

## Animation Capstone A & B Syllabus

### Contact Information

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### Prerequisites

**Recommended:** [Intro to Animation A & B](#)

**Required:** [Animation 2 A & B](#)

### Course Description

Meets UC/CSU Fine Art requirement.

This course is designed to offer learners the opportunity to become effective and efficient multi-skilled animators as they develop skills used in various careers in the animation pipeline. Learners will focus on career paths in the animation field and apply this knowledge by following one of these pathways:

**Option 1:** Complete field hours in the animation field as an employee, an intern or a volunteer. For anyone interested in this path, it's recommended that they apply for such a position prior to enrollment in the class. They may use [this resource](#) as a starting point. iLEAD Online is not associated or affiliated with any internship or volunteer opportunities that they may choose to participate in.

**Option 2:** Produce special projects in animation and create a website portfolio to showcase their work.

### Course Requirements

- Be proficient with the basic functions of word-processing software.
- Have access to a computer with internet that has virus-protection software.
- Use an acceptable web browser to access the course: Safari, Chrome or Firefox.
- Have access to your own digital camera. Cell phone cameras are ok.
- Be able to transfer your images from your camera to your computer.

### Course Competencies

You will explore the field of animation and demonstrate knowledge of:

- Career planning
- Careers in the pre-production, production and post-production phases of the animation pipeline
- Current trends in the animation industry
- Internship and volunteer opportunities in animation
- Animation portfolio development

### Standards

This course covers California CTE standards for the Design, Visual and Media Arts pathway, including these anchor standards:

### **California Standards for Career Ready Practice**

1. Apply appropriate technical skills and academic knowledge. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.
2. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. Develop an education and career plan aligned with personal goals. Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
4. Apply technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
5. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.
6. Practice personal health and understand financial literacy. Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
7. Act as a responsible citizen in the workplace and the community. Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their

interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management. Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
9. Work productively in teams while integrating cultural and global competence. Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
10. Demonstrate creativity and innovation. Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
11. Employ valid and reliable research strategies. Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
12. Understand the environmental, social, and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

## **Course Outline**

### **Semester A**

- **Block 1:** Find Your Direction
  - **DISCUSS:** Introduce Yourself & Find Your Own Direction
  - **SUBMIT:** Internship-Volunteer or Special Projects Proposal-Timeline Forms

- **Block 2:** Start on Special Projects or Volunteering or Interning
  - **DISCUSS:** Describe Your Internship or Volunteer Opportunity or the Special Project You Are Working On
- **Block 3:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Activity Log
- **Block 4:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Animation Career Research Project
- **Block 5:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Activity Log
- **Block 6:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
- **Block 7:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Activity Log
- **Block 8:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Exploring the Animation Industry
- **Block 9:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Activity Log
- **Block 10:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
- **Block 11:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Activity Log
- **Block 12:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Finding Inspiration Activity
- **Block 13:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Final Activity Log & Total Hours Spent Log
- **Block 14:** Wrapping Things Up

- **SUBMIT:** Final Portfolio Project

## **Semester B**

- **Block 1:** Find Your Direction
  - **DISCUSS:** Introduce Yourself & Find Your Own Direction
  - **SUBMIT:** Internship-Volunteer or Special Projects Proposal-Timeline Forms
- **Block 2:** Start on Special Projects or Volunteering or Interning
  - **DISCUSS:** Describe Your Internship or Volunteer Opportunity or the Special Project You Are Working On
- **Block 3:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Activity Log
- **Block 4:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Animation Career Research Project
- **Block 5:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Activity Log
- **Block 6:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
- **Block 7:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Activity Log
- **Block 8:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Pursuing Goals in the Animation Industry
- **Block 9:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Activity Log
- **Block 10:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
- **Block 11:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Activity Log
- **Block 12:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting

- **DISCUSS:** Celebrations and Areas for Growth
- **SUBMIT:** Colleges & Universities Slideshow
- **Block 13:** Work on Special Projects or Volunteering or Interning, Logging Hours, Reflection and Goal Setting
  - **DISCUSS:** Celebrations and Areas for Growth
  - **SUBMIT:** Final Activity Log & Total Hours Spent Log
- **Block 14:** Wrapping Things Up
  - **SUBMIT:** Final Portfolio Project

### **Method of Instruction**

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Due dates will be clearly stated for each assignment in the course calendar and the weekly schedule. It is highly recommended that learners follow the pacing schedule posted, but work may be submitted late. This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

### **Learner Expectations**

- Check the course pages for directions and announcements every weekday.
- Check your email every weekday to see if your instructor has emailed you.
- Read the assigned readings on the weekdays you're directed to.
- Use available resources including teacher support.
- Create original work. If you submit something that references any published image/photo/artwork, you must change it significantly to make it your own.
- Submit assignments on time or early.
- Post on the discussion boards by Friday at 11:59PM every week during the blocks that they are due. Do not post.
- Use Netiquette (see below) when communicating online.

