



IUPUI

## SCHOOL OF INFORMATICS AND COMPUTING

DEPARTMENT OF HUMAN-CENTERED COMPUTING

Indiana University-Purdue University  
Indianapolis

### NEWM MAS n262

## Introduction to Comics & Sequential Storytelling

Department of Human-Centered Computing (HCC)

Media Arts &amp; Sciences Program (MAS)

Indiana University School of Informatics and Computing, Indianapolis.

Fall 2021.

*Section No.:* #35060 *Credit Hours:* 3  
*Time:* Fall 2021, Tuesdays –12:00pm – 2:40pm  
*Location:* IT 357.  
 Informatics & Communications Technology Complex 535 West Michigan  
 Street, Indianapolis, IN 46202 [\[map\]](#)  
*First Class:* August 24<sup>th</sup>, 2021.  
*Instructor:* **Prof. Mathew (Pooka) Powers, MFA in Digital Media, Lecturer**  
*TAs:* *Human:*  
**Eli (IronEngima) Manning, Nathan (SoulStone) Bartone,  
 Emma (SilverQuill) Borgard, Mack (BabyDragon) Enlow  
 (Veteran) Jess (Bobby-Dazzler) Hayes**  
*Non-Human:*  
**Jax(xi), Pollix, & Treeix - Tri-Force of Suggies**  
*Canvas:* <https://iu.instructure.com/courses/2012808>  
*Office Hours:* **By Zoom Appointment.**  
*Office:* 420K – Not in use. (Explained in Class).  
*Phone:* No office phone at this time. (Explained in Class).  
*Email:* Through Canvas.

### COURSE DESCRIPTION:

This class combines traditional storytelling and image creation with traditional and/or digital techniques and procedures to produce self-created and engaging sequential stories. These will be channeled through both individual and group dynamics while looking at the concepts, construction, and development behind linear story experiences. Class creations will be produced for print and will encompass comic and storyboard principles. Character, environment, and narrative creation will merge with typography, layout, design, and illustration to enrich the class products. Additionally, integration and communication with digital media programs and production techniques will be covered.

Welcome to n262 Intro to Comics & Sequential Narratives. This class will introduce you to the art and science of storytelling through the 2D print medium. You will be shown how to develop a visually engaging narrative with a series of original characters, environments, and plots through your own storytelling “voice”. Each class will consist of a lecture by the instructor followed by class time for your practice of the material presented. Discussions concerning the assignment and newly acquired information will be distributed during class. Students will be expected to work on their projects outside of class and develop them each week.

The class objectives seek to give you a solid foundation in the tools, strategies, and techniques for 2D print narratives from initial concept to full production. We will examine how you create a story, populate with well-rounded characters and how you convey ideas through visual formats. Most importantly, we will also explore the psychology behind a visual scene’s creation. Concerning class projects, the theme of the class is to prepare you for the real-world with complete, portfolio-ready projects to be shown to potential employers or to assist you in future endeavors. This focus will arc throughout the class with weekly assignments keeping you on track and educated with all the smaller details that are needed for all the projects.

In this class you will be expected to work hard, explore, participate in discussions, but most of all have fun with the subject matter and the tools required to create it. Most of all, you should be motivated and open to new ideas and practices.

**It’s not HOW you create, but WHAT & WHY you create!**

**Required Text(s): None**

**Texts: (recommended NOT required)**

**Understanding Comics: The Invisible Art**  
Scott McCloud, Harper Paperbacks, 1994.

**Reinventing Comics: How Imagination & Technology Are Revolutionizing an Art Form**, Scott McCloud, Harper Paperbacks, 2000.

**Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels**  
Scott McCloud, Harper Paperbacks, 2006.

**Creating Characters with Personality: For Film, TV, Animation, Video Games, and Graphic Novels**  
Tom Bancroft, Watson-Guptill, 2006.

