AMST 3000-001 Course Syllabus
Spring 2020
Animation in America (W, O)

Instructor: Monica Belus
Email: mfbelus@uncc.edu

Required Texts:
This book needs to be purchased:
- Of Mice and Magic: A History of American Animated Cartoons, by Leonard Matlin

This book is available online via the University library and does NOT need to be purchased:
- Prime Time Animation: Television animation and American Culture, edited by Carol Stabile and Mark Harrison

Contacting Me:
Email me at **mfbelus@uncc.edu**. Emails will be returned within 24 hours during the week (Monday-Thursday 9am-5pm); however, if you have not heard from me within 48 hours, please resend your email and assume that I had not received it. Also, I will read emails over the weekend, but I may not respond within 24 hours.

Write the course title and/or course number and section number in the subject line.

Please use good email etiquette. You shouldn't begin your email with "Hey." In general, you should use your instructor's name and begin your message with a statement regarding your email's purpose. Whenever possible, forward the previous email as part of your email (or briefly remind your recipient of the content so connections can be made more easily). Spelling, grammar, and full words are important.

Animation in America
Course Description

In **Animation in America** students will immerse themselves in all things cartoon. We will explore the spectacular Golden Age of Animation with its nascent comics, silent films and the profound impact this industry had on the popular radio programs and theatrical shorts of the 1930s. From here Bugs Bunny will accompany us on adventures as we delve into the turning point of American animation as its purpose evolved to utilitarian – to build the public's morale and promote war bonds during the tumultuous WWII era. We will further study animation in the decades following World War II from the proliferation of television through the American Animation Renaissance of the late 1980s spanning to the most contemporary elements of animation today. From rudimentary cartoons to blockbuster Disney films and everything in between. This course fulfills the "W" and "O" requirements as stipulated by the University. It is an asynchronous, 100% on-line class taught in Canvas. Students will be expected to complete various projects, on-line presentations, reading and writing assignments.

Course Goals and Learning Outcomes: (meets writing intensive and oral communication goals for UNCC)

- Identify, evaluate and critique the varieties of animation
- Identify, evaluate and critique the historical context and cultural values communicated in various animated works
- Recognize the diversity of cultural expression in the themes, characters, and visual style of animators
- Articulate how animated productions can influence personal views
- Identify, evaluate and critique animation as storytelling devices
- Demonstrate ability to offer informed technical and aesthetic criticisms of the work
- Write clearly, coherently, and effectively about animation
- Provide constructive and helpful feedback to peers as a way to offer insightful commentary on their writing and presentations
- Present thoughtful, articulate and organized presentations with appropriate visuals that reinforce and support the information delivered in the verbal component of the presentations

General Class Guidelines:

Prerequisites Completion of UWRIT requirements is a prerequisite for this course.

Attendance – this course is taught asynchronously so you do not need to be online at any specific time, but you are expected to complete and submit all assignments by the due dates.

As this is writing intensive class, you should plan on submitting approximately 6,000-7,000 words this semester. That is approximately 500- 600 words per week – **beginning with week 1**. The word count pertains **only** to your weekly submissions from the weekly responses to discussion prompts and blogs – the total weekly word count <u>does not</u> include your responses to your peers nor your written responses on the quizzes. Yes, I do randomly conduct word counts and check when (total) submissions appear too brief. Further, students must complete and submit all assigned major writing assignments to pass the course.

As this course meets the Oral Communication requirements for the University, you will be required to create and submit 3-4 oral presentations with visuals totaling a minimum of 15 minutes. You will be required to view and provide constructive feedback to your peers' presentations, as well. Further, students must complete and submit all assigned presentations to pass the course.

Keep a **back-up** of all written work. All assignments will be submitted through Canvas. If something should happen during your submission or if you submit the wrong file, you will be glad that you have a back-up file. Additionally, submitted work may not be visible to students on Canvas after the due dates, so always keep a back-up on your computer if you want to reference it later.

