N501

Foundation Of Digital Production

Media Arts and Science Program
Indiana University School of Informatics and Computing, Indianapolis

Credit Hours: 3

Instructor: Dr. Edgar Huang
Office Address: IT 471
Office Phone: (317) 278-4108
Office Hours: 5-6pm, T or via Skype by appointment
Email: via Canvas Mail
Skype: j21099

Go directly to Class Schedule

Edgar Huang's teaching philosophy:

Teaching is not feeding ducks. 
Teaching is bringing the best out of a student.

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 top

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.
Course Description top

This course provides students a comprehensive and holistic training in multimedia production so that students can command such knowledge and skills in context. For many students, this course may make them step out of their comfort zone. The purpose of the course is to make students feel confident in producing a meaningful project on the professional level both independently and collaboratively. On the other hand, the training of conceptualization ability is equally emphasized in this course. Students will learn how to justify their decisions on the storyline, story details and technological implementation details, use of software, and so on. The goal of the course is for students to confidently apply technology to a worthy project.

In a nutshell, students will learn storytelling through the production of a multimedia project that involves

- sound design and processing,
- video production and editing,
- 2-D and 3-D animations,
- Web design,
- online video streaming,
- interactive design,
- game design,
- graphic design, and so on.

The course combines the following learning approaches:

- **individual hands-on production.** Through such activities, you will enhance the learned skills but more importantly learn new skills.
- **peer learning through group activities.** You will probably pick up most technological skills through this approach. The group project is not for someone who is good at Web design to do the Web design while those who don't know Web design still end up with knowing nothing about Web design. Rather, the ones who know about Web design need to teach the other ones who are not good at it yet and trade technological skills.
- **lecturing.** I will teach most of the content during the semester.
- **production peer evaluation.** All groups will present their assignments. All students will offer technical help to other groups' production. Instead of being courteous cheerleaders, students will be brutally honest to offer constructive comments and suggestions.
- **referencing professional works.** Students will learn from model works from the industry to draw inspiration and to garner ideas.

Course Outcomes top

Upon completion of this course, students will

1. be able to tell a compelling story in new media,
2. be able to conceive a production holistically,
3. master or at least have a fundamental understanding of all the technologies involved in the production,
4. be capable of working across technological boundaries,
5. be adaptive to different technological needs,
6. be able to adapt technology to content effectively,
7. be able to produce a portfolio project, and
8. have a better idea how to pursue a capstone project.

Required Text top

There is no required textbook for this course. We will take advantage of Lynda.com, which is free to IUPUI students. During the semester, I will supplement the course with my own reading materials.

Server Access top
The course materials will be accessible from the store3 Server. To access the store3 server from a PC at school, go Start > Run > \\in-info-store3.ads.iu.edu\classroom. To access it from home, you need to connect to IUPUI VPN, and then go through the same steps. You can connect to IUPUI VPN. To access the server on a Mac at school, while in Finder, go to Go > Connect to Server > type smb://in-info-store3.ads.iu.edu/classroom > Use your school login ID and password to access the server. To access the Server on a Mac at home, you need to connect to IUPUI VPN first also, and then go through the rest of the steps. You can only read but not write to this server.

Since this course is transferred from Oncourse to Canvas for the first semester, it is possible that the class will be run completely in Canvas without the store3 server support.

**Equipment/Supplies**

The school equipment pool has several camcorders, lights, microphones, and audio recording devices for checkout. Please go online to make a reservation. Everyone needs a portable hard drive that is at least 500Gb big to store massive amount of media. Members in a group should share media routinely so that everyone can have the same media to work on.

**Software Used**

- Adobe CS6 Design & Web Premium
- Adobe CS6 Production Premium
- etc.

**University course policies**

There are a number of campus-wide policies governing the conduct of courses at IUPUI.

**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.

**Bringing children to class**

To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.

**Course Evaluation Policy**

Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has 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.

Communication top

The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.

Email top

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.

Disabilities Policy top

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.

Administrative Withdrawal top

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.

Emergency Preparedness top

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

Student Advocate top

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.