**Visual Storytelling: The Art and Technique**  
Tony C. Caputo, Watson-Guptill Pub, 2002.

### **Equipment/Supplies: (Recommended)**

- Imagination (yes, I'm serious about this)
- One Blank Page Sketchbook: for images
- Professional Grade Paper for Final Comic work (unless working on a computer)
- **All class work to be turned in over CANVAS, in the right folder!**
- Backups!!! CD's, DVD's, Thumbdrive, iPod, external hard drive, etc (for backup of all class materials and scanned in images)
- One Regular (24page) Comic Art Board Packet: <http://www.bluelinepro.com/>
- Supplies: Pens, pencils, colored pencils, erasers, Sharpie Markers, Grey Design Marker, 2fl oz of India Ink, #2 sable brush, hole punch, ruler
- Light-board (optional, if possible)

### **!!!Visual Medium!!!:**

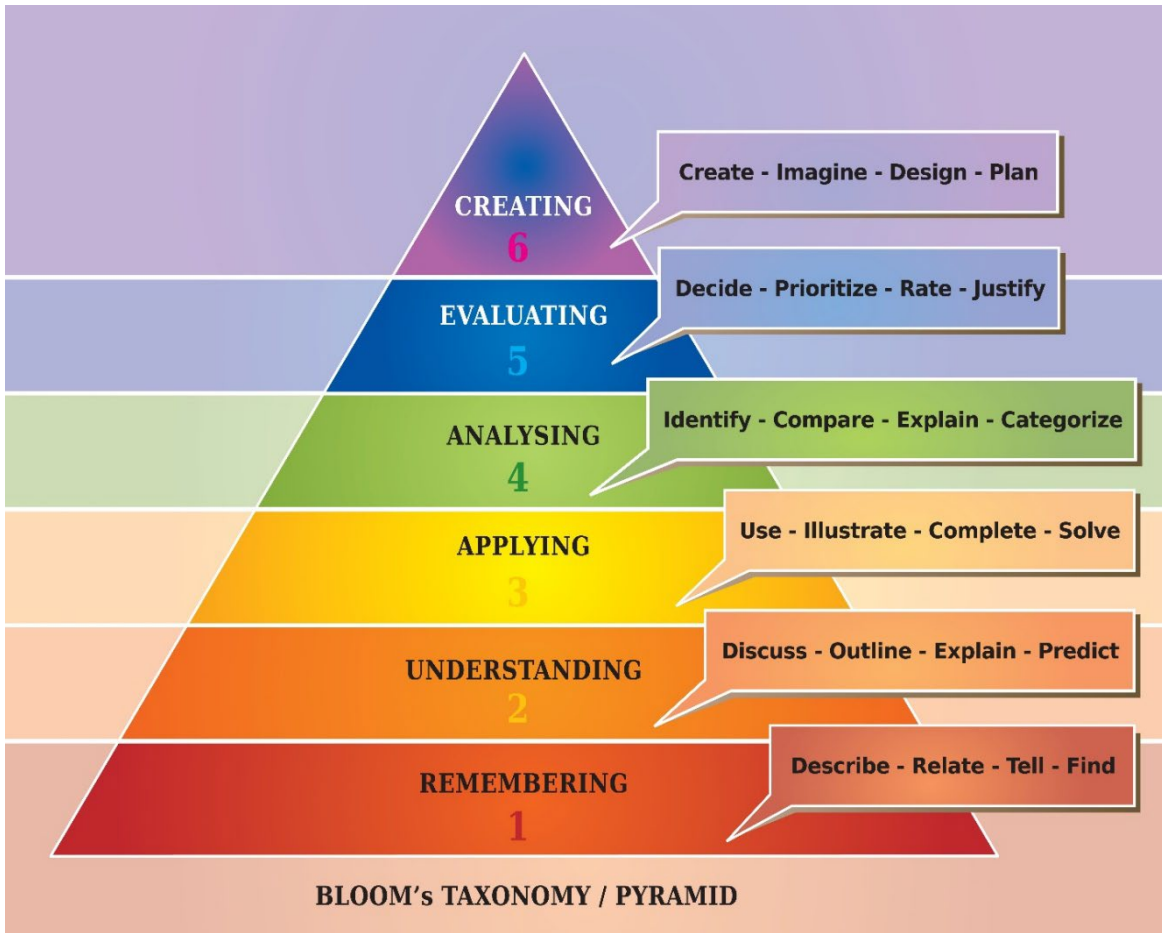
In this class you are allowed you use WHATEVER visual medium you wish to use to create your story and bring it to life. This can be from the traditional Pencil (Color or B&W) and Ink work to collages to 3D renders to Photography (with some kind of visual filter added to it) or to something we have not even discovered or worked with before. As long as the FINAL artifact is a hand-held comic, this class does not care what visual medium you use. Though if you are using something more experimental, please make sure to tell me, the prof, as soon as you can.

