is subject to change at the instructor's discretion.
- Any changes will be posted to Canvas and discussed in lecture.

## GRADING INFORMATION

Assessments	Number	Points Each	Total Points
Exercises	3	50	150
Progressive Phases	9	50	450
Storyboards	3	100	300
Participation	1	100	100
			1000

- Grades will be posted to Canvas assignments.
- ***Absolutely nothing for credit will be accepted via email***; this includes late work or anything else for which a student would expect to earn points.
- Late work is defined as anything turned in after the assignment is due.

### Grading Scale:

A+	100%	Professional level work, showing highest level of achievement
A	93–99%	Extraordinarily high achievement, quality of work; shows command of the subject matter
A–	90–92%	Excellent and thorough knowledge of the subject matter
B+	87–89%	Above average understanding of material and quality of work
B	83–86%	Mastery and fulfillment of all course requirements; good, acceptable work
B–	80–82%	Satisfactory quality of work
C+	77–79%	Minimally acceptable performance and quality of work
C	73–76%	Unacceptable work, does not demonstrate mastery
C–	70–72%	Unacceptable work
D+	67–69%	Unacceptable work
D	63–66%	Unacceptable work
D–	60–62%	Unacceptable work
F	Below 60	Failure

## **EXPECTATIONS, GUIDELINES, AND POLICIES**

### **COMMUNICATION:**

1. Do NOT email professor on Canvas. Email the professor at [dobson@iu.edu](mailto:dobson@iu.edu)
2. Always address emails to both professor and the TAs each time you email.

### **LATE WORK POLICY:**

ALL LATE WORK WILL BE AN F! (0 POINTS)

If student turns projects in by the next week, student may receive a maximum 59% which is better than 0%! Be sure to turn in everything on time and follow the assignment description. All Homework is due before 1:00 AM on the due dates. To be safe, always turn homework in the day before it is due! Please do not email the professor your homework. This will not help you avoid being marked late.

### **PENALTIES ON ASSIGNMENTS:**

When grading your homework assignments, if you fail to follow the instructions, the following point deductions are applied to your grade:

1. If you fail to turn in your work in the format provided: -50% points
2. If you fail to use lecture and lab time efficiently: -10% points
3. If you trace. 0% (And other penalties.)

### **CLASS CONDUCT:**

1. No laptops during lectures and demos
2. Take notes in visual journals
3. Participate

### **ATTENDANCE POLICY**

Missing class reduces your grade through this policy:

1. You are allowed two excused or unexcused absences.
2. Your third absence will result in a 5% reduction in your final course grade. Your fourth absence will result in an **additional** 10% reduction in your final course grade. Your fifth and any additional absences will result in an **additional** 20% reduction in your final course grade.
3. Do not be late or leave early. 2 of these will equal 1 absence.
4. Email the professor and the TAs regarding your absence prior to class
5. Your job is to sign attendance even if it does not get passed to you.
6. Take notes and date them. It can get you out of an attendance glitch.

Students arriving after attendance has been taken will be marked late: it is the responsibility of the late arriving students to contact the instructor or TA at the end of class to make sure they are marked late and not absent. Leaving early will be marked similarly. 2 late marks or leaving early will count as 1 full absence. Students who do not attend will be marked absent.

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. Missing class may also reduce your grade by eliminating opportunities for class participation. Regular and punctual attendance is vital to the success of any class; therefore, attendance to lecture and labs when required is mandatory. The assignments and lectures in this class are cumulative and regular and punctual attendance is crucial to your success. Attendance shall be taken in every class. 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.

I do understand that life happens and it may be impossible to attend every class. Only the following are acceptable excuses for absences: death in the immediate family (e.g. mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one's self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect your privacy, doctor's excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance. Extenuating circumstances can be discussed on an individual basis, but the final decision is up to the instructor in all cases and proof of the extenuating circumstance(s) will be required, such as a doctor's note, obituary notice, police report, or other substantial proof. Abuse of the system by previous students is the reason for this requirement... In the event of an extenuation circumstance, graduate assistants will defer to the course instructor's decision.

