

Syllabus: GD 157

Motiongraphics

Course description _____

Understand and implement animation principles for time-based media. Application of software to create visually integrated, concept-driven motion graphics and interactive web animations. Emphasis on research, including usability research, and production of advanced time-based media projects.

Prerequisites for the course: GD 150 (concurrent)

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3 unit class, you should expect to study an average of 6-12 hours outside of class each week.

Prerequisites _____

GD 150, GD 153, GD 157

Required Course Materials _____

There are no required course materials to purchase. Required readings and lynda.com videos will be provided in class. Students are expected to conduct their own research on time-based media technologies using the library and online resources. We will use Adobe After Effects, and Illustrator to create motiongraphics and text editors like sublime to code web animations. The software will be available on school computers.

INTRODUCTION TO COURSE AND INSTRUCTOR

Semester: Fall 2018

Art and Design Department

California State University, Fresno

Course Name: Motiongraphics

Instructor Name: Dr. Laura Huisinga

Units: 3

Office Location: CA 225

Time: 6pm-8:45pm

E-Mail: lhuisinga@csufresno.edu

Location: Kremmen Education 174

Telephone : 319-551-2790

Website: <http://drlaura.fsartanddesign.org/>

Office Hours: Tuesdays 10:30-2:00

Course Specifics

Summary/outline of the course

Students will learn the 12 animation principles and how to apply them to time-based media. Application of design principles and typography to time-based media. Use Adobe After Effects to create concept driven motion graphics like title sequences and kinetic typography motion graphics. Students will also explore CSS web animation building off the HTML & CSS knowledge from GD 50 and GD 150.

Course Goals

After completing this course students will be able to:

- Integrate the principles and elements of graphic design to motion graphics.
- Understand how to use After Effects to achieve desired animation effects.
- Have a working knowledge of animation principles and be able to combine them with typography to create strong kinetic type effectively.
- Be prepared to analyze, break down and discuss other motion graphics.
- Use diverse approaches and tools to solve problems.

Student Learning Outcomes

GD1. Analyze, comprehend and evaluate the principles, theories, and applications of graphic design as applied to graphics in motion.

GD2. Demonstrate the capacity and ability to be a critical, creative visual thinker and to synthesize and apply processes, skills in the evaluation and application of graphic design.

GDO4.1 Identify, define and apply technological methods and processes in graphic design including typography, illustration, and interactive multimedia design.

Course requirements/assignments

There will be in class demos and exercises that count toward your participation grade. Actively engaging in critiques is expected and will also count toward your grade.

REMEMBER! It is better to show up to critique with unfinished work than to skip if you are unprepared.

Project Descriptions

Project 1: countdown motion graphic

GOAL To create a 10 sec countdown motion graphic using principles of design in AF.

REQUIREMENTS: What to include:

- [] Visual research: Find four countdown timers and analyze.
 - How are they using design principles?

- What is working well?
- What could be improved?
- Come up with a narrative. What is the story behind the countdown?
- Storyboard out your countdown
- Create in After Effects
- Final file should be a .mov file saved using h.264, not animation.
- Countdown timer should run for at least 10 seconds.
- Background motions should demonstrate at least two design principles.

Deliverables:

YouTube: Upload your movie file to youTube.

Google classroom: Upload your movie file and link to youTube, upload your Process PDF showing your visual research, narrative, and storyboards.

Project 2: Kinetic Type

Goal: Create a 30-45 sec kinetic type motiongraphic with audio using poetry.

Requirements: What to include:

- Visual research: Find four different kinetic type motion graphics and analyze each. (What is working well? What design and animation principles are being used? What could be improved?)
- Storyboards: Sketch out some of your ideas, then do a full storyboard for your animation. (pay particular attention to transitions and think about timing, find your audio and think about timing it with your storyboards)
- After Effects: bring your storyboards to life with after effects.

Deliverables:

YouTube: Upload your .mov file uploaded to youTube.