It's ok if you cannot draw. There are endless possibilities for you to create a visual sequential narrative that informs, engages, and entertains. No excuses. :D

### **Teaching and Learning Methods:**

The course structure is composed of these parts:

- Lectures / Lab
  - This activity will be the majority of class time. It will include a series of lessons on the many aspects of game creation and publication using comic book storytelling techniques. Multiple topics will be covered to give you an idea of what all it takes to make a modern comic story and for you to find your place in this structure.
- Projects:
  - Weekly tasks will be assigned in relation to each lecture.
  - Students MUST have their work completed by the assignment's given due date after it is given out for credit in this class.



## LEARNING OUTCOMES KEY

### Revised Bloom's Taxonomy (RBT)

1. Remembering, 2. Understanding, 3. Applying  
4. Analyzing, 5. Evaluating, 6. Creating

<i>Media Arts and Science B.S. Program-level Learning Outcomes (PLOs)</i>	<i>Profiles of Learning for Undergraduate Success (PLUS, IUPUI+)</i>
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 – Makes Decisions</b>

### Statewide Competencies (SWC)

#### 6. *Humanistic and Artistic Ways of Knowing*

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. <sup>[[L]]</sup><sub>SEP</sub>

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
<i>1. Create a readable and engaging comic narrative which corresponds to the "Half-way" point in terms of page-count for the final comic artifact.</i>	5, 6	<i>P1.4, P3.2 P2.4, P3.3</i>	2, 6	<i>Midterm Milestone</i>
<i>2. Create a full comic book artifact and have it physically published for reading by the class.</i>	5, 6	<i>P1.4, P3.2 P2.4, P3.3</i>	2, 6	<i>Final Milestone</i>
<i>3. Publish their comic to a public source.</i>	3	<i>P2.2, P1.3</i>	10	<i>Final Milestone</i>
<i>4. Craft an initial comic narrative story idea document and series of accompanying sketches to form the foundation of the semester long comic story.</i>	2, 3	<i>P1.1 P1.4, P3.2</i>	1, 2	<i>Initial Milestone</i>
<i>5. Implement basic and introductory comic story creation aspects as shown each week.</i>	1, 2, 3	<i>P1.1 P1.4, P3.2</i>	1, 2	<i>Weekly Assignments</i>
<i>6. Complete a series of quizzes on the comic storytelling aspects as shown in class.</i>	1, 2	<i>P1.1</i>	1	<i>Weekly Assignments</i>
<i>7. Participate in comic-test reads and comic story check-ins to monitor their</i>	4, 5	<i>P1.1 P1.4, P1.2 P2.3</i>	1, 2, 5	<i>Midterm and Final Milestones</i>

<i>progress and reflect on the work of other students.</i>				
<i>8. Define possible roles in the comic book industry through reflection of experiences in this course.</i>	5,6	P4.1 P3.4	8, 10	Weekly Assignments
<i>9. Develop a series of connections in the professional comic creation world to bolster their entry into it.</i>	5,6	P3.4	10	Weekly Assignments

