NEWM N340
Motion Graphics

Section No.: Credit Hours: 3
Day/Time: 
Location: IT 255, Informatics & Communications Technology Complex
          535 West Michigan Street, Indianapolis, IN 46202 [map]
First Class: 
Website: http://canvas.iu.edu/…
Instructor: Joseph Cross
Office Hours: Mondays and Tuesdays, 1–5 pm, or by appointment
Office: IT 463
Phone: 
Email: 
Website: 
Prerequisites: NEWM N243 or N357 or N502 or instructor approval

COURSE DESCRIPTION
This course covers commercial, broadcast, and other forms of motion graphics. Projects introduce motion graphics principles, design and composition, timing and drama, storyboarding and planning, sound and music development, and synchronization. Students master the preproduction, production, and postproduction pipeline, including brainstorming, pitches, style frames, logo/identity animation, commercials, and banners.

EXTENDED COURSE DESCRIPTION
This course delves into the many categories of motion graphics including commercial, broadcast, titles, logo/identity, banners, and more. Its format includes lectures, showcases and demonstrations of techniques and applications of motion graphics in broadcast media, and motion for interactives. Projects cover basic motion graphics principles, design and composition, timing and drama, storyboarding and planning, sound and music development, and synchronization. All of this is packed into the production of a motion graphic branding package. Appropriate and current industry standard computer applications are introduced and applied.

Students gain experience and understanding of a motion graphic package pipeline (pre-production, production, and post-production): brainstorming, pitches, storyboards, style frames, logo/identity animation, 15 and 30 second commercials, and banners. This gives students a good foundation and understanding of a motion graphic pipeline and industry.
Recommended Texts:
Resources for Reference
http://cgi.tutsplus.com/
http://motionographer.com/
http://motiongraphicstrend.com/

Software used:
Adobe After Effects – motion design, and animation
Adobe Photoshop – asset/artwork development, and animation
Adobe Illustrator – asset/artwork development
Autodesk Maya 2015 – asset development, and animation

Equipment needed:
- Notebook
- Sketchbook
- Box Account [http://www.box.iu.edu]
- Portable Table

Learning Outcomes:
Upon completion of this course, students will

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>RBT</th>
<th>PUL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop, discuss, and implement motion graphics from preproduction, to production, to postproduction.</td>
<td>2, 3, 6</td>
<td>2</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>2. Design, pitch, and produce motion graphics for a branding package.</td>
<td>2, 6</td>
<td>1A</td>
<td>Assignment 3 Animation</td>
</tr>
<tr>
<td>3. Employ a motion graphics pipeline using Adobe After Effects and other software packages.</td>
<td>3</td>
<td>3</td>
<td>Assignment 7</td>
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<tr>
<td>4. Create motion graphics under a deadline while meeting expectations.</td>
<td>6</td>
<td>3</td>
<td>Commercial</td>
</tr>
<tr>
<td>5. Write scripts and sketch storyboards and style frames.</td>
<td>1A, 2</td>
<td></td>
<td>Assignment 8–10</td>
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<tr>
<td>6. Create a logo/identity animation, 15 and 30-second commercial, and banners for a client.</td>
<td>6</td>
<td>2</td>
<td>Animation Banner Commercial Assignment 6, 8</td>
</tr>
<tr>
<td>7. Apply best practices in organization, project folder structure, and naming conventions.</td>
<td>3</td>
<td>3</td>
<td>Assignment 11, 12</td>
</tr>
</tbody>
</table>

RBT: Revised Bloom’s taxonomy; PUL: Principle of Undergraduate Learning
Principles of Undergraduate Learning (PUL):
Learning outcomes are assessed in the following areas:

1A. Core communication: written, oral and visual skills  
1B. Core communication: quantitative skills  
1C. Core communication: information resources skills  
2. Critical thinking  
3. Integration and application of knowledge  
4. Intellectual depth, breadth, and adaptiveness  
5. Understanding society and culture  
6. Values and ethics

Some emphasis
Moderate emphasis
Major emphasis

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:
For success in this class I expect students to attend each class session. I will only allow missed classes if you give me notice a full week in advance. This class has a stringent attendance policy of 1 dropped letter grade for each 2 classes missed. I will take attendance at the beginning of each class.

