

## **Term Information**

Effective Term Spring 2026

## **General Information**

Course Bulletin Listing/Subject Area Design  
Fiscal Unit/Academic Org Design - D0230  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
Course Number/Catalog 5104  
Course Title Interactive Animation  
Transcript Abbreviation InteractAnimation  
Course Description This course introduces students to advanced techniques for creating interactive animation using real-time 3D rendering software and a suite of 3D applications. Topics include narrative structure, cinematography for interactive media, asset integration, sound design, and collaboration practices. Students will conduct hands-on exercises and participate in discussions and project-based learning.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Laboratory  
Grade Roster Component Laboratory  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## **Prerequisites and Exclusions**

Prerequisites/Corequisites ACCAD 5002 Computer Animation I, DESIGN 4104/ ACCAD 6002 Computer Game Art and Design I, or instructor's permission  
Exclusions None  
Electronically Enforced Yes

## **Cross-Listings**

Cross-Listings ACCAD 5104

## **Subject/CIP Code**

Subject/CIP Code 50.0404  
Subsidy Level Baccalaureate Course  
Intended Rank Junior, Senior, Masters

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Gain proficiency in interactive animations creation.
- Evaluate and use a novel pipeline to incorporate various 3D applications to integrate sets, characters, motions, visual effects, and interactivity to animated scenes.
- Discover and implement an animation production pipeline using real-time 3D rendering technologies.
- Experiment with non-linear storytelling methods to create unique and engaging narratives.
- Apply cinematography principles and visual storytelling techniques to elevate the narrative impact.
- Utilize assets from external sources to construct creative and compelling stories.
- Design and implement interactive systems using events and state machines.
- Integrate music and sound effects to enhance narrative immersion.
- Develop problem solving skills and seek solutions beyond the university setting.
- Accept criticism and apply feedback from playtesting to learn the iterative process.
- Work on complex collaborative projects.

### Content Topic List

- Using Unreal Engine
  - Set up, importing, and migrating
  - Foliage, landscape, materials, and lighting
  - Camera, Post Processing and Rendering
  - Blueprint elements and assets
  - Sound and visual effects
  - Narrative structure and interactive storytelling

### Sought Concurrence

Yes

## Attachments

- Design\_5104\_Interactive\_Animation\_Syllabus.pdf: Course syllabus  
*(Syllabus. Owner: Beecher, Mary Anne)*
- ASCConcurrence\_Form\_TFMA (002).pdf: Concurrence TFMA  
*(Concurrence. Owner: Beecher, Mary Anne)*

## Comments

- ACCAD is proposing their version of this course at the same time. This course will serve as an elective for Design's Experiential Media Design major, the Moving Image Production major's "Animation mode," and it will also count toward the Animation Minor in the Department of Art. Concurrences were also sought from ACCAD, Art, CSE and those units have provided it by not providing an indication to object. *(by Beecher, Mary Anne on 03/21/2025 08:31 AM)*

**COURSE REQUEST**  
5104 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/08/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beecher, Mary Anne	03/21/2025 08:32 AM	Submitted for Approval
Approved	Beecher, Mary Anne	05/08/2025 11:51 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/08/2025 11:59 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/08/2025 11:59 AM	ASCCAO Approval

# ACCAD 5104/DESIGN 5104

Interactive Animation, 3 units

## Course Overview

**Instructor: Kyoung Lee Swearingen**

Email: [swearingen.75@osu.edu](mailto:swearingen.75@osu.edu)

Office: Sullivant Hall #331

Office hours: by appt.

Preferred method of contact: Email

**Location:**

ACCAD, Sullivant Hall Rm 349-A

Credit hours:3

Class Meeting Time T/Th 9-11AM (In person)

**Systems Support: Tyler Heizman, [heizman.3@osu.edu](mailto:heizman.3@osu.edu)**

## Course Description

Interactive animation course introduces students to advanced techniques for creating interactive animation using real-time 3D rendering software and a suite of 3D applications. Through hands-on exercises, discussions, and project-based learning, students will navigate the intersection of animation, game design, and interactive narrative. Topics include narrative structure, cinematography for interactive media, asset integration, sound design, and collaboration practices. The course is designed to offer a comprehensive experience for both individual and group projects, emphasizing feedback incorporation and iterative design.