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

### **Class Projects:** (further explained on Assignment Sheets given out during class)

#### **Alpha: (Peer-to-Peer Grading – Explained in class)**

1. Individual Comic Concept Sketches & Project Idea (Script) = 100pts
2. Individual Comic: (Midterm) = 100pts
3. Individual Comic: (Final) = 100pts

#### **Beta:**

4. Weekly Assignments/Comic Exercises = 25pts each, (Explained in Class)
5. Comic Test-Read Class Forms = 25pts all together
6. Comic Check-Ins = 50pts each
7. Comic Test-Read Participation = **50pts each (This. Means. To. Show. Up!!!)**

**(All Comic Check-Ins, the Midterm, and the Final will have an accompanying Intention-Paper assigned to them. This is explained in class.)**

#### **Variable:**

8. Participation = Paramount
9. Random Assignments = Random Points

### **Calendar and Schedule:**

<https://studentcentral.iupui.edu/calendars/official-calendar.html>

**VERY SUBJECT TO CHANGE BASED ON UT4 & COVID LEARNING**

#### **August:**

**Week 1. Aug. 24<sup>th</sup>: First Day of Class, Introduction, Examples, Get-to-know-ya!**

Week 2. Aug. 31<sup>st</sup>: Introduction and History of Comics.

#### **September:**

Week 3. Sept. 07<sup>th</sup>: Comic Lecture and Lab Time.

**Week 4. Sept. 14<sup>th</sup>: Comic Lecture and Lab Time - Story Idea Due.**

**Week 5. Sept. 21<sup>st</sup>: Comic (CHECK-IN) - 4 pages - "Roughs – Penciled".**

Week 6. Sept. 28<sup>th</sup>: Comic Lecture and Lab Time.

**October:****Week 7. Oct. 05<sup>th</sup>: Comic (CHECK-IN) - 6 pages - “Roughs – Penciled.”**Week 8. Oct. 12<sup>th</sup>: Comic Lecture and Lab TimeWeek 9. Oct. 19<sup>th</sup>: Comic Lecture and Lab Time**Week 10. Oct. 26<sup>th</sup>: MIDTERM: Project Roughs Readings & Critique (10 pages).****November:**Week 11. Nov. 02<sup>nd</sup>: Comic Lecture and Lab Time.Week 12. Nov. 09<sup>th</sup>: Comic Lecture and Lab Time.**Week 13. Nov. 16<sup>th</sup>: Comic (CHECK-IN) - 6 pages - “Roughs – Penciled”.****Week 14. Nov. 23<sup>rd</sup>: Thanksgiving Break – No class. Go eat a lot!**Week 15. Nov. 30<sup>th</sup>: Comic Lecture and Lab Time.**December:****Week 16. Dec. 07<sup>th</sup>: FINAL: Project Final Readings & Critique.****All Pages (22 - Plus Cover = 23 pages) - Inked, Bound, Printed, & Presented!**Week 17. Dec. 14<sup>th</sup>: After Final review day and grading. (Optional).**Grading Scale:****Grade Translations:** (What I am saying with grades)

A = Excellent (Wow!), B = Good (HmMMM, Not bad, shows potential)

C = Average (Meh, it'll pass but....), D = Below Average (Really?)

F = Fail (What are you doing here?), **Super F = Epic Fail (nuff said.)**

In the case of borderline grades, factors such as respect, attendance, tardiness, attitude, and class participation will be considered.

**Grade Ranks:**

A +	100% +	Professional level work, showing highest level of achievement
A	93–99.99%	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

Please note that the minimum grade for credit towards a major (both core and electives), minor, or certificate is a grade of C.

**Super F = under 9%****(Yes, this has actually been given out multiple times! Current record = -17.98%)**



### **Course Skills Outcome: (Goals)**

Game narrative and world creation/development, basic game-related design solutions, basic programming, character, creature, and environmental animation, playability/testing skills and the creation of a complete and portfolio ready game level and an understanding of essential 3D game design.

