

Eastern Illinois University

NEW/REVISED COURSE PROPOSAL FORMAT

(Approved by CAA on 4/13/06 and CGS on 4/18/06, Effective Fall 2006)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See <http://www.eiu.edu/~eiucaa/Directions.pdf> for directions on completing this form.)

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** ART 4922
2. **Title (may not exceed 30 characters, including spaces):** Interactive/Motion Graphics IV
3. **Long title, if any (may not exceed 100 characters, including spaces):** Interactive/Motion Graphics IV
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (0-6-3)
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2012
7. **Course description (not to exceed four lines):** Advanced communication design in interactive and motion media, emphasizing the creation and integration of original video.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
No equivalent courses
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
ART4912 Interactive/Motion Graphics III (May not be taken concurrently)
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: course restricted to student admitted to Graphic Design option of the BFA in Art
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
11. **Instructional delivery method:** ☐ lecture ☒ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

1. Students will demonstrate their ability to understand and use intermediate and advanced techniques of creating motion graphics/animation.
2. Students will demonstrate their ability to capture, modify, and optimize original video in proper formatting.
3. Students will demonstrate their ability to capture and modify audio/sound.
4. Students will demonstrate their ability to integrate typography and images into video sequences.
5. Students will demonstrate their ability to conceive and storyboard video sequences through the process of ideation (sketches and drafts before implementation).

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

Not Applicable

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**

Students will demonstrate their ability to understand and use intermediate and advanced techniques of creating motion graphics/animation. Students will demonstrate their ability to capture, modify, and optimize original video in proper formatting. Students will demonstrate their ability to capture and modify audio/sound.

- **Effective critical thinking and problem solving**

Students will demonstrate their ability to integrate typography and images into video sequences. Students will demonstrate their ability to conceive and storyboard video sequences through the process of ideation.

- **Effective oral and written communication**

- **Advanced scholarship through research or creative activity**

Students will demonstrate their ability to integrate typography and images into video sequences.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

1. 6-8 exercises/quizzes related to animation and video-editing skills (AfterEffects, Final Cut Pro and appropriate software)
2. Two main projects will allow students to conceive and design motion graphics/animation with an emphasis on capturing and editing original video.
3. Students will document their process of ideation (sketches and drafts before implementation).

3. Explain how the instructor will determine students' grades for the course:

	20% 6-8 exercises/ quizzes	10% Project 1 Documented Process of Ideation	30% Project 1 Final Design	10% Project 2 Documented Process of Ideation	30% Project 2 Final Design
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	20% 6-8 exercises/ quizzes	10% Project 1 Documented Process of Ideation	30% Project 1 Final Design	10% Project 2 Documented Process of Ideation	30% Project 2 Final Design
1. Students will demonstrate their ability to understand and use intermediate and advanced techniques of creating motion graphics/animation.	X		X		X
2. Students will demonstrate their ability to capture, modify, and optimize original video in proper formatting.	X		X		X
3. Students will demonstrate their ability to capture and modify audio/sound.	X		X		X
4. Students will demonstrate their ability to integrate typography and images into video sequences.			X		X
5. Students will demonstrate their ability to conceive and storyboard video sequences through the process of ideation (sketches and drafts before implementation).		X		X	

20% — 6-8 exercises/quizzes (AfterEffects; Final Cut Pro; additional software as required)

10% — Project 1: Process of Ideation (sketches and drafts before implementation)

30% — Project 1: Final Design (effective, creative solution to problem; proper formatting)

10% — Project 2: Process of Ideation (sketches and drafts before implementation)

30% — Project 2: Final Design (effective, creative solution to problem; proper formatting)

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
 - b. Describe how the integrity of student work will be assured:**
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

Not Applicable

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
- a. course objectives;**
 - b. projects that require application and analysis of the course content; and**
 - c. separate methods of evaluation for undergraduate and graduate students.**

Graduate students will be required to complete an additional research project defined with the guidance of the instructor.

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**
Not Applicable

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 1	AfterEffects refresher / Final Cut Pro technical basics and assignments (Part 1)
Week 2	Final Cut Pro technical basics and assignments (Part 2) / Project 1 introduced
Week 3	Intermediate AfterEffects techniques and assignments (Part 1) / Conceptual foundations of motion/video in graphic design practice (Part 1)
Week 4	Conceptual foundations of motion/video in graphic design practice (Part 2) / Sketches and ideation on Project 1 / First-draft of storyboards / Preliminary video elements to review
Week 5	Second draft of storyboards / Studio on image, typography, and video sequences / Intermediate AfterEffects techniques and assignments (Part 2) / Project 2 introduced
Week 6	Studio on Project 1 / Refinement / Group critique of work in progress
Week 7	Studio on Project 1 / Individual review of work in progress / Refinement
Week 8	Project 1 due / Final critique
Week 9	Research, sketches and visual exploration on Project 2 / Individual review / FinalCut Pro techniques (Part 3)
Week 10	Storyboards on Project 2 / Critique
Week 11	Refined storyboards / Initial video drafts due
Week 12	Studio on Project 2 / Technical assistance
Week 13	Studio on Project 2 / Group critique on second draft / Technical assistance
Week 14	Studio on Project 2 / Individual review and assistance
Week 15	Project 2 due / Final group critique

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

Contemporary graphic design practice demands an understanding of designing and creating motion graphics/animation/video. This course will build on the conceptual principles and technical knowledge addressed in Interactive/Motion Graphics I, II, and III (ART3912, ART3922, ART4912), with a focus on incorporating original video.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
 - b. If the course or some sections of the course may be technology delivered, explain why.**
- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
This is a senior-level course in technical and conceptual skills.

Prerequisites: ART4912 Interactive/Motion Graphics III

3. If the course is similar to an existing course or courses, justify its development and offering.

No other course offered in the art department is similar

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course will be required in the graphic design BFA.

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

Approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dave Richardson, or qualified instructor

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Not Applicable

2. Additional costs to students:

\$10 (video supplies)

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Sample text:

Apple Pro Training Series: Final Cut Pro 7 by Diana Weynand (Paperback, 2009)

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: April 16, 2010

Date approved by the college curriculum committee: September 22, 2010

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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