**DIG 2282C: Time-Based Media**

University of Florida School of Art + Art History  
Section: 2493 SPRING 2013, Credit: 3 credits  
Meets: Tue/Thr 8-10 (3:00pm–6pm) NRNA G514i 3C (Norman Hall Addition)  
Instructor: Hye Young Kim  
Email: hyeyoungkim@ufl.edu  
Office Hours: Tue 6:00 – 7:00pm(or by appointment) FAC 302C Grad Office  
Class website: [https://medialab.arts.ufl.edu/groups/dig2282cspring2013kim/](https://medialab.arts.ufl.edu/groups/dig2282cspring2013kim/)

**COURSE DESCRIPTION**

This course introduces the four-dimensional fundamentals of Time Based Media. Sound, animation and video, with emphasis on narrative, planning of action, and sequencing of images will be studied and practiced. Basic production techniques, project planning, and concepts integral to time based media will be studied and students will learn to use Time Based Media as an expressive and communicative art form. Aesthetic, technical, historical, and conceptual issues will be addressed through lectures, demonstrations, exercises, projects, screenings, research, and readings.

Prerequisite: ART 1803C

**OBJECTIVES**

Students will demonstrate understanding of the following principles and techniques:

- Four-dimensional Imaging Concepts and Terminology  
  - Aesthetics  
  - Motion  
  - Duration  
  - Pacing/Tempo  
  - Montage  
  - Sequence  
  - The Narrative/Storyline  
  - Animation  
  - Interactivity  
  - The performative  
- Application of software for time based media (students are expected to obtain an intermediate knowledge of Macromedia Flash and iMovie or other related software)  
- Research Methods  
- Project Development

**TOPICS**

An introduction to historical references, background, and contemporary concepts of time based media  
Project Planning (including storyboarding and organizing clips)  
Basic Video Camera Use  
Basic in-camera editing techniques  
Representation, image and culture, symbol, concept and conceptual storytelling  
Framing & Composition (including panning, close-ups, landscape)  
Lighting  
Professional Production Techniques (ftsps, sizing for output, video and audio capture, photo import and animation of still images)  
Simple transitions  
Use of typography and graphics in animation
Morphing elements  
Narrative Theory  
Integration of video and animation  
Content and Context  
Computer as a tool, not a means to an end

REQUIRED/RECOMMENDED TEXTBOOKS, MATERIALS, EQUIPMENT  
Textbook: Launching the Imagination Comprehensive (2-D, 3-D and 4-D) with CD-ROM by Mary Stewart  
100 GB External Hard Drive (Mac Compatible) for storage of materials  
MiniDV tapes  
CD-R Media with plastic cases  
DVD-R Media with plastic cases. Flash Drive (Mac Compatible) for storage of materials  
Process Blog  
Headphones  
Course Blog  
Access to Software: Final Cut Pro, iMovie, Audacity (open source), and Adobe Photoshop  
(note that most software is available in the UF CIRCA Computer Labs)  
Required Registration with http://lynda.com

RECOMMENDED EQUIPMENT  
Digital Camcorder

GRADE  
65% (65 pts) PROJECT GRADES  
5pt: project 1 (class)  
10pt: project 2  
15pt: project 3 (mid-term)  
Midterm grade: total 30pt  
5pt: project 4 (class)  
5pt: project 5 (class)  
10pt: project 6  
15pt: project 7 (final)  
Final grade: total 35pt

10% (10 pts) Process Blog:  
Fulfilling all process blog requirements and having the requisite amount of drawing completed at blog check dates (same dates as critiques) during the semester.

10% (10 pts) Critical essay/Class Presentation  
The student will research a Time Based Media artist, write a critical essay and present this essay to the class. See the Critical Essay handout for specific guidelines.

15% (15 pts) Participation (5pt) and Attendance (10pt)  
Participation, support, and respect in all phases of this course are imperative. The class dynamic depends on your
energy, initiative, attitude, productivity, and willingness to get involved in group discussion and critiques. Participate in a responsive manner during critique, class discussion and blogging. Safe and thoughtful use of equipment and facilities if required.

Participate by preparing questions in advance, soliciting responses, and encouraging constructive criticism during group discussions, class workdays, and critiques. Consider comments received to gauge the effectiveness of your work. Examine the way your ideas change, evolve, and influence formal and conceptual choices in your work. Your development as an artist hinges on your ability to make effective choices and express ideas clearly.

* All grades are tabulated based on your assignment numerical grade, Process Blog grade, critical essay/presentation and your participation and attendance. You must speak with your instructor within one week of receiving a grade in order to dispute an assignment grade. You may speak to your instructor at any point during the semester to discuss your participation grade.