Turnaround Time Papers, discussion-board entries and quizzes will be graded and returned within one week of the assignment's due date; email will be returned within 24 hours during the week (Monday-Thursday 9am-5pm).

Accessibility Statement - If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

American Studies Diversity Statement - The American Studies Program strives to create an academic climate that respects and celebrates people of varied cultural backgrounds and life experiences. America by its very nature is diverse. Thus, we aim in our study of American culture and in other activities to foster multiple perspectives that include diverse groups of people. These groups include, but are not limited to, those who define themselves by race, ethnicity, culture, country of origin, gender, sexual orientation, religion, age, disability, political orientation, or socio-economic status. We are committed to providing safe learning environments based on mutual respect and that allow for thoughtful engagement with complex issues.

Diversity Commitment Statement:
UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the university learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, this class's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, this class aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Getting Help:
Links to getting help for the course, Canvas learning management system, and university resources for student help are available at the links at the bottom of the course home page or at:

- Canvas LMS: http://canvas.uncc.edu   or 24-hour support line: 877-257-9780
- Student Services Online Backpack:
     http://distanceed.uncc.edu/studentservices/online-backpack
- Course: contact Monica Belus at mfbelus@uncc.edu

Minimum Technical Requirements You will need access to a reliable computer with a high-speed connection (dial-up connections will not support the videos in the course) and that has sound playback and microphone ability, either through microphone/headphones or microphone/speakers. While Canvas works with both PCs and Macs, you should check whether your current browser is supported and how to configure it: https://community.canvaslms.com/docs/DOC-1284

- Canvas supports a number of mobile browsers; note that not all components of the course will work on mobile devices. You will also need to have access to Microsoft Word or a similar word processing program that supports .doc and .docx formats.
- For your class presentations, you will need to use PowerPoint or other similar kind of presentation software, and they will be uploaded and stored in Kaltura – ONLY. Kaltura is a component of Canvas.
- For your reading quizzes, you will be expected to perform the initial download and installation of Respondus. Unless specified otherwise, all quizzes will be taken using the Respondus Lock-Down browser.
- Also, written assignments may be submitted to SimCheck.

Minimum Technical Skills In order to succeed in this course, you need the following technical skills:
- Ability to use and navigate Canvas, the learning management system (LMS).
- Ability to send and receive emails with attachments.
- Ability to create and submit commonly used word processing files (.doc and .docx)
- Ability to copy and paste images and text.
- Ability to download and install software.
- Ability to create and present presentations and upload to Kaltura in Canvas.
- Ability to use presentation software (PowerPoint, Prezi, etc.)
- Ability to download and take quizzes in the Respondus lock-down browser
- Ability to submit written submissions to SimCheck for similarity reports

Late work policy – Inopportune situations occur in life, and I will assess each of those instances on a case-by-case basis. (Computer/technical issues do not count!) Please be prepared to prove your circumstances if something should arise. Failure to submit assignments by the designated day/time without written permission from the instructor *prior* to the close date/time of the assignment will result in the final grade (of the assignment) being lowered 20% each day late, up to two days maximum, from the due date. Also, as this is an online course, no days are exempt from the two-day late-work policy (weekends, holidays, etc.) Beyond two days, no assignments will be accepted, and the missing assignment(s) will be scored as a zero.

- To accommodate late submissions, and to minimize a student's need to send me an email, the vast majority of the assignment submission links will remain open on Canvas for students to submit late work through 11:59 P.M. for two days beyond the due date of Sunday. If the assignment is due Sunday, the links will *usually* remain open through Tuesday. This extension for late work excludes the final exam. **Please note -** Canvas will automatically deduct 20% of the overall grade each day an assignment is submitted late (until the assignment link closes permanently and no additional assignments will be accepted on Canvas).

Extra Credit Policy – There are no extra-credit opportunities for individuals in this course. Please do not get behind with your assignments, ask questions if you have them, and submit your work in a timely manner – NOT at the last minute!