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 OnCourse. 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 deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Exams/quizzes:
There are no exams or quizzes

Lab assignments:
Class tutorials and demos must be completed with the instructor. Failure to do so can result in a detrimental effect on effort and class participation scores.

Class assignments:
I require homework exercises following tutorials or in class demo each week. I expect these to be completed by the next class.

Grading Information:
• Requirements (projects, papers, class participation)
• Percentage of each assignment
• If class participation is part of the final grade, you must explain to the student how the participation will be evaluated
• Method of assigning grades

WEEKLY SCHEDULE

Week 1
Introduction – Syllabus, Student & Instructor Introductions, Student Knowledge, Goals of Class
Lecture: What is motion graphics?
What does a motion graphic pipeline looks like?
Equipment/Software Introduction.
Lab: (extended lecture)
Assignment 1: Research latest motion graphic production in the industry and where it succeeds. What draws you in? What attracts you?

Week 2
Lecture: Trends in motion graphics and keeping up
Discuss plans for motion graphic package assignments and deadlines
Setting up a motion graphic pipeline and adhering to it
Getting started in After Effects and setting the stage
Typographics
Lab: Begin typographic production with help and direction from instructor
Assignment 2: Typographic build
Choose a client or product for motion graphic package production

Week 3
Lecture: Beginning preproduction of motion graphic package
General purposes of motion graphics
Animation curves and more
Photoshop–After Effects pipeline
Illustrator–After Effects pipeline
Lab: Begin logo design and creating assets for logo/brand identity
Assignment 3: Motion graphic exercise
Create storyboard and style frames for logo/brand identity

Week 4
Lab: Pitch style frames and boards to instructor
Begin production of logo/brand identity animation
Assignment 4: Finish logo/brand identity animation

Week 5
Guest Lecture: About the industry and entering it
Lecture: Discuss next step in motion graphic package
Sound and audio sync

Lab: Present logo/brand identity animation and critique

Assignment 5: Research multiple avenues where the brand/product can be advertised online, and begin creating assets for banners

Week 6

Lecture: Discuss use of motion graphics in interactive media (websites, banners, etc.)
More tools to use in After Effects for motion and effects

Lab: Design and build assets for banners in motion graphic package

Assignment 6: Produce banners for motion graphic package

Week 7

Lecture: Discuss the next steps in motion graphic package
Using video in After Effects and Motion Graphics

Lab: Brainstorming commercial spot for motion graphic package, :30 and :15, with direction and help from Instructor

Assignment 7: Assignment using video in After Effects
Write first draft of script for :30 commercial spot

Week 8

Field trip to a studio (The Basement)

Lab:

Assignment 8: Continue working on script for :30 commercial for motion graphics package
Assignment exercise will be emailed by instructor

Week 9

Lecture: Trends in Motion Graphics and keeping up.
Using Autodesk Maya and other 3D software in the motion graphic pipeline

Lab: Pitch script and revise
Begin story boarding

Assignment 9: Assignment will be given by instructor
Begin creating storyboards for :30 commercial for motion graphics package

Week 10

Lecture: Demonstration on precomposition and multi-layering
3D space in After Effects

Lab: Create 3D composition while using multi-layering and more

Assignment 10: Finish creating storyboards and style frames for :30 commercial for motion graphics package

Week 11

Lab: Pitch final storyboards and style boards, and revise
Assignment 11: Create assets and animatic for :30 commercial for motion graphics package

Week 12
Lecture: From animatic to final production
Demonstration of presets and effects in After Effects
Demonstration of track mattes
Lab: Pitch animatic, and critique
Assignment 12: Presets and track mattes, Assignment given by instructor
Begin creating assets for production of :30