GRADING SCALE (100 points possible)

100% possible: A: 100%-95%, A-: 94%-90%, B+: 89%-87%, B: 86%-83%, B-: 82%-80%, C+: 79%-77%, C: 76%-73%, C-: 72%-70%, D+: 69%-67%, D: 66%-63%, D-: 62%-56%, F: 55%-0%

(Note: A grade of C- or below will not count toward major requirements)

A =Superlative work: Careful attention to craft and presentation. Intent and execution of the piece work together in a significant and original way. Goes beyond merely solving the problem - one’s performance at this level is visibly outstanding.

A- =Very fine work: Almost superlative. A few minor changes could be made to bring the piece together. Again goes beyond merely solving the problem.

B+=Above average: Solution to the problem and idea are well planned. Execution is well done. This is an honorable grade.

B =A bit above average: Slipping in levels of originality, craft, and presentation. The piece does not work as well as a unified whole or statement yet effort was made. Solid average work.

B- =Problem solved: The requirements of the problem are met in a relatively routine way. A “C” represents satisfactory work, regular attendance, and successful accomplishment of the course.

C =Requirements of the problem are met in a relatively routine way. There is room for improving skills and concepts.

D =Inadequate work: The requirements of the problem are not addressed. The piece represents careless and /or incomplete effort. Some criteria met, work substandard.

F =Unacceptable work and effort

Grading guidelines will be explained in detail at the time each assignment is given. Always read the project description sheet! If anything seems unclear, you are responsible for asking the instructor for clarification far in advance of the due date.

ATTENDANCE

Students are expected to attend every class and be prepared to participate. Up to three unexcused absences are allowed. The overall grade is lowered by 5% for each unexcused absence thereafter. Tardiness and/or lack of appropriate class materials is unacceptable and will count as unexcused absences if they become a habit. Medical and family emergencies can generally be accommodated with letters. Also, students require extra work to make up the class. Refer to UF guidelines.

LATE WORK

Late assignments and projects will be penalized up to 20%, and will not be accepted after one week from the due date. Attending critique is one of the most important aspects of the class. Even if you are not prepared to turn in your project, come to critique! This way you can at least get your critique participation points and it will show me that you are serious about the project and your dedication to the class.
ACADEMIC HONESTY
An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student’s duty to report observed academic honesty violations. These can include: cheating, plagiarism, bribery, misrepresentation, conspiracy, or fabrication.
The University’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following links:
SA+AH Syllabus Requirements & Suggestions (03/25/12)- 2
Academic Honesty: http://www.registrar.ufl.edu/catalog/policies/students.html#honesty
Honor Code: http://www.dso.ufl.edu/scr/honorcodes/honorcode.php
Student Conduct: http://www.dso.ufl.edu/scr/honorcodes/conductcode.php

ACCOMMODATION FOR STUDENTS
"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."
The ADA office (http://www.ada.ufl.edu) is located in Room 232 Stadium. Phone: (352) 392-7056 / TDD: (352) 846-1046
Phone number and contact sites for university counseling services and mental health services:
Counseling Services: http://www.counsel.ufl.edu / 392-1575 Peabody Hall

INFORMATION ABOUT THE UF COUNSELING AND WELLNESS SERVICES
University Counseling & Wellness Center 3190 Radio Road P.O. Box 112662, University of Florida
Gainesville, FL 32611-4100 Phone: 352-392-1575 Web: http://www.counseling.ufl.edu/cwc/

HEALTH AND SAFETY
http://www.arts.ufl.edu/art/healthandsafety
Download UF SA+AH Health and Safety Handbook
http://saahhealthandsafety.weebly.com/handbook.html
You will sign and return the waiver distributed on the first day of class. You are responsible for helping maintain the safety of the labs, especially by keeping them clean and free of trash and debris. Pick up after yourself, or your final grade will be lowered at the instructor’s discretion. Michael Christopher (mchristo@ufl.edu) is the area contact for health and safety issues. The following is an overview of the health and safety information specific to digital media art classes.

Appendix I:
Area Specific Information: Digital Media

1. Hazards of Materials : Batteries, old monitors, lamps from digital projectors if broken may release mercury.
THERE ARE NO KNOWN HEALTH HAZARDS FROM EXPOSURE TO LAMPS THAT ARE INTACT.

2. Best Practices : Though not much is generated, the Digital Media technician is certified for handling Hazardous Waste by the University of Florida. For installations or sculptural elements, please cross-reference with other area specific information as needed.

