

**City University of Hong Kong
Course Syllabus**

**offered by School of Creative Media
with effect from Semester A 2018 /19**

Part I Course Overview

Course Title: Understanding Animation

Course Code: SM2228

Course Duration: One semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only) Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to provide an introduction to the history of animation, and to the different forms and styles of animation that have emerged since the introduction of the cinema. The “pre-history” of moving image animation also is discussed. Examples are drawn from animations created in all parts of the world, with specific course modules devoted to the work of the Walt Disney Co., Japanese animation, and animation in Hong Kong and China. The semester concludes with a consideration of the future of moving image animation in the digital era.

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.	Identify and describe the most significant styles of two-dimensional and three-dimensional animation		√	√	
2.	Critically examine the relationship between computer animation and earlier animation technologies and styles		√	√	
3.	Analyse specific animated works in relation to relevant theoretical, critical and historical criteria			√	√
4.	Apply theoretical ideas to creative practice				√
5. [^]	Conduct extra research on the subject			√	√
6. [^]	Demonstrate quality evaluative judgements and analysis on course materials provided		√	√	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning Outcomes (PILOs) in Section A of Annex.

[^] 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, tutorials, comparative analysis	✓						
Lecture	Lectures, tutorials, comparative analysis, oral presentation		✓					
Analysis report	Oral presentation, essay			✓				
Group project, Analysis report	Flipbook, oral presentation				✓			
Analysis report	Oral presentation, essay					✓		
Group project, Analysis report	Comparative analysis, oral presentation, essay						✓	

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%								
Animation flipbook exercise				✓				
2D/3D animation comparative analysis	✓	✓				✓		emphasis on style and technology
Analytical essay			✓		✓	✓		emphasis on narrative and thematic elements
Oral presentation		✓	✓	✓	✓	✓		
Examination: 0% (duration: _____, if applicable)								

* The weightings should add up to 100%.

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. Comparative Analysis	This assessment will be graded according to the clarity and fluency of the argument presented. The threshold of 'discovery' lies in a student's ability to negotiate a position that is informed, defensible, and standing on personal insight.	<ul style="list-style-type: none"> - Rich content, excellent ability to interpret and integrate various resources - Rigorous organization, coherent structure, systematic composition - Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature - Readiness to respond to peer 	<ul style="list-style-type: none"> - Adequate content, sufficient ability to integrate various resources based on demand - Reasonable organization with balanced structure and composition - Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently 	<ul style="list-style-type: none"> - Adequate content, fair ability to integrate various resources based on demand - Fair organization with adequate structure and composition - Relevant points made to the subject matter in question - Ability to respond to other statements and engage in class discussion 	<ul style="list-style-type: none"> - Weak content, limited use of resources - Poor organization, structure and composition - Relevant points to the subject matter, marginal ability to interpret opinions - Ability to respond to other comments in simple terms 	<ul style="list-style-type: none"> - Inadequate content, no/ irrelevant use of resources - No organization, structure or/and composition - Irrelevant points to the subject matter, no ability to interpret opinions - Fail to respond to other comments

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<ul style="list-style-type: none"> opinion and other views initiated in class discussion – Discussion shed light on new dimensions of the issue 	<ul style="list-style-type: none"> – Sufficient responses to peer comments to sustain a discussion 			
2. 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 	<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 	<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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<ul style="list-style-type: none"> - 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 	diction, fair time-management			

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.)

Defining animation. The animation continuum: from mimesis to abstraction. Commercial and independent animation. The animation process. Definition and styles of 2D animation. Definition and styles of 3D animation. Computer animation and the history of computer graphics. The pre-history of animation. Disney animation and the Walt Disney Co. Japanese animation: styles, genres, themes. Studio Ghibli and Miyazaki Hayao. Animation in Hong Kong and China. Computer animation: synthetic realism and alternatives.

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.	Bendazzi, Giannalberto. <i>Cartoons: One Hundred Years of Cinema Animation</i> . Bloomington: Indiana UP, 1994.
2.	Budd, Mike and Max. H. Kirsch (eds.). <i>Rethinking Disney</i> . Middletown CT: Wesleyan UP, 2005.
3.	Crafton, Donald. <i>Before Mickey: The Animated Film 1898-1928</i> . Chicago: U of Chicago P, 1993.
4.	Furniss, Maureen. <i>Art in Motion: Animation Aesthetics</i> . Sydney: John Libbey, 1998.
5.	Lent, John A. (ed.). <i>Animation in Asia and the Pacific</i> . Bloomington: Indiana UP, 2001.
6.	McCarthy, Helen. <i>Hayao Miyazaki: Master of Japanese Animation</i> . Berkeley: Stone Bridge P, 1999.
7.	Napier, Susan. <i>Anime: From Akira to Howl's Moving Castle</i> . Updated ed. New York: Palgrave MacMillan, 2005.
8.	Pilling, Jayne (ed.). <i>A Reader in Animation Studies</i> . Sydney: John Libbey, 1997.
9.	Russett, Robert and Cecile Starr. <i>Experimental Animation</i> . New York: Van Nostrand Reinhold, 1988.
10.	Wasko, Janet. <i>Understanding Disney</i> . Cambridge: Polity, 2001.
11.	Wells, Paul. <i>Animation: Genre and Authorship</i> . London: Wallflower, 2002.
12.	Wells, Paul. <i>Understanding Animation</i> . New York: Routledge, 1998.

2.2 Additional Readings

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

1.	Stephen Cavalier. <i>The world history of animation</i> . Berkeley : University of California Press, c2011.
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2.	general editor, Jerry Beck; forewords, Jeffrey Katzenberg & Bill Plympton ; authors, Ryan Ball ... [et al.]. <i>Animation art : from pencil to pixel, the history of cartoon, anime & CGI</i> . New York : Harper Design International, 2004.
3.	John Grant. <i>Masters of animation</i> . New York, NY : Watson-Guption Publications, 2001.
4.	ed., Julius Wiedemann. <i>Animation now! : Anima Mundi / [Ada Queiroz ... et al.]</i> Köln ; London : Taschen, c2004.
5.	John Halas. <i>Masters of animation</i> . London : BBC Books, 1987.