Google classroom: Upload your .mov file and link to youTube, upload your Process PDF showing your visual research, narrative, and storyboards.

Project 3: Title sequence

Goal: Create a 60-90 sec title sequence motiongraphic with audio, graphics and kinesthetic type.

Requirements: Pick a novel or series and design a title sequence for a tv show or movie version of that novel. (Try to pick a book that is not already a tv series/movie or at least hasn't been made into one in the last ten years)

- Visual research: Find four different title sequences that inspire you.
- Analyzing title sequences to include in your process PDF.
 - Overall Style
 - Music/sound effects
 - Emotions triggered
 - Animation Principles
 - Design principles
 - Typography and its motion

[] Narration/script: write out the story your title sequence is trying to tell. Remember a title sequence often gives views teasers so that the sequence may become more evident as the viewer watches the movie or tv series. Also, include a short summary of your chosen book/series in your process PDF.

[] Storyboards: Flush out the transitions with your storyboards. When a title sequence is quickly showing a viewer different highlights, the transitions can make or break the title sequence. Pick your audio and think about its timing while sketching.

[] After Effects: Bring your ideas to life! You can use vector graphics you create, photos, video or a combination of them. Make sure to also think about how your type interacts with your graphics.

Deliverables:

YouTube: Upload your .mov file uploaded to YouTube.

Google classroom: Upload your .mov file and link to YouTube, upload your Process PDF showing your visual research, narrative, storyboards and screenshot stills of your final.

Project 4: User Testing for Web animations

(Introduce project 4 and 5 at the same time)

Goal: Apply user experience design and usability research methods to your web animation. Create a UX report on web animations for project 5.

Requirements:

1. Narrow down what you want to create for project 5 and create a rough project proposal. Does not need to be finalized yet, but should focus on the type of web animation you want to use. Then justify why you plan to use each animation. How do they improve the user's experience?
2. Pick an animation or series of animations you plan on using in p5 to user test.
3. Develop two personas for your user group
4. Storyboard out your web animations
5. Create a mock-up of your animations and test them with 3-6 participants
6. Analyse your usability test and create a UX report to use in project 5.

Deliverables: UX Report PDF

Project 5: Web Animations

GOAL: Building off all of the tools you have learned so far in this class create a website using web animation created with CSS.

REQUIREMENTS: Exploration Project: Pick one of the following Interface animation, Storytelling, or pattern library.

- 1.) Interface Element Animation: Build a website to show off your motion graphics/process books created in this class and use CSS web animation on the site.
- 2.) Storytelling Web Animations: build a website that uses animation to tell a story.
- 3.) Create an animation pattern library website of different web animations for use in the future.

Create a project proposal outlining what you want to do. Summarize your goal and outline what you want to achieve by when. Make sure to include time for: (a) visual research, (b) sketching/storyboarding, (c) creation, (d) iterations/testing/refinement, in your outline. Layout what you will turn in as a deliverable. (Should have a website and process PDF at least)

Grading Policy

Grades will be based on the completion of the assignments, the execution of the design objectives, and the documentation in electronic process notebooks. Your grade for each project is based on the project description requirements as well as the syllabus. Please be sure to address any questions with the requirements with your instructor right away.
 A= 90%-100%, B= 80%-89%, C= 70%-79%, D= 60%-69% F= Below 60%

Weekly assignments = 10%

Class attendance & participation (including assigned presentations) = 20%

Projects = 70%

Key		Grading Rubric Labels
[-NI-]	[NEEDS IMPROVEMENT]	Missing requirements, or major parts of the project. Lack of effort.
[-S-]	[SATISFACTORY]	Technically fulfilling at least 90% of requirements but lacking elaboration or depth to your concept and work.
[-G-]	[GOOD]	Fulfilling all requirements and deliverables providing thoughtful depth to your concept, and showing the use of UX principles and Design principles throughout your process and final product.
[-E-]	[EXCELLENT]	Going beyond the requirements, creating a concept of depth and complexity, demonstrating a consistent use of UX principles and design principles thought project and process book.