Submission of assignments and posting of grades - for each assignment/discussion, you will be given specific guidelines and expectations, and if any aspect of a prompt or assignment is unclear, it is your responsibility as a student to seek clarification – don't just skip the assignment. As Canvas is where we will be conducting on-line classes,

assignments and discussion will also be submitted the same way. If University system complications occur with Canvas, I will evaluate each situation as a case-by-case issue and further asses how to alter assignments.

Expect to spend at least 8-10 hours a week on the assignments for this course.

MLA - Remember that if you use outside sources, cite them properly!!! Document carefully according to MLA, and do not submit work in this class that has received a grade in another class. Plagiarism is a serious offense and can result in failing the class and, potentially, can lead to dismissal from the University.

Please **show respect** for different viewpoints that may be expressed in class. You don't have to agree with them, but I hope you will respect different opinions. This is an open-minded classroom where we are all free to express our thoughts, so long as our thoughts are not meant in a rude or hateful manner.

Course requirements – students will complete quizzes, discussions, peer comments, presentations recorded and posted on Canvas, an annotated bibliography, all assigned materials (reading and viewing of documentaries), and participation in class.

How to be successful in this course – complete all of the readings and assignments and be sure to follow the guidelines in each weekly overview. If you have questions, post them on the forum or email me. I encourage you to not procrastinate and to complete your assignments in a timely manner so as to avoid last minute issues that often arise in each of our lives. Have a positive attitude and enjoy the material; after all, who doesn't love animation??!!

Quizzes - You will be taking quizzes many weeks, and these grades will be a part of your weekly score; written submissions will constitute the remaining points for that week. The quizzes are timed and designed to test your comprehension of that particular week's assigned materials. Many quizzes will be completed in the Respondus Lock-Down browser – there will be a link on the first quiz that will allow you to download Respondus.

- Note on quizzes for this course: Quizzes are created with the belief that you have already closely read the assigned text(s); hence, the questions are considered "surface-level" questions that should not require you to have to look up answers. All quizzes are timed, and they should be easily completed within the allocated time. When posed with questions that require a short-answer response, simply answer the question with as few words as needed - complete sentences are not required. Of course, when longer responses are requested, respond accordingly. The objective of reading quizzes is to confirm that you are carefully reading the text(s); longer, more reflective responses will be reserved for the discussion board. If you have any questions, be sure to address them prior to attempting an assignment, and at least 48 hours before the due date.
- As most of the quizzes for the course will require students to complete the assessments in Respondus Lock-Down Browser, please note that tablets and mobile devices are ***not compatible*** with Respondus.

Academic Integrity and Student Responsibility:

Check your UNCC email and Canvas regularly – this is how I will contact you individually or as a class.

Students are required to complete all of the reading assignments, on-line assignments, quizzes, final exam and view all of the assigned films and documentaries.

Academic Integrity –Students are expected to be familiar with, and to adhere to, the University's Code of Student Integrity: https://legal.uncc.edu/policies/up-407. This Code may be modified from time to time.

Online Etiquette ("Netiquette") There will be opportunities to engage with your instructor and fellow students throughout this course. Please be aware and sensitive of cultural, aesthetic, and political differences. I expect you to be civil and use a professional tone in your communications. Please write in complete, well-thought sentences and avoid abbreviations and other informal discourse in your emails and discussion board posts. For more information on netiquette, please visit: https://teaching.uncc.edu/academic-technologies/canvas/canvas-students/canvas-netiquette-guidelines

## Overview and Expectations for On-line Submissions:

As this is a writing intensive course, you will be expected to write – A LOT. All postings are **due at 11:55 P.M. Eastern Time on Sunday** following the posted assignment. I will provide careful expectations for each assignment, and you are responsible for following directions. Your postings will closely resemble journal entries as you independently explore and learn about the material in this course. You will be expected to reflect and discuss elements as a critical thinker and show me what you have learned, thought about and considered; please make an effort to include a variety of responses. I will also be looking for curiosity, willingness to discover new things, engagement of others in class discussions, and a desire to write in a thorough and contemplative manner.