3. Links : n/a
4. **Area Rules**: All users of the studio classrooms are expected to follow studio area rules at all times. If you have any questions, ask your instructor.

- Follow all SA+AH Health and Safety handbook guidelines (the handbook should be reviewed by your instructor and can be found at: www.arts.ufl.edu/art/healthandsafety)
- Follow the SA+AH Satellite Waste Management Chart in the classroom and other health & safety guidelines posted for your media.
- In case of emergency, call campus police at 392-1111
- File an incident report (forms may be found in the SAAH H&S handbook, the SAAH faculty handbook and in the main office.) Turn completed forms into the SAAH Director of Operations within 48 hours of the event.
- Alcohol is forbidden in studios
- Familiarize yourself with the closest eyewash unit.
- No eating or drinking in computer the lab.
- Do not use spray adhesive in the studios or in the building. There is a professional and safe paint spray booth in FAC-211A for your use.
- Shoes must be worn at all times.
- Protective equipment must be worn for hazardous work.
- Do not block aisles, halls or doors with stored items or when working. This is a violation of fire codes.
- Do not store anything on the floor. This impedes cleaning and creates a hazard.
- Installations must be removed as soon as possible after critique.
- Clean up spills immediately.
- Take items which do not fit into the trash to the dumpster, follow dumpster guidelines.
- Follow the **SA+AH CONTAINER POLICY** (see policy below)

*There are 2 types of labels used in the SA+AH-- yellow and white. Both labels are found at the red MSDS box and are supplied by the SA+AH. Each is used for a different purpose.*

**White:**

All new and or used product in containers (hazardous or what might be perceived as hazardous - i.e. watered down gesso, graphite solutions, satellite containers of solvents, powders, spray paints, fixatives, oils, solvents, etc…) must be labeled within the SA+AH to identify their contents. Labels can be found at the MSDS box in each studio and work area. All containers must be marked with your name, contents and date opened. All secondary/satellite containers for hazardous materials must be marked with content, your name and the date opened. All unmarked containers will be disposed of with no notice.

**Yellow:**

**WHEN HAZARDOUS ITEMS ARE DESIGNATED AS WASTE.**

**All containers** must have a yellow label identifying the contents that are designated as trash for weekly EHS pick up.
- Flammable solid containers (red flip top) must have a yellow hazardous waste label on the outside (top).
- 5 gallon jugs must have a yellow hazardous waste label on the outside.
- Fibrous containers must have a yellow hazardous waste label on the outside (top).
- Each item in the blue bin must have a yellow hazardous waste label.

Note: Hazardous Waste labels should include all constituents in the waste mixture as well as an approximate percentage of the total for that item and must add up to 100%.

Labels should also include the Bldg and room number of the shop generating the waste along with the Waste Manager for your area, this is located on the SWMA sign posted at the sink or at the Waste Management Area.
**WEEKLY SCHEDULE**

Daily schedule can be changed, so please check the class website before you come to the class.
Class Site: [https://medialab.arts.ufl.edu/groups/dig2282cspring2013kim/](https://medialab.arts.ufl.edu/groups/dig2282cspring2013kim/)