Counseling and Psychological Services (CAPS) top

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/.

Code of Conduct to
All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a production, 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.

**Attendance and Class Performance**

Attendance is vital to your success in this class. You are required to be present in class to learn new knowledge and skills, to participate in discussions, and to present your ideas and your assignments. University regulations state: “Students are expected to be present for every meeting of the classes which they are enrolled.” There are reasons for missing classes: illness, accidents, or death/serious illness in the family, etc. For whatever reason, you are allowed to be absent for up to two times. If you are absent three or more times, you have the choices of either withdrawing from the class when withdrawing is still possible or getting an “F” for your course grade. Every undocumented absence will cost you 2 points of your course grade. An absence due to sickness or other excusable reasons will be excused in the sense that 2 points will not be marked off your course grade, but it is still counted as an absence. So save your absences for the absolutely mandatory moments. If you miss a class, you should get notes from a classmate. You are expected to be at class for the entire duration of the class period unless you are dismissed early. If you miss half of the class, you will be counted as being half absent.

**Teamwork**

During the semester, you can form a 2-to-3-person production team to work on the multimedia production assignments to share knowledge of production and to help each other shape and reshape project ideas. Grouping is not required though. You will create the team as you wish. Team members will learn how to manage time, have a clear communication, share comparatively equal amount of responsibility, and learn from one another. If a team member is in charge of certain aspect of an assignment, s/he should be responsible for making the other team member understand how, why and what should be done. The purpose of teamwork is learning together, not skipping learning.

All creative and personal differences must be worked out amicably outside of class. Problems and conflict between team partners have no place in the classroom. Your ability to deal positively with problems is a measure of your maturity and professionalism. You are allowed to regroup during the semester, but regrouping must occur between assignments, not in the middle of an assignment.

**Assignments**

Some are individual assignments while some are group assignments. All assignments are building blocks that will serve the purpose of completing the course project. Each assignment can be part of the course project or can be an exercise piece for you to learn how to achieve a desired effect in your course project. The assignments must be

1. completed
2. in a professional manner and
3. submitted by the deadlines.

The assignments will be critiqued and graded.

No projects produced fully or partially for another class should be submitted for grading in this course.

All assignments should be submitted to the Submission Page unless stated otherwise.

**Critique, Self-critique and Peer Review**

http://www.iupui.edu/~j21099/courses/N501S15.html
In-class critiques will be a routine. All critiques should be constructive rather than destructive. "If you add a line above the text, the text will stand out more" is constructive, for instance. "The design sucks" is destructive, for instance.

All students should be open-minded for critiques. All critiques will target your products, not you the person. When Jennifer says that Javier's kinetic typography movement is too slow, she doesn't mean Javier is a slow person. When everyone says your design is perfect, you will literally learn nothing. My role in this class is a quality controller.

A self-critique and peer review are expected of you for every assignment. This document will show me how you learned and contributed. **You will get 0 point for an assignment without self-critique and peer review.** In the self-critique and peer review, state

1. what new things or lessons you have learned (If you have learned nothing new, something is wrong with your engagement in the assignment.),
2. what frustrations you experienced (Frustration is a necessary part of constructive learning and should not be taken negatively.),
3. what improvement you think you can make,
4. how you contributed to the assignment, and
5. how your peers contributed to the assignment. Give a grade to your peer with 100 as the highest score.

**Participation**

**You will not get any participation credit for simply being present.** You are expected to

1. actively participate in discussions,
2. contribute your ideas and answer questions in class and online,
3. and help other students both in your group and outside of your group, and in the classroom and outside of the classroom.

Students are allowed to teach in this class, but teaching is not required. If you would like to teach a session or part of a session on a topic specified in the syllabus, please let me know in the first four weeks. You will not teach anything in the first four weeks.

This class has been populated with students with diversified technological proficiency, and it is indeed difficult to make everyone happy no matter how the course is taught. Therefore, for those students who believe that, after reading the syllabus, they know pretty much all that is covered in this class, they are allowed to test out the course by finishing all the assignments and the Course Project by the sixth week. If they can earn a grade A- without the instructor's support, they are allowed to leave the class after the sixth week. If you wish to test out the course, please let me know by the end of the second week.