Grading, Participation, and Discussion Board Expectations:

All grades will be posted in Canvas. Each student can only see his/her own grades.

Papers, discussion-board entries, and quizzes will be graded and returned within one week of the assignment due date.

Interactive Discussion Boards: It is assumed that all students in the course have carefully read/reviewed the assigned readings and materials prior to posting weekly written responses; subsequently, discussion posts should not simply reflect a summary of the readings, but they should reflect deeper understanding of the topics. As this class is entirely on-line, the discussion boards and interactive forums are very important.
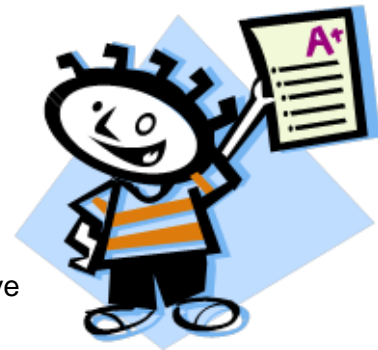
Each week, one or two discussion questions related to the week's topics will be posted to the discussion board. Unless otherwise indicated, each week you will post at least one "primary response" to each question and at least two "secondary responses" (a response to another student's post) to the discussion thread. While only these posts are required, I hope you'll always read and feel moved to respond (at least sometimes) to additional posts submitted by your peers. Further:

- Participation is required, and weekly I will provide explicit guidelines in the weekly overview for specific participation expectations relevant to that week. Generally speaking, you will be commenting on, analyzing, and further questioning your peers' postings, and I will be looking to see engagement among the students.

- Quality is more important than quantity, and summaries of the readings are not considered quality posts. Discussion questions are intentionally designed to move you beyond the readings. Citations should only be inserted when appropriate and may not be necessary for some reflective responses.

- Your responses should be grammatically correct. Please take the time to read over your comments, and to "adjust" them when needed. Points will be deducted for posts that contain more than the occasional typographical error or mistake in grammar.

- Regarding peer responses, they should be positive, constructive and always respectful, and they should meaningfully extend the discussion, and/or pose relevant questions. Short congratulatory posts do not count as secondary posts.

- I will be following the discussions in your forums, but I will rarely chime in. My personal feedback will occur as comments and suggestions for improvement in the gradebook. If you need something brought to my attention, please email me individually

SAVE, SAVE, SAVE your writing. Grades will be posted as quickly as possible; it is my intention to grade all assignments within one week of the due date. Check your grades regularly and address any concerns in a timely manner.

I will grade your posts according to the following scale:

Criteria	Elements
General Quality	Fully addresses the questions and stimulates substantial follow-up postings.
Critical Thinking	Rich in content, full of thought, insight and analysis; submission, extends beyond summation of assigned material.
Timeliness	Post in time for other students to read and respond
Stylistics	Few grammatical or stylistic errors
Peer/secondary response(s)	Respectful, thoughtful and encourages further engagement among classmates

Breakdown for specifics grades:
Weekly Assignments - combination of quizzes, class discussions and written assignments; these will vary weekly, and there will be no extra credit projects.

Grading Scale:

A = 90% - 100%
B= 80% - 89%
C= 70% - 79%
D= 60% - 69%
F= Below 60%

Failure to submit assignments by the designated day/time without written permission from the instructor *prior* to the close date/time of the assignment will result in the final grade (of the assignment) being lowered 20% each day late, up to two days maximum, from the due date. Also, as this is an online course, no days are exempt from the two-day late-work policy (weekends, holidays, etc.) Beyond two days, no assignments will be accepted, and the missing assignment(s) will be scored as a zero. There are NO extra-credit projects.

Course Calendar Notes: This calendar represents only the major topics to be covered in this course. Additional material will be added weekly at the discretion of the instructor, including additional readings assigned for the class. General assignments are outlined by week; specifics will be designated in each weekly overview in each weekly module. Assignments are to be completed in their entirety on the dates stipulated.