<table>
<thead>
<tr>
<th>Week 1a</th>
<th>Jan 8 Tue</th>
<th>Lecture: Introduction to course, review course syllabus and class expectations: Process Blogs, homework and final portfolios or review. Discuss topics covering course materials, presentation of work, studio rules and procedures, studio safety, storage (lockers/flat files). General Introduction to various time-based processes Student plaza site, Class Blog Slides: Process Blog examples Homework: get Process Blog, textbook and other course materials Reading and Blog Assignment #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1b</td>
<td>Jan 10 Thr</td>
<td>INTRODUCTION PROJECT #1 (start) Demo: GIF animation Screening: Stop Motion Examples Homework: Reading and Blog Assignment #2, finish project #1.</td>
</tr>
<tr>
<td>Week 2a</td>
<td>Jan 15 Tue</td>
<td>CRIT: PROJECT #1 (finish) / Process Blog Check #1 INTRODUCTION PROJECT #2-1 (start) Demo: Flas01. Intro to Flash, basic demo exercises Homework: Project process 2-2: make storyboards</td>
</tr>
<tr>
<td>Week 2b</td>
<td>Jan 17 Thr</td>
<td>Process PROJECT #2-2 Demo: Flash02. basic demo exercises, sound management Due: Project #2-2 Storyboards Drafts/ Peer Review Revised Storyboards due for instructor approval, begin photography for Stop Motion Homework: Project process 2-3: start to work in flash</td>
</tr>
<tr>
<td>Week 3a</td>
<td>Jan 22 Tue</td>
<td>Process PROJECT #2-3 Demo: Flash03. Flash tutorials, Import Photographs to Flash, edit, sound, etc. Screening: stop motion animation Homework: Project process 2-4: work in flash</td>
</tr>
<tr>
<td>Week 3b</td>
<td>Jan 24 Thr</td>
<td>Process PROJECT #2-4 Working day: Individual discussion/ trouble shooting Screening Homework: Stop Motion Project Process III</td>
</tr>
<tr>
<td>Week 4a</td>
<td>Jan 29 Tue</td>
<td>Critique: Stop Motion Project #2 Process Blog Check #2</td>
</tr>
<tr>
<td>Week 4b</td>
<td>Jan 31 Thr</td>
<td>INTRODUCTION: Project #3-1 Group Process Project Class activity: Division into Groups, begin brainstorming DEMO: Video Camera, In-camera video editing, i-movie Screening: write a group proposal for the project</td>
</tr>
<tr>
<td>Week 5a</td>
<td>Feb 5 Tue</td>
<td>Process PROJECT #3-2: Group work - work on project storyboard DEMO: Final Cut Pro Homework: prepare storyboard presentation</td>
</tr>
<tr>
<td>Week 5b</td>
<td>Feb 7 Thr</td>
<td>Process PROJECT #3-3: Group work – plan for assign shooting tasks DEMO: Final Cut Pro Presentation: Group storyboard</td>
</tr>
<tr>
<td>Week 6a</td>
<td>Feb 12 Tue</td>
<td>Process PROJECT #3-4: Shooting Day: Group Work – studio/ outdoor shooting-</td>
</tr>
<tr>
<td>Week 6b</td>
<td>Feb 14 Thr</td>
<td>Process PROJECT #3-5: Working Day: Group Work – Video footage due, import, editing, titles</td>
</tr>
<tr>
<td>Week 7a</td>
<td>Feb 19 Tue</td>
<td>Process PROJECT #3-6: Due: Over 80% finished video, ready for final feedback. DEMO: Final Cut Pro, export.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7b</td>
<td>Feb 21 Thr</td>
<td>Group discussion</td>
</tr>
<tr>
<td>8a</td>
<td>Feb 26 Tue</td>
<td><strong>INTRODUCTION:</strong> Project #4 Demo: sound programs (Audacity)</td>
</tr>
<tr>
<td>8b</td>
<td>Feb 28 Thr</td>
<td><strong>INTRODUCTION:</strong> Project #5 Demo: sound programs (Audacity)</td>
</tr>
<tr>
<td>9a</td>
<td>Spring Break: Mar 5</td>
<td>Finish: project #5</td>
</tr>
<tr>
<td>9b</td>
<td>Spring Break: Mar 7</td>
<td>Finish: project #5</td>
</tr>
<tr>
<td>10a</td>
<td>Mar 12</td>
<td><strong>Critique:</strong> Project #4 + Project #5 Process blog check #4, #5</td>
</tr>
</tbody>
</table>
| 10b  | Mar 14    | **INTRODUCTION:** PROJECT #6-1 brainstorming Screening Student Presentation 01  
  Homework: collect video clips, images, or sound |
| 11a  | Mar 19    | **Process:** PROJECT #6-2 edit Demo: Final Cut Pro Student Presentation 02 |
| 11b  | Mar 21    | **Process:** PROJECT #6-3 edit Demo: Final Cut Pro Student Presentation 03 |
| 12a  | Mar 26    | **Process:** PROJECT #6-4 edit Working day Demo: Final Cut Pro  
  Student Presentation 04                  |
| 12b  | Mar 28    | **CRITIQUE:** PROJECT #6 / process blog check #6                      |
| 13a  | Apr 2     | **INTRODUCTION:** PROJECT #7-1 brainstorming, write a proposal  
  Screening Student Presentation 05          |
| 13b  | Apr 4     | **PROCESS:** PROJECT #7-2 proposal due Screenings  
  Student Presentation 06                  |
| 14a  | Apr 9     | **PROCESS:** PROJECT #7-3 performance due  
  Screenings Student Presentation 06        |
| 14b  | Apr 11    | **PROCESS:** PROJECT #7-4 first video edit due  
  Screenings Student Presentation 06         |
| 15a  | Apr 16    | **PROCESS:** PROJECT #7-5 film due  
  Filming due, prepare to show in-camera or as quicktime, export, ready for installation |
| 15b  | Apr 18    | **FINAL CRITIQUE:** PROJECT #7 / final process blog check #7            |
| 16a  | Apr 23    | **FINAL CRITIQUE:** PROJECT #7 / final process blog check #7            |