### **Core Communication and Quantitative Skills learned in this class:**

- Express personal ideas and facts to others effectively in a variety of formats;
- Comprehend, interpret, and analyze texts, games, animations, and imagery;
- Communicate orally in one-on-one and group settings;
- Solve game related problems and
- Make efficient use of information resources and technology for personal and Professional needs.

By the end of the semester the student should have knowledge pertaining to the above information. This will be delivered through readings, discussions, hands on activities and other methods of learning. Students will learn how to adapt current, new and emerging technologies and best practices to incorporate as many human senses as possible for the purposes of engagement.

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

#### **Attendance and Participation:**

**New Covid-19 Procedures may alter traditional attendance taken at the start of each class. More on that as it develops.**

**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.**

**IUPUI policy is that class attendance is mandatory. Attendance is taken at the start each class. Any student missing FOUR classes without an approved excuse will lose five points from the final grade. An additional five points will be removed for every missed day after the fourth missed day. Be on time to class. Lateness is assessed 15min after class begins. Every three “lates” equals one absence that in turn counts towards the final grade reductions.**

If you are unable to attend, please send me a notice through email before class. Absences may be excused with valid doctor’s documentation or other extenuating circumstances. Students are expected to actively participate in class by asking questions and sharing any relevant experiences.

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. 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.

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.

Missing class may also reduce your grade by eliminating opportunities for class participation. For all absences, the student is responsible for all covered materials and assignments.

### **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>

### **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.

### **Classroom Behavior, Respect, Edicts, & Policies:**

#### **Respect for your Fellow Storyteller:**

Cell phones, pagers (really?), blackberries, iPods, Zunes (does anyone actually have one of these) and all other personal devices are to be turned off and not used during class times. I mean it. They. Are. Annoying. They may be used only during breaks or at the consent of the instructor. Anyone using these devices in a disruptive manner will be asked to leave the class. "Social sites" such as Facebook.com, MySpace.com, their illegitimate child MyFace.com, Friendster.com (again, is anyone on this), Twitter, or Instant Messenger are not allowed during class. These sites are disruptive and a distraction. Anyone caught using these will be asked to cease and if not will then be asked to leave the class.

Students are expected to be respectful of the instructor and each other during lectures and presentations. Unless asked a question, talking should not interfere with whoever is speaking at the time.

#### **Respect Triangle – Prof > Student, Student < Prof, Student << Student**

(from my regional-district-manager, who thinks-outside-the-box)

Due to a complete abuse of the class time provided in previous semesters, no student is allowed to leave early without permission of the instructor. Family emergencies, religious activities, personal extreme sickness will be allowed and excused if told to the professor in a timely manner. Any student(s) found leaving early will be marked late for that day. Remember, three "lates" will count as one absent. Also, any students who disappear during break just randomly will be treated in the same manner.

### **Academic Honesty:**

All students in Media Arts & Science should aspire to high standards of academic honesty. This class encourages cooperation and the exchange of ideas. However, students are expected to do their own work.

### **Plagiarism: (Adapted from the definition by the School of Liberal Arts)**

#### **MAJOR PROBLEMS WITH THIS IN THE PAST TWO YEARS!**

Plagiarism is the use of the work of others without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, music or pictures. Using other students' work (with or without their permission) is still plagiarism if you don't indicate who initially did the work. Plagiarism, a form of cheating, is a serious offense and will be severely punished. When an instructor suspects plagiarism, he/she will inform the student of the charge; the student has the right to respond to the allegations. Students whose work appears to be plagiarized may be asked to produce earlier drafts of the work. Students should, for this reason and as a protection in cases of lost papers, diskettes, retain rough drafts, notes and other work products for 2 or 3 weeks after the end of each semester. The penalties for plagiarism include reprimands, being failed for a particular exam, paper, project or the entire course, disciplinary probation, or dismissal. Faculty, after consulting with their chair and or the dean must notify students in writing of their decision. Students have the right to appeal such decisions by the submitting a petition. All students are responsible for reading the Code of Student Rights, Responsibilities, and Conduct of Indiana University Purdue University Indianapolis.