Tentative schedule:

Date	Assignments, Readings, Preparations. Note: readings indicated in each module must be <u>completed</u> by the due date for the week.
1/8-1/19	Introduction to course, Canvas and each other
Week 1	• Introduction assignment • Submit primary and secondary discussion responses as articulated on weekly overview. • Take introductory quiz • **Last day to register or drop/add 1/15.**
1/20-1/26	The Silent Era
Week 2	• Read *of Mice and Magic* – chapter 1, "The Silent Era" • Submit primary and secondary discussion responses as articulated on weekly overview. • Take quiz (materials from weeks 1 and 2)

1/27-2/2	Walt Disney
Week 3	• Read *of Mice and Magic* – chapter 2, "Walt Disney" • Submit primary and secondary discussion responses as articulated on weekly overview.
2/3-2/9	Walt Disney and Ub Iwerks
Week 4	• Read *of Mice and Magic* – chapter 6, "Ub Iwerks" • Submit primary and secondary discussion responses as articulated on weekly overview. • Take quiz (materials from weeks 3 and 4)
2/10-2/16	Max Fleischer
Week 5	• Read *of Mice and Magic* – chapter 3, "Max Fleischer" (for this week and next week – it's a long chapter) • Presentation 1 due by 11:55 P.M., Sunday, 9/23. • Comment on 2 of your peers' presentations by 11:55 P.M., Monday, 9/24. • Submit presentation 1 reflection by 11:55 P.M., Tuesday, 9/25.
2/17-2/23	Max Fleischer
Week 6	• Read *of Mice and Magic* – chapter 3 "Max Fleischer" (continued from last week) • Read *of Mice and Magic* – chapter 11 • Submit primary and secondary discussion responses as articulated on weekly overview. • Take quiz (materials from weeks 5 and 6)
2/24-3/1	Paul Terry and Terrytoons
Week 7	• Read *of Mice and Magic* – chapter 4, "Paul Terry and Terrytoons" • Submit primary and secondary discussion responses as articulated on weekly overview.
3/2-3/8	Spring Break
	No assignment this week
3/9-3/15	Midterm - Annotated Bib.
Week 8	• Complete and submit annotated bibliography assignment
3/16-3/22	MGM
Week 9	• Read *of Mice and Magic* – chapter 10, "MGM" • Submit primary and secondary discussion responses as articulated on weekly overview. • **Last day to withdraw from course – 3/16**
3/23-3/29	Presentation 2

Week 10	• Presentation 2 due by 11:55 P.M., Sunday, 11/4
	• Comment on 2 of your peers' presentations by 11:55 P.M., Monday, 11/5
	• Submit presentation 2 reflection by 11:55 P.M., Tuesday, 11/6
3/30-4/5	Saturday morning cartoons
Week 11	• Read *Prime Time Animation* – Introduction (pp. 1-12) and chapter 2 "The Great Saturday Morning Exile"
	• Submit primary and secondary discussion responses as articulated on weekly overview.
	• **Registration for Summer and Fall 2020 courses begins 3/30**
4/6-4/12	Happy Spring Weekend!!
	• No assignment this week
4/13-4/19	Primetime cartoons – *The Simpsons*
Week 12	• Read *Prime Time Animation* – chapter 4 "*The Flintstones* to Futurama"
	• Submit primary and secondary discussion responses as articulated on weekly overview.
	• Take quiz (materials from weeks 11 and 12)
4/20-4/26	Primetime cartoons – *The Simpsons*
Week 13	• Read *Prime Time Animation* – chapter 7 "Back to the Drawing Board…," and chapter 9 "We Hardly Watch that Rude, Crude Show…"
	• Submit primary and secondary discussion responses as articulated on weekly overview.
	• Take quiz (materials from this week only)
4/27-5/3	Final
Week 14	• Presentation 3 due by 11:55 P.M., Sunday, 5/3.
	• Comment on 2 of your peers' presentations by 11:55 P.M., Monday, 5/4.
	• Submit presentation 3 reflection by 11:55 P.M., Tuesday, 5/5.