### **Discussion Board Post Guidelines**

Write posts that address all of the discussion prompts. Use complete sentences, accurate grammar and spelling. Be respectful of others' views and opinions. Avoid using swear words, slang, all capital letters or messaging shortcuts such as IKR. Provide useful, thoughtful responses to classmates that go beyond "I agree" or "good point."

This is a place for learners to share updates on how things are going with their job, internship, time spent volunteering or simulating the work of a freelance animator. It's a space for reflection and growth. It's really important that learners think about each of these questions for each week. Learners should be thoughtful, detailed and honest so

that they can grow from their reflection and move forward in a positive and proactive way.

Learners should follow along with our [pacing guide](#) when completing discussions. For example, the Block 1 discussion should be completed during Week 1 in the class. The Block 2 discussion should be completed during Week 2 and so on.

Credit cannot be earned on discussions that are posted before the weeks that they are due. If a learner posts a discussion before the week it is due, it will receive a grade of 1/10 as a placeholder. The learner will be reminded to follow the [pacing guide](#) and to write a new post the week that the discussion is due.

### **Netiquette**

Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- I expect students to treat fellow students, their instructors, other faculty, and staff with respect. Any student or employee will tolerate no form of "hostile environment" or "harassment."

### **Rules for Appropriate Content & Subject Matter**

All learner work must be 100% original and created by only the learner and no one else. Copying a photo from a magazine or the internet is **not** an acceptable practice. The best thing for learners to do is take their own photos to use as resources. Learners may use photographic images as resources for inspiration, but the resulting inspiration from the resource must be unique in its application to the learner's artwork. Learners are best advised to stay away from copyrighted images altogether to avoid the "gray area" of questionable originality. Copying the artwork of other artists is also prohibited. The following will **not** be accepted:

- Copyrighted logos, brand names, trademarks, headlines, titles, phrases, designs, artworks, animations, cartoons, images, photographs, magazine or newspaper articles or clippings, book pages, advertisements, quotes, song lyrics or anything else that someone else created.
- Artwork that was created by artificial intelligence (AI).
- Artwork portraying brutality, gore, devil worship, weapons, violence or bloody/grotesque imagery.
- Artwork that promotes the discrimination of a category of people especially on the grounds of race, ethnicity, disability, sex/gender, age or culture.
- Artwork that contains gang affiliated graffiti, signs or symbols.
- Artwork portraying nudity, sexual acts or sexually offensive imagery.
- Artwork that includes profanity, obscene or vulgar language.
- Artwork portraying illicit drugs, illicit drug paraphernalia or illicit drug-related themes that promotes the use of the drug.
- Artwork containing potentially hazardous materials.

### **Honesty and Plagiarism**

Plagiarism of any sort is prohibited. According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Please view [THIS RESOURCE](#) for more information on plagiarism.

### **Grading**

Each assignment is given a specific number of points. The number of points earned by the learner is determined and a percentage is calculated. The raw score is recorded in the grade book. An overall grade in the course will be determined according to their school's grading scale.

### **Assignment Rubric**

90-100%	Accurate and relevant / Clear and organized / No grammar or spelling errors
80-89%	Mostly accurate and relevant / Mostly clear and organized / Few grammar or spelling errors
70-79%	Somewhat accurate and relevant / Somewhat clear and organized / Did not follow some directions / Several grammar and/or spelling errors

- 60-69% Incomplete or incorrect / Did not follow most directions / Somewhat unclear and unorganized / Multiple grammar and/or spelling errors
- 0-59% Incomplete or incorrect / Did not follow any directions / Mostly unclear / Please redo

### **Discussion Rubric**

- 9-10 Response is 41-50+ words  
On-topic / relevant / varied structure  
No grammar / spelling errors
- 7-8 Response is 31-40 words  
On-topic / relevant  
Minor grammar / spelling errors
- 5-6 Response is 21-30 words  
Somewhat on-topic / relevant  
Many grammar / spelling errors
- 0-5 Response is too short  
Off-topic / not relevant  
Please redo / posted before relevant week

### **Privacy Policy**

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)