I would like to create a friendly eco-system in terms of technical assistance. From time to time, students may come across technical difficulties and need help. In such occasions, you can post your question either to your group or to the whole class in Oncourse Messages. All students will try to help by replying to ALL, not just to that student so that all students can benefit from your answer. If another student has something to add, please do so. The more you help others, the more points you will earn for your Participation grade. I will count your helping efforts.

The only thing you won't get credit by helping is performing in front of a camera. Ours is a technology course, not a performing course.

At the end of the semester, each student's participation grade will be determined 50% by student grading and 50% by the instructor. The grading scale is as follows:

- 20 points — Highly actively participating
- 16 points — Actively participating
- 12 points — Participating at least once a week
- 8 points — Rarely participating
Grading

Dr. Huang does not believe in punishing his students for their mistakes during the learning process. Therefore, no assignment will be assigned a numerical grade so that you will be given room for improving your work over the weeks. Of course, skipping an assignment will earn you a 0 for that assignment for sure. That is the only exception.

Distribution of grades:

<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>10</td>
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<td>Assignment 2</td>
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<td>Assignment 3</td>
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<td>Assignment 4</td>
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<td>Assignment 5</td>
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<td>Assignment 6</td>
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<td>Assignment 7</td>
<td>10</td>
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<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td>Course Project</td>
<td>20</td>
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**Total** 100%

Grading scale is as follows:

<table>
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<tr>
<th>Grade Range</th>
<th>Letter</th>
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<tbody>
<tr>
<td>96.5-100</td>
<td>A+</td>
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<tr>
<td>92.5-96.49</td>
<td>A</td>
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<tr>
<td>89.5-92.49</td>
<td>A-</td>
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<tr>
<td>86.5-89.49</td>
<td>B+</td>
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<tr>
<td>82.5-86.49</td>
<td>B</td>
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<tr>
<td>79.5-82.49</td>
<td>B-</td>
</tr>
<tr>
<td>76.5-79.49</td>
<td>C+</td>
</tr>
<tr>
<td>72.5-76.49</td>
<td>C</td>
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<tr>
<td>69.5-72.49</td>
<td>C-</td>
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<tr>
<td>66.5-69.49</td>
<td>D+</td>
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<tr>
<td>62.5-66.49</td>
<td>D</td>
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<tr>
<td>59.5-62.49</td>
<td>D-</td>
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<tr>
<td>59.49-down</td>
<td>F</td>
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**Students' peer grading for each assignment will be factored into my final grading** to reflect your total effort as shown in all the assignments. Since I do not work with you on your projects on a routine basis, peer grading over time is the best indicator of your contribution. **All students should grade responsibly** to truly reflect another team member's contributions. Usually, you should assign 100 unless you have serious complaint about your teammate(s). At the end of the semester, the formula for your course project grade will be:

\[
\text{your performance grade from me x peer grading.}
\]

For instance, if you have earned 100 for your performance from me, and your peer contribution grade is 90, then, your course project grade will be 100x90%=90. That means, since your peers
believe you have contributed only 90% to the project, you deserve 90% of the total credit.

**Late Work**

All assignments are due on the dates and times specified. Sporadic late submissions will be excused. Habitual (3 times and more) late submissions will earn you a letter grade below what you otherwise deserve in the course grade. **A submitted assignment without accompanied self-critique and peer review is not counted as being completed. Late submission of self-critique and peer review is counted as late work.** Any submission, including self-critique and peer review, that is seven days late will not be accepted.

**Incomplete**

A grade of Incomplete (I) will be given only if you have extenuating circumstances that prevent you from completing the class, such as severe illness/hospitalization. That’s about it. If you simply “get behind” in the class, you will not be given an “I.” If you get behind, you should drop the class if it is still possible for you to do so. If, for example, you get busy with work and don’t have time to devote to the class, you should drop. That is not an extenuating circumstance.

**Flexibility**

I believe the semester plan is realistic and the objectives are attainable. Nonetheless, I reserve the right to adjust the course content, assignments, etc., based on the class’s needs or ability to maintain pace.

