| **PROFESSOR:** | **PHONE NUMBER:** |
| --- | --- |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**ART 2616C DIGITAL ART AND ANIMATION (3 CREDITS)**

AN INTRODUCTORY EXPLORATION OF THE ISSUES AND PRACTICES INVOLVED IN THE CREATION ANIMATION and digital art. THE COURSE FOCUSES ON AN INTERDISCIPLINARY APPROACH TO ELECTRONIC MEDIA. Emphasis in this course is on developing time-based artworks students will learn the technical and conceptual skills needed to produce video, animation, audio and other digital arts.

1. **PREREQUISITES FOR THIS COURSE:**

2600C Introduction to Electronic Art, with a grade of “C” or better.

**CO-REQUISITES FOR THIS COURSE:**

None or list co-requistes

1. **GENERAL COURSE INFORMATION:** Topic Outline.
2. ISSUES IN ANIMATION: ARTISTS, DESIGNERS, AND STUDIOS;
3. THE PRINCIPLES OF ANIMATION;
4. FRAMES, FRAME RATES, AND TIMING;
5. GRAPH EDITORS, INTERPOLATION, AND IN-BETWEENING;
6. PLANNING ANIMATION;
7. DYNAMIC SPATIAL AND TEMPORAL COMPOSITION;
8. CREATING VISUAL TRANSITIONS;
9. KEYFRAMING STRATEGIES AND WORKFLOWS;
10. CREATING VISUAL TRANSITIONS;
11. SYNCING ANIMATION WITH AUDIO AND RESPONDING VISUALLY TO SOUND.

* Provides students with a working knowledge of Mac OS and relevant video and animation software tools.
* The class will introduce students to sophisticated ways of understanding the language of moving images, and encourage them to develop their own artistic voice through this medium.
* Students will gain increased understanding of the technical principles of analogue and digital video.
* Students will be able to create technically and conceptually developed video and animation works of art.
* Students will expand their artistic skills and vision through an exploration of different means of presentation and contextualization of video.
* Students will be encouraged to synthesize the ideas presented in class with their individual artistic sensibilities, and then stretch and transform their creative boundaries to create work that is personal, expressive and conceptually challenging.

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Analyze**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* THE GOAL OF THIS COURSE IS TO BUILD ON THE KNOWLEDGE THAT STUDENTS GAIN IN THE BEGINNING VIDEO, ANIMATION, AND DIGITAL ARTS COURSE, WITH A GREATER FOCUS ON 2D COMPUTER-AIDED ANIMATION.
* THIS INCLUDES EXPLORATION OF THE HISTORY, THEORY, TECHNICAL, AND AESTHETIC ISSUES
* INVOLVED IN ANIMATION. THE COURSE EMPHASIZES THE CRAFT OF ARTICULATING MOTION AND CHANGE OVER TIME, SPECIFICALLY AS IT RELATES TO ANIMATION.
* IT FOCUSES ON A RANGE OF TOPICS INCLUDING STRATEGIES TO PLAN ANIMATION, INTERFACE CONCERNS, ANIMATION PRINCIPLES, TRANSITIONS, NARRATIVE, AND THE AESTHETICS OF MOTION. --THE INTENT IS NOT ONLY FOR STUDENTS TO BE ABLE TO EMULATE MOTION, BUT ALSO ANALYZE, EXAGGERATE, AND CONSTRUCT ACTIONS THAT BOTH MANAGE VIEWER ATTENTION AND ENHANCE MEANING.
* IN ADDITON, STUDENT WILL LEARN ABOUT OTHER ARTISTS AND DESIGNERS WHO EITHER USE ANIMATION AS A PART OF THEIR WORK OR ADDRESS CONCERNS RELATED TO ANIMATION.
* LEARNING OUTCOMES. AFTER SUCCESSFULLY COMPLETING THIS COURSE, STUDENTS WILL BE ABLE TO:

1. IDENTIFY AND EMPLOY FUNDAMENTAL ANIMATION PRINCIPLES;
2. PLAN ANIMATION THROUGH THE USE OF STORYBOARDS, EXPOSURE SHEETS, AND THUMBNAILS;
3. DYNAMICALLY COMPOSE ELEMENTS BOTH TEMPORALLY AND SPATIALLY;
4. EMULATE THE PHYSICS OF MOTION TO CREATE CONVINCING AND EXAGGERATED MOVEMENT;
5. IDENTIFY AND DISCUSS IMPORTANT ARTISTS AND DESIGNERS THAT USE ANIMATION;
6. IDENTIFY AND DISCUSS A BROAD RANGE OF ANIMATION TECHNIQUES;
7. DEVELOP AND EMPLOY EFFECTIVE WORKFLOWS FOR ANIMATION;
8. APPLY COMMON VISUAL TRANSITIONS;
9. COMPOSE ANIMATION WITH AUDIO.
10. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)