General Grading Rubric for Projects

[NI] [S] [G] [E]:	Completion of the assignment
[NI] [S] [G] [E]:	Execution of the design objectives
[NI] [S] [G] [E]:	Documentation in electronic process notebook

Due Date	Assignment	Points/Percent
9/24	Narration and Storyboarding Exercise	10%
10/15	Kinesthetic Type Motiongraphic Project	15%
11/5	Title Sequence Project	20%
11/14	Usability Testing for Web Animation	5%
12/19	Web Animation	20%

** Refer to the class website or google classroom for updated and accurate due dates.*

Course Policies & Safety Issues

Late work and make-up work policy.

Assignments are due at the beginning of class, turning an assignment in during the middle of the class will be considered late work. Late work will be docked 10% and must be turned in within 5 days. Occasionally extenuating circumstances may change this policy (See University Unplanned Absences Policy 232 above); please contact me if you think there will be an issue with a due date.

Technical issues (*computer dying, hard drive crash, lost jump drive etc.*) will not be accepted as a reason for late work. Always have a plan B. Your work should be backed up in at least one other location. Dropbox, Box or Google Drive are excellent places to store and backup work.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3 unit class, you should expect to study an average of 6-12 hours outside of class each week.

Attendance policy:

Attendance is required. If you plan to miss class, please contact your instructor for your assignment before the absence. If you miss due to unexpected reasons, it is your responsibility to get your assignment from a classmate so that you are prepared for the following class. Please see the following University Policy regarding absences.

POLICY ON STUDENT ABSENCES (University Level Policy 232)

A student's first responsibility is to attend class and learn. The University expects students to attend all classes for which they are enrolled.

Authorizing Student Absence Unplanned student absences

Unplanned student absences should be authorized when the student has a short-term serious and compelling medical condition or when a death or serious illness in the immediate family (i.e., parent, spouse, sibling or child) prevents attending class. The student is responsible for contacting the instructor as soon as possible after the missed class period and for providing documentation of the reason for the absence upon returning to class. In the event, the student absence is authorized and make-up work is allowed, missed papers, tests and/or homework assignments should be made up as soon as practicable.

Students with extensive absences should recognize the consequences of missing class on both their learning and grade. When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other actions such as dropping the class or withdrawing from the University may be appropriate. Absences for University-sponsored activities In creating a schedule for a semester when a student can anticipate increased demands on his/her time, the student must judiciously schedule courses.

Student absences for University-sponsored activities should be authorized only when: (1) the event is sponsored by the University; (2) the student represents the University at the event; and (3) the student provides written documentation of points one and two to the instructor at least two weeks prior to the event. In anticipation of authorized absences due to University-sponsored activities students may submit their work to the instructor prior to the absence. This includes papers, tests, and/or homework assignments.

This timeline is waived for the first two weeks of instruction in any academic term. 232 Policy on Student Absences August 23, 2004,; 232 - 2

Adding and Dropping Classes:

Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

University Policies and services:

For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

"Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities."

You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither given nor received unauthorized aid on examinations or other coursework that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate officials for action.
- Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the

university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.fresnostate.edu/technology>) or the University Bookstore (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to the copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page

<https://library.fresnostate.edu/about/policies/copyright-policy>

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For free tutoring on campus, contact the Learning Center (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052. Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: <http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Course Calendar

For an up to date, course calendar of daily activities, homework, resources, due dates and presentations see our class web site www.laurahuisinga-design.com/GD155

Tentative Course Schedule

Fall 2018 (Monday, Wednesday, Courses)

Date	Topic	Reading Assignment
Mon., Aug 27	Presentation: Introduction to Motiongraphics and web animations.	Watch Lynda video*
Wed., Aug 29	Presentation: Animation Principles and application in motiongraphics vs web animation, and Intro Project one In class activity: Make animated .gif	Watch Lynda video*
Mon., Sept 3	HOLIDAY – Labor Day	NO HW