**Special needs**

If you have a learning disability, a physical disadvantage, or other special needs, please talk to me about it during the first or second week of the semester. I want to work with you to accommodate your situation and help you succeed in this course.

Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241.

Visit http://aes.iupui.edu/ for more information.

**About your instructor**

Edgar Huang received his Ph.D. degree in Mass Communication from Indiana University in 1999; M.F.A. degree in Visual Arts from University of California, San Diego, in 1995.

Dr. Huang has taught media convergence, video production and editing, photojournalism, photography, online video presentation, Web publishing, graphic and layout design, research methods, computer-assisted reporting and news writing courses at IUPUI, University of South Florida St. Petersburg, Northern Illinois University, Indiana University, University of California, San Diego, and the University of International Relations. Huang started his college teaching career in 1984.

Dr. Huang is an established researcher. He pioneered the healthcare new media marketing research area in 2009 and has published heavily ever since. His journal articles about

- interactive e-health tools,
- healthcare videos,
- teaching new media,
- youth news consumption behaviors,
- media convergence,
- streaming technology,
- documentary photography,
postmodern photography,
digital imaging, and
the Internet and national development

are seen in

- International Journal of Healthcare Management
- Journal of Communication in Healthcare,
- Journal of Medical Marketing,
- Health Marketing Quarterly,
- International Journal of Pharmaceutical and Healthcare Marketing,
- e-Service,
- Convergence,
- Journalism and Communication Monographs,
- Newspaper Research Journal,
- Visual Communication Quarterly,
- Information Technology for Development, etc.

Huang's freelance experience includes writings for trade magazines and newspapers, still photography, book design, Web publishing, news design and video production and editing. In 2014, his online photo exhibition Tiananmen Square, 1989, was made public. A documentary video on organ donation that three seniors in his Fall 2005 A451 Advanced Video class and he worked on won the 2007 AACN (American Association of Critical-Care Nurses) Media Award among close to 1,000 entries. A research project "Searching for an Ideal Streaming Technology," which he worked on with an undergraduate student in an independent study, won Judges’ Choice Award at the 2006 New Media Consortium Summer Conference and was published online at http://www.iupui.edu/~nmstream. In 2004, the Department of Journalism and Media Studies, University of South Florida St. Petersburg, Web site, designed by Huang, won the first place in the Department and School sites category in the annual "Best of the Web" Design Competition run by the Association for Education in Journalism and Mass Communication. The same site and the USFSP College of Arts and Sciences Web site (designed by Edgar Huang and one of his students) won top awards in the USFSP Web Design competition in 2004. Several public service announcement videos, documentary videos, training videos and promotional videos that Huang and his students produced have been adopted by Riley Hospital, Indiana Organ Procurement Organization, U.S. Courthouse, IUPUI Student Employment Service, Marion County Health Department, Noble of Indiana and so on.

Class Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 13</th>
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<tbody>
<tr>
<td>&gt;Date</td>
<td>&gt;Class contents</td>
</tr>
<tr>
<td>Introduction to the course</td>
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<tr>
<td>Introduction to the course project</td>
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<tr>
<td>Pre-course survey</td>
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<tr>
<td>Grouping students for Course Project</td>
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<tr>
<td>Starting Assignment 1</td>
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<table>
<thead>
<tr>
<th>&gt;Homework</th>
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<tbody>
<tr>
<td>Course Project</td>
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<tr>
<td>Assignment 1: Planning</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Jan 20</th>
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<tbody>
<tr>
<td>&gt;Class contents</td>
<td></td>
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<tr>
<td>Submitting assignments online as videos</td>
<td></td>
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<tr>
<td>Drawing inspiration from professional works</td>
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<tr>
<td>Enhancing your plan (You will orally report on your ideas. If I don't believe it will work, I will let you know immediately so that you can move on to a different idea.)</td>
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<table>
<thead>
<tr>
<th>&gt;Homework</th>
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<tbody>
<tr>
<td>Watch:</td>
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<tr>
<td>1. 405 The Movie real-life-looking 3-D animation story with a twist</td>
</tr>
<tr>
<td>2. Permanent Marker commercial with a storyline</td>
</tr>
<tr>
<td>3. Motion Graphics in Real Life short clip with motion graphics that attach to the context</td>
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<tr>
<td>4. Pepsi Commercial with humor and</td>
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</tbody>
</table>
- Concept and scriptwriting