Week 13
Lecture: “Shining a turd”: How and what to add in After Effects to make it shine
Rendering, encoding, and how to make the most of compression without losing too much
Lab: Continue creating assets for :30 commercial
Assignment: Production of :30 commercial

Week 14
Lecture: Creating a :15 commercial from a :30.
Demonstration of color correction, filters, and image manipulation in After Effects. “Final touch”
Lab: Continue production of :30 and planning for :15
Assignment: Finish :30 and :15 cut of commercial for motion graphics package

Week 15
Present Final in front of class
Peer evaluation and critique

Week 16
Present Final in front of class
Peer evaluation and critique

Grading Information:
- Weekly Assignments
  All assignments are to be delivered in a folder with your name, class, and week titled, if the assignment is Maya based; with zipped Maya project folders, and will be evaluated through Oncourse within the week.
  Each weekly assignment is worth 50 points each.
  Weekly assignments will consist of certain parts and beginning to develop an appreciation of how production pipeline between data and print. Students will learn to see, evaluate, and develop a strong sense of foundations in prototyping.
- Professionalism (100 pts)
Professionalism is the highest quality a student of industry can gain and respect. We are all adults, the following are areas in which we will earn or lower your grade over the 11 weeks of class.
- Attitude (be excited)
- Tardiness
- Contributing and requesting of Critiques in class
- Deliverables (turning in what is asked for, the way its asked for)
- Effort
- Looking and smelling the part
- Presentation Quality
- Teamwork (Are you contributing effectively? Socially?)
- Timeliness (time spent on projects versus peers)
- Time tracking (What are you worth? How long are you taking?)

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td></td>
<td>Motion graphics literature review</td>
<td>50</td>
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<tr>
<td>Assignment 2</td>
<td></td>
<td>Typographic build</td>
<td>50</td>
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<tr>
<td>Assignment 3</td>
<td></td>
<td>Storyboards, style frames</td>
<td>50</td>
</tr>
<tr>
<td><strong>Animation</strong></td>
<td></td>
<td>Logo/brand identity animation project</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 5</td>
<td></td>
<td>Advertising literature review</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 6</td>
<td></td>
<td>Creating banners</td>
<td>50</td>
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<tr>
<td>Assignment 7</td>
<td></td>
<td>Adobe After Effects</td>
<td>50</td>
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<tr>
<td><strong>Banners</strong></td>
<td></td>
<td>Banners project</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 8</td>
<td></td>
<td>Commercial script</td>
<td>50</td>
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<tr>
<td>Assignment 9</td>
<td></td>
<td>Commercial storyboard draft</td>
<td>50</td>
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<tr>
<td>Assignment 10</td>
<td></td>
<td>Commercial storyboard and style frame</td>
<td>50</td>
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<tr>
<td>Assignment 11</td>
<td></td>
<td>Assets and animatic</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 12</td>
<td></td>
<td>Presets and track mattes</td>
<td>50</td>
</tr>
<tr>
<td><strong>Commercial</strong></td>
<td></td>
<td>30-second commercial project</td>
<td>300</td>
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<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td>Overall attendance, effort, communication</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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<td>1150</td>
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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% Modestly acceptable performance and quality of work
C 73–76% Minimally acceptable performance and quality of work
C– 70–72% Unacceptable work (Core course must be repeated for credit)
D+ 67–69% Unacceptable work (Course must be repeated for credit)
D 63–66% Unacceptable work
D– 60–62% Unacceptable work
F Below 60 Unacceptable work

No credits toward major, minor, or certificate requirements are granted for a grade below C. No credits toward general education or elective requirements 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 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. **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.

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.

**OTHER POLICIES**

1. **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.

2. **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)

3. **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 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.

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. **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 anonymity is impossible); 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 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. **Communication:** For classroom-based courses, 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.

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. **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, Tel. 317 274-3241). Visit http://aes.iupui.edu for more information.

9. **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.

10. **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

11. **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. For more information visit http://studentaffairs.iupui.edu/advocate.

12. **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. For more information visit http://life.iupui.edu/caps/.

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.