### **Liability Warning:**

Your student ID and password are private! Under no circumstance are you to give them out to anyone. If another person uses your ID or password you will be held personally responsible for any and all activity on your computer account. If plagiarism is involved you run the risk of being dismissed from the school. If a computer or software is damaged you are responsible for repair and replacement. Loaning out your ID or password involves too much risk. "A student must not violate course rules as contained in a course syllabus, which are rationally related to the content of the course or to the enhancement of the learning process in the course." [Code of Student Rights, Responsibilities, and Conduct, page 29]

### **What NOT to do!**

Due to complications from previous semesters I have had to converse with my superiors as to helping adjust the nature of assignments. We are a community here at IUPUI and everyone's rights must be protected. I am not squashing or censoring creativity by any means and if you have a "bad guy" or a cabal, illegal organization, evil empire, etc. whose unbecoming actions and words work into the story then certain liberties may be used at the discretion of the professor in conjunction with speaking with you and your team with what you hope to create in this class. But no flagrant, blatant, or promotion of Hate-speech or action will be allowed. I am looking at the class as a whole to deliver the best possible work for everyone between the delicate balance of creative freedom and what is needed for the stories in works created here. More on this will be better explained in class.



**Email/Message Response Time:**

Due to the complete overload of the current academic schedule, all students are asked to allow **72 hours** for a response from the instructor as emails are filling up more than ever due to current backlogs. Student patience is greatly appreciated and sending out the same email 20 times in one day will not garner a quicker response. All email is answered in order that it is received. Also, students are advised to not wait until the night before to make their games. These productions will be riddled with holes, bugs, and glitches and have hardly any hope of being fixed by test time. Games need to be made ahead of the Playtest day to allow for adequate email questions and response time. All in all for this class all you need to know are greatest words ever spoken were:

**DON'T PANIC!**

Please remember them.

**Computer Degradation Policy:**

Over the past few years students have begun to show an increasingly disturbing dependence on their phones and computers. This is fine and dandy outside of class but our sessions only meet for 2.5 hours 16 times this semester. It is beyond crucial that I have your full attention during this time. This is so I may help mold and teach you the principles of Creature Design and for you to work with your fellow Creature Creators on assignments and in-class exercises. There is no reason to be watching YouTube videos or viewing Facebook during class time. Also, the notes will be given out each class so there is no reason to be looking at them over your computers. Every student is expected to have their computers and phones down and away during class lectures, exercises, videos, etc.

Anyone caught with their computers up and open after it has been announced for them to be away will be asked to close them once. If this does not achieve the desired effect, then the professor and TA will make note of the student in question and their grade will experience a point degradation per infraction. Everyone is an adult here and is expected to be fully involved with the class. I want to draw the very best out of you this semester and I can only do that if you are fully along for the adventure.

**Drama-Llamas: THERE WILL BE NO DRAMA-LLAMAS!**

(Further explained in class)

**\*\*\*Everyone is expected to turn in a physical Comic-Artifact that the school can keep at the end of the class. \*\*\***

**Average Comic Book Length:**

Source: [www.gianttip.com](http://www.gianttip.com)

The standard single issue in North America is **22 pages** of story with another **10 pages** of ads, totaling **32 pages**. Non-Marvel/DC books tend to vary a fair bit (Image and Dark Horse books, for example, have fewer ads and the ones that they do have are for other Image/Dark Horse books). **Of course, more than this IS ALLOWED! ☺**

### **Doing the Bare-Minimum or Pushing Yourself to New Heights:**

It should be noted that in this class you are encouraged to go above what is assigned and for you to explore, creativity what you (and the project) are capable of. The real world does not set standards on what will be successful creativity or critically and it is up to every creator to strive for the best work possible. Doing just the bare-minimum on assignments will garner you average grades. If you are looking for high marks then stretch yourself and what you complete for the assignments. Don't be afraid to experiment and follow a new and creative path. These are the times where real education happens.

