

**City University of Hong Kong
Course Syllabus**

**offered by School of Creative Media
with effect from Semester A 2017 /18**

Part I Course Overview

Course Title:	Topics in Animation
Course Code:	SM5319
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course is an exploration of one or more topics in animation. The topics covered in this course will vary from one semester to the next, and will depend upon student and instructor interests. Relevant topics may include (but are not limited to): principles of animation; storytelling and storyboarding; the animation production techniques; modeling; motion generation; lighting in computer animation; procedural animation; interactive animation; programming for animation; and web animation.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Account for and discuss the key ideas on animation topics introduced in the class.		√	√	√
2.	Analyze issues and ideas relevant to the animation topics of the class.		√	√	√
3.^	Conceive and execute research projects relevant to the animation topics of the class.		√	√	√
		100%			

^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

A1: *Attitude*

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lecture	Lectures and discussions involving key concepts, works, cases studies, and artists relevant to animation.	✓	✓					
Project, Group project, Analysis report	Proposals for research projects on animation topics.			✓				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Individual presentations on the selected animation topics.	✓	✓	✓					
Individual assignments on the selected animation topics.	✓	✓	✓					
Examination: 0% (duration: , if applicable)							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Presentation	This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.	<ul style="list-style-type: none"> - Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter - Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management - Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize 	<ul style="list-style-type: none"> - Adequate content with firm grasp of the material that informs the audience on a subject matter - Reasonable organization, balanced structure and composition - Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-manageme nt 	<ul style="list-style-type: none"> - Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter - Fair organization, weak structure and composition - Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management 	<ul style="list-style-type: none"> - Weak content, loose grasp of the general ideas with some knowledge of the subject matter - Poor organization, structure and composition - Poor presentation skills: marginal pronunciation, expression and diction, poor time-management 	<ul style="list-style-type: none"> - Inadequate content, fail to identify the general ideas with knowledge of the subject matter - No organization, structure or/and composition - Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management
2. Assignment	Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his	<ul style="list-style-type: none"> - Excellent grasp of research material, able to explain key concepts, assumptions and debates - Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative - Insightful interpretation of the subject matter with 	<ul style="list-style-type: none"> - Firm grasp of materials, able to explain key concepts and assumptions - Reasonable organization, balanced structure, adequate content, sufficient ability to integrate 	<ul style="list-style-type: none"> - Comprehensive grasp of materials, able to explain key concepts - Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand - Relevant points to the subject matter, 	<ul style="list-style-type: none"> - Loose grasp of materials, cannot explain key concepts - Poor organization and structure, weak content, limited use of resources - Relevant points to the subject matter, marginal ability to interpret opinions - Insufficient and/or unorganized 	<ul style="list-style-type: none"> - Poor grasp of materials - No organization and structure, inadequate content, no/ irrelevant use of resources - Irrelevant points to the subject matter, minimal ability to interpret opinions - Irrelevant bibliography

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	personal daily experience.	distinct themes and thesis – Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize – Ability to approach a text or a theme using a variety of theories and analytical tools – Strong bibliography suggesting breadth and depth of coverage and informed insights	various resources based on demand – Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently – Organized bibliography which can be utilized in accordance with the topic	fair ability to interpret opinions – Unorganized bibliography which can be utilized in accordance with the topic	bibliography	

Other specific rubrics may be included depending on the nature of assessment tasks assigned by the course leader. Normally, material to be assessed may include analytical essays, historical and theoretical research projects, creative/practical projects, oral presentations, and participation in online and in-class discussions.

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Principles of animation; storytelling and storyboarding; the animation production techniques; modeling; motion generation; lighting in computer animation; procedural animation; interactive animation; programming for animation; and web animation

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Furniss, Maureen. Art in Motion: Animation Aesthetics. Sydney: John Libbey, 1998.
2.	Wells, Paul. Understanding Animation. New York: Routledge, 1998.
3.	Russett, Robert and Cecile Starr. Experimental Animation. New York: Van Nostrand Reinhold, 1988.
4.	Stephen Cavalier. The world history of animation. Berkeley : University of California Press, c2011.
5.	general editor, Jerry Beck; forewords, Jeffrey Katzenberg & Bill Plympton ; authors, Ryan Ball ... [et al.]. Animation art : from pencil to pixel, the history of cartoon, anime & CGI. New York : Harper Design International, 2004.
6.	ed., Julius Wiedemann. Animation now! : Anima Mundi / [Ada Queiroz ... et al.] Köln ; London : Taschen, c2004.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	John Grant. Masters of animation. New York, NY : Watson-Guption Publications, 2001.
2.	John Halas. Masters of animation. London : BBC Books, 1987.