### **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. <http://registrar.iupui.edu/incomp.html>

### **More Details:**

If you want feedback on an assignment or exercise and you missed the due date, make an appointment to see me in my office and I will critique your work. At least that way you will learn from what you did right and what you did wrong so you can apply that knowledge to the remaining assignments/exercises. My best advice is just to get everything in on time to avoid this problem. Check Canvas regularly (daily) for assignment details and messages in the event of an unforeseen change. Failure to do so is not an excuse for missing an important message or assignment. Redirecting your Canvas email to an email address you check daily is recommended, to avoid missing important information. If you do not wish for your work to be displayed on my teaching portfolio or website, please let me know in writing and I will honor your wishes. In the event that a student must miss an assignment it is the student's responsibility to contact the course instructor to arrange for an explanation of the assignment during office hours. Pop quizzes that are missed may not be made up. Participation in discussion and critique is expected of all students. Critique is intended to be a place where we can explore the strengths and weakness of each other's work. Any personal attacks or unsubstantiated criticism (or praise) of work will not be tolerated. Every project/assignment/exercise is subject to critique.



**Profanity and Other R-Rated Business:** Generally, I want your imagination to take your creativity wherever, but this is a large and mixed crowd, so please avoid R-rated subject matter such as graphic illegal drug use, overt sex of any kind, frequent F-bombs, the C-word, racial/ethnic/other slurs (even if it's just the character talking), and excessive gore and violence. You can be suggestive, but not explicit. This class challenges you to write in a way that ensures your work will be suited for a wider, more general audience. This will help broaden your creativity and make you more employable!

**Clichéd Ideas to Avoid:** In a few weeks, I will provide a more specific list of tired story ideas and worn-out tropes and clichés to avoid. This is simply to make you aware of what is exhausted (or getting there), and challenge you to write original material suited to this class and aim for a broader audience.

For now, here's the general idea of what we're trying to avoid, so you know right away:

- Fan fiction and other writing based on video games, graphic novels, webisodes, or other previously existing material will not be accepted. (Sometimes I'll allow an adaptation of a published, literary work, or a clever parody, but that's rare, and you'll need to ask permission and give clear credit. Note: *Bioshock* is not a literary work.)
- Vampires, zombies, and other well-known monsters that bite people, infect people, or walk around in daylight and sparkle while stalking people.
- Elaborate, faraway fantasy realms with unpronounceable names that feature characters with unpronounceable names, but everyone talks like a sarcastic gamer and does magic.

If you really enjoy creating material that isn't really suited for this particular class, then continue writing what you like on your own. This isn't meant to discourage you from creating on your own. Stuff you learn in this class will apply to other types of writing. The challenge of avoiding the well-worn stuff will help you develop your writing and create more original, interesting work.

### **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* at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> 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. <http://www.ulib.iupui.edu/libinfo/turnitin>

### **ACADEMIC MISCONDUCT**

1. **Cheating:** Cheating is considered to be 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, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
  - 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. **Double Dipping:** The outcomes and artifacts developed for any one class in Media Arts and Sciences at IUPUI cannot be the same or overly similar between semesters or in the same semester for one student or group of students or one faculty or group of faculty. The project must be differentiated, the expectations for the project outlined, and the faculty involved, notified and in agreement prior to the semester beginning.
5. **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 so as to deprive others of the information they contain.
6. **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.
7. **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.

## **OTHER POLICIES**

1. **IUPUI course policies:** A number of 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)
2. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, 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, surfing the Internet, and posting to Facebook or Twitter during class 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. 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). 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.
3. **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.
4. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.
5. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course.

Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: [aes@iupui.edu](mailto:aes@iupui.edu), Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.

6. **Administrative Withdrawal:** A basic requirement of this course is that students 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, it is the student's responsibility to 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 will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.
7. **Emergency Preparedness:** Safety on campus is everyone's responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. <http://protect.iu.edu/emergency>

## **MISSION STATEMENT**

The Mission of IUPUI is to provide for its constituents 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.