### **Playing the Game-Class:**

This class is going to be fun! Fun is the single most crucial element of gaming and the class will reflect that. But a part of fun is challenge. This class will be equally challenging. To survive in this class you need to not see it as a tired-old class, but a new game for you to conquer, beat, and win!

Think of the various assignments as levels. Levels that are going to throw all sorts of baddies, open pits, and power-ups your way. These assignments/levels want to try and hold you back. They have all sorts of minions at their command like software comprehension, code, animation, writing, creating, etc. But with enough determination and insight you will recognize the patterns and amounts of effort needed to strategize around and navigate through them triumphantly. This game/class has four level/assignments and each one gets harder and more challenging. Yet, when you get past one and best it, the taste of victory will be ever so sweet. You will then be ready for the next one. Getting better and stronger as you go. The grades you receive are the points/coins you collect along the way. You may not collect all the points on a particular level but that's why there are extra-credit assignments and random projects. These act as those "oh-so-wonderful" hidden zones filled with coins as far as the eye can see. You need to be ready for them and know your standing in the class with your point/coin tally. Plus, it just feels so much better to have as many coins/points as possible. They may not buy happiness but they sure rent it.

The three absences in class are your three lives. You have three chances to make it through this game without a penalty. I would use these wisely if you hope to finish in good standing.

The final grade in the class is your ranking in this game. If you find all the coins, secrets, hidden widgets, beat all the enemies, pass all the levels, and make it past the boss you will come out with a high game ranking. One that is worthy of your mom taking a picture of it and posting the photo on the fridge.

And finally, there is the ever-present Boss. Just think of your kindly instructor as your smiling, neighborhood Bowser. Large, aggravating, helpful, and someone you can't wait to beat. The boss is always the paradox in a game. He is the one you must get past to truly complete the game. Without him and his obnoxious taunting and endless waves of minions you would not be able to prove yourself to yourself and those around you. A sharp sword always needs a heavy anvil to be smithed on. He may be in the way, but the boss of any game is always the best teacher. Remember this paradox. The boss may roar, kidnap the princess, and challenge you but he does it with a smile of happiness when you send him into the boiling lava.

I will challenge you, help you, assist you, say things you may not want to hear and things you want to hear, and push you to your greatest potential. I will be by your side

through all of this. I take this stuff very seriously. Games say a lot about the culture and people who make them. They are a true expression of self, fun, and play. All things needed for a balanced, meaningful, and rich life. I am honored you have taken this class and chosen to play this game. I want you to win. You want to win. So let's go get this thing started.

## COMICS – ON!

### IU SCHOOL POLICIES:

#### POLICIES CONCERNING ASSIGNMENT/PROJECT DEADLINES:

- **NO LATE PROJECTS WILL BE ACCEPTED.**
- **Any project will be assigned a score of 0 (zero) points if not turned in by the stated project deadline.**
- Please check Canvas assignments to determine when your project is due. It is your responsibility to understand due dates.
- Please check Canvas assignments to determine the proper way to turn in the project due. **All** projects will be turned in through the assignment tab on Canvas.
- In the event that Canvas is not available, only IUBox may be used as a secondary upload site. Please refer to the PDF “Policy for Failed Canvas Submission” posted in the course syllabus section and follow stated procedures.
- If projects exceed 200 MB in size, then only IUBox may be used as a secondary upload site. Please refer to the PDF “Policies for Project Submission through IUBox” posted in the course syllabus section and follow stated procedures.
- Please label **all** media appropriately. Points will be taken off for improperly labeled media and assignments
  - Example for file: lastName\_ClassNumber\_projectName.fileExtension
    - JoanSmith\_N100\_project 1.jpg
  - Example for media: Joan Smith, Class ###, Project ###
    - Joan Smith N100 Project 1
- Meeting project checkpoints will be required for full point credit on projects. Please reference the Canvas assignment for specifics on each project.
- Midterm and Final exams/presentations will only be administered during set class times. A score of 0 (zero) points will be assessed on any exams not taken during class.
  - Exams will only be scored if a signed exam sheet is turned in on the day of the test
- In class quizzes that are missed will be scored a zero and no make up quizzes will be administered.