5. Philips Wireless commercial with a storyline
6. Big Buck Bunny 3-D animation with an outstanding storyline
7. Pantene Commercial with an outstanding storyline
8. Dove Real Beauty Sketches with a storyline
9. Inglourious Basterds Kinetic Typography - Lt. Aldo Raine Speech kinetic typography
10. Her Morning Elegance/Oren Lavie Stop animation
11. Catch Me If You Can opening title sequence with outstanding motion graphics
12. Evian Roller Babies real-life-looking 3-D animation
13. Creative Story Titles Can Give You Good Story Ideas

Week 3
Jan 27

- Video
- Professional editing
- Color correction
- Special effects

- Assignment 1 is due.
- Resource:
  1. videocopilot AE tutorials
  2. Creative Cow AE tutorials
- Watch:
  1. Anti-Soda Ad
  2. Mouse Fitness

Week 4
Feb 3

- Video
- Perfect green screen production and processing
- Devices and tag lines

- Assignment 2: Green Screen and Motion Graphics
- Resources:
  1. Best commercial taglines
  2. After Effects Tutorial Green Screen
- Watch:
  1. Richard Hammond presents bloody Omaha
  2. What You See Isn't Always What You Get
  3. Unknown (intentional)
  4. Home Depot commercial
  5. Budweiser commercial
  6. You never know what can happen
  7. Canal commercial

Week 5
Feb 10

- Sound
- Generating customized sound effects
- Effective noise reduction
- Composing music from loops

- Assignment 1 revised is due.
- Assignment 2 is due.
- Assignment 3: Looping

Week 6
Feb 17

- 2-D animation
- Stop motion animation
- Kinetic typography

- Assignment 3 is due
- Assignment 4: 2-D Animation
- Watch:
1. How to Create a Stop Motion Animation
2. The Dove Self-esteem Fund commercial
3. A Proposal in Stop Motion
4. A Jealous Lover by Aleister Crowley
5. V for Vendetta
6. Amateur – Lasse Gjertsen
7. Internet Censorship
8. Ego
9. 15 stunning motion typography videos
10. How to create a kinetic typography – Edgar Huang

**Week 7**
Feb 24

- **Online game design**
  - Course Project report 1
  - Interactive design
  - Game design for your project

- Assignment 4 is due.

**Week 8**
Mar 3

- **3-D animation**
  - 3-D modeling in Maya

- Assignment 5: 3-D Animation
- Resources:
  1. 3D Modeling Tutorials, Lessons, and Software Reviews

**Week 9**
Mar 10

- **3-D animation**
  - 3-D animation in Maya

**Week 10**
Mar 17

- Spring break

**Week 11**
Mar 24

- **Web**
  - HTML5
  - CSS3
  - Interactivity
  - Web graphics

- Assignment 5 is due.

**Week 12**
Mar 31

- **Web**
  - JavaScript for visual effects
  - Implementing Google Products on your Web site

- Assignment 6: Web Design
- Resources:
  1. gotoAndLearn()
1. jQuery  
2. Adobe Edge Animate

**Week 14**  
Apr 14  
- **HTML5 Video Basics**  
  - Building a customized HTML5 video control  
- Assignment 6 is due.
- Assignment 7: Online Video with a Taste

**Week 15**  
Apr 21  
- **Digital Imaging Processing**  
  - Generating professional graphics with Illustrator and Photoshop  
  - Finalizing your Course Project  
Assignment 7 is due.

**Week 16**  
Apr 28  
- Individual conferences  
- Peer grading of participation  
Your perceived final version of the Course Project is due.

**Week 17**  
May 5  
- Course Project presentations  
- Course evaluation  
Course Project is due.