## Course Learning Outcomes

By the end of this semester, students should successfully be able to:

1. Gain proficiency in interactive animations creation.
2. Evaluate a novel pipeline to incorporate various 3D applications to integrate sets, characters, motions, visual effects, and interactivity to the scene.
3. Discover and implement an animation production pipeline using real-time 3D rendering technologies.
4. Experiment with non-linear storytelling methods to create unique and engaging narratives.
5. Apply cinematography principles and visual storytelling techniques to elevate the narrative impact.
6. Utilize assets from external sources to construct creative and compelling stories.
7. Design and implement interactive systems using events and state machines.
8. Integrate music and sound effects to enhance narrative immersion.
9. Develop problem solving skills and seek solutions beyond the university setting.

10. Accept criticism and apply feedback from playtesting to learn the iterative process.
11. Cultivate collaboration skills within a creative studio environment.

## Course Methodology

1. Studio format requires active production work and discussion of the process and outcomes by all of us. Class sessions will consist of *working sessions* as well as *critiques and discussions* focusing on the progress of individual student project work. For our studio to be productive students must be committed to the production of their own work and participate in discussions about their own and their colleagues' projects.
2. During the semester we will complete phases of project development, prototyping, and production as well as journaling and several formal writing exercises as a means of distilling the project experience. These are all mandatory. Readings, viewings, and discussions are intended to give you a better understanding of design research, animation, gaming, and developments in the field and to get you ready for your project work.
3. Be prepared to work on your projects outside of class. You should invest minimally 9 hours/per week in this class. You will be able to work during our studio, but it is likely that you won't have enough time to complete the work unless you put in extra hours outside of our class time.
4. Students will present their work in sessions each Wednesday and Friday. Students will be expected to make an organized and coherent presentation of their individual and group progress each Wednesday. Be prepared to take notes on all the discussion directed at your work and integrate helpful comments into it and your next presentation to the group or the professor.
5. Adherence to deadlines is expected. It is the individual student's responsibility to keep track of the deadlines and to present the work to the class and instructor on the specified dates. Late or missed deadlines will result in a lowered grade of 10% per day.
6. Due to the nature of the project work, students are expected to work onsite on campus. Problems with "offsite" systems and/or incompatibility will not be an acceptable excuse for missed assignments or lack of progress.

## Prerequisites

ACCAD 5002 Computer Animation I, DESIGN 4104/ ACCAD 6002 Computer Game Art and Design I, or instructor's permission

## How this course works

### Mode of delivery

The course meets in-person.

### Credit hours and work expectations

This is a **3-credit-hour lab/studio**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect 5-6 hours per week of time spent on direct instruction (instructor content and Carmen activities, for

example) in addition to 3-5 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Participation requirements

Attendance

Design is a field that requires discipline, timely participation, and respectful and thoughtful communication. Timely and consistent engagements are critical in all formats used to deliver the content of this course. You are expected to come to class prepared and to participate actively in each class. Spontaneous and planned learning experiences and discussions are impossible to recapture or duplicate. You can anticipate that your instructor will take attendance.

The Department of Design recognizes that students may on occasion miss class due to extenuating circumstances such as illness, emergency, or other important matters. When this occurs, it is your responsibility to request updates and notes from a peer and to review any course material on Carmen that is associated with the class you missed.

Department of Design attendance expectations:

The Department of Design acknowledges that illness, family obligations, and other conflicts with your classes do occur from time to time. We do not distinguish between excused and unexcused absences.

For courses that meet twice per week, up to three absences are allowed for any reason during the semester without penalty. All absences from class will be counted, however, and if three absences have occurred, **you are required to initiate a meeting with your instructor to discuss what is preventing your attendance, and strategies for avoiding additional absences.** If you do not initiate this meeting prior to being absent a fourth time, you will receive an “E” grade for the course when your fourth absence occurs. If you meet with your instructor before missing a fourth class, you *may* be allowed additional absences at your instructor’s discretion, but ANY student who misses more than six class meetings in a semester will earn an “E” grade. Students who are registered with SLDS and have approved Flex Plans should follow the attendance requirements that are designated there.

For courses that meet once per week, up to two absences are allowed for any reason during the semester without penalty, but you will receive an “E” grade for the course when your third absence occurs. Students who are registered with SLDS and have approved