### **OTHER CONSIDERATIONS:**

- Please come to class on time and be prepared to start on time.
- Participation in class discussions, including class critiques and any written papers or critiques are required and will be considered in final grading.
- Students will develop and present individual projects unless otherwise approved in writing from the instructor.
- Work for other courses may not be done during this class time.
- If you need to leave class early, please inform the instructor in advance.
- **Food is strictly forbidden** in the computer labs.
- **Laptops should only be used for taking notes, not for running advanced software. All in-class work must be performed on lab computers.**
- 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. In other words, all projects must be unique and may not be used from one class to another without instructor permission.

### **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:** <sup>[1]</sup><sub>SEP</sub> 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:<sup>[1]</sup><sub>[SEP]</sub>
      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:**<sup>[1]</sup><sub>[SEP]</sub> 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.
  5. **Violation of Course Rules:**<sup>[1]</sup><sub>[SEP]</sub> 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:**<sup>[1]</sup><sub>[SEP]</sub> 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. **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.
2. **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. **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.
4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at [capsindy@iupui.edu](mailto:capsindy@iupui.edu). For more information visit <http://life.iupui.edu/caps/>.
5. **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 three 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 for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

6. **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.
7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
8. **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>
9. **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)
10. **No class attendance without official enrollment.** Only those who are officially enrolled in this course may attend class unless they are 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. <http://registrar.iupui.edu/official-enrollment-class-attendance.html> Children may *not* attend class with their parents, guardians, or childcare providers.
11. **Religious holidays:** 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 <http://registrar.iupui.edu/religious.html>.
12. **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.
13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit <http://stopsexualviolence.iu.edu/>.
14. **Student advocate:** The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at [studvoc@iupui.edu](mailto:studvoc@iupui.edu). For more information visit <http://studentaffairs.iupui.edu/advocate>.

**IUPUI Mission:**

The Mission of IUPUI, is to provide for its constituents excellence in

- Teaching and Learning
- Research,
- Scholarship, and Creative Activity
- 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.

**Prof. Powers' EXTRAS:****DO NOT PUT THIS ON REDDIT – AGAIN LOL ☺****Nasty Weather, Junky Car Breakdown, Prof. Sick - Cancellation Policy:**

If for some other reason I cannot make it to class I will send out a group email stating the situation. Make sure to check your email at least once a day.

**Professor Voice Situation & Pronunciation** – Explained in class.**World of Warcraft Right-of-Play Clause:**

Any student found assisting or in any way playing on the Alliance side of WoW on any server will be promptly ganked and banished from class. We have no need for any-goody-two-shoes in this realm! Consequently, any student found assisting or playing on the Horde side of WoW may receive bonus points on every assignment. We need to encourage the right way to play at all times! **FOR THE HORDE!!!!!!**

**Pokemon-Go (Jurassic World Alive & Wizards United):**

Pokemon-Go is strictly forbidden from being played in class. It will be more than a distraction especially concerning the fact that the IT building has not one, but four distinct Poke-Stops within it. Also, there is the blunt truth that with the new school year all of these Poke-Stops will be more than likely lured by players for the entire semester. But in the extreme instance that you are indeed playing Pokemon-Go and a rare Pokemon pops into existence, it is your sworn duty to inform the class of this instance so that all may work on completing their Pokedex. Additionally, if there is a Legendary Raid discussion concerning participating in it as a class may, perhaps be discussed. ☺

**Right of Revision Statement**

The instructor in this course reserves the right to change the sequence of material and/or dates as outlined in this course syllabus.