Wed., Sept. 5	<p>Presentation: Getting comfortable with After Effects (Keyframing, null objects, animators, ease-in, motion blur)</p> <p>In class activity: Exercise: create countdown timer in AE</p>	Watch Lynda video*
Mon., Sept. 10	<p>Presentation: Getting comfortable with After Effects (Keyframing, null objects, animators, ease-in, motion blur)</p> <p>In class activity: bouncing ball in AE</p>	Watch Lynda video*
Wed., Sept. 12	<p>Getting comfortable with Web animation (@keyframe, css animation, transition, transformation properties) Exercise: bouncing ball code pen, interface animations on codepen.io</p>	Watch Lynda video*
Mon., Sept 17	<p>Presentation: Narration and Storyboarding for motiongraphics and web animations.</p> <p>In class activity: generating narrative</p>	Watch Lynda video*
Wed., Sept 19	<p>Presentation: Narration and Storyboarding for motiongraphics and web animations.</p> <p>In class activity: storyboarding</p>	<p>Watch Lynda video*</p> <p>DUE end of class Narration/storyboard exercise</p>
Mon., Sept 24	<p>Presentation: P2 intro, Typography for motiongraphics and web animations.</p> <p>In class activity: typography in AE</p>	P1 Due
Wed., Sept 26	<p>Presentation: Typography for motiongraphics and web animations.</p> <p>In class activity: Exercise for animated web typography.</p>	<p>Watch Lynda video*</p> <p>Current Event tech related article</p>
Mon., Oct 1	<p>Presentation: Kinesthetic type for motiongraphics and web animations.</p>	Watch Lynda video*

	Assign Kinesthetic Type Motiongraphic project.	
Wed., Oct 3	In class activity: Kinesthetic Type Motiongraphic project.	Watch Lynda video*
Mon., Oct 8	Kinesthetic Type Motiongraphic in class work time and desk critiques	Watch Lynda video*
Wed., Oct 10	Kinesthetic Type Motiongraphic final critique.	Watch Lynda video*
Mon., Oct 15	Watch Final Type projects & give hi-fives Introduce title sequence project.	Watch Lynda video* Type Project DUE
Wed., Oct 17	REMOTE CLASS	Work on title sequence
Mon., Oct 22	Title sequence project in class work time. Small group critique	Watch Lynda video*
Wed., Oct 24	Title sequence project in class work time.	Watch Lynda video*
Mon., Oct 29	Presentation: Title sequence Project Critique. In class activity:	Watch Lynda video*
Wed., Oct 31	REMOTE CLASS	
Mon., Nov 5	Presentation: Watch Final title sequences & give hi-fives Introduce Web Animation project	Title Sequence DUE
Wed., Nov 7	Presentation: Usability testing for Web Animation project In class activity: Work time to set up usability testing plan	Watch Lynda video*
Mon., Nov 12	In class activity: Usability testing for Web Animation project	Watch Lynda video*

Wed., Nov 14	Final Project work time	UX for final project due Watch Lynda video*
Mon., Nov 19	REMOTE CLASS Final Project work time	
Wed., Nov 21	HOLIDAY – Thanksgiving Recess	No New HW
Mon., Nov 26	Final Project work time Small group critique	Watch Lynda video*
Wed., Nov 28	Final Project work time	
Mon., Dec 3	Final Project work time Small group critique	
Wed., Dec 5	Final Project work time	
Mon., Dec 10	Final Critique	
Wed., Dec 12	Last Day of Instruction	Turn in final P4 Process
Mon., Aug 27	Presentation: Introduction to Motiongraphics and web animations. In class activity:	Watch Lynda video*

Finals week	Days	Dates
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	Dec 13th- 14th
Final Semester Examinations	Monday-	Dec 17th-20th
Final Exam in this course= Present P4	Wednesday	Dec 19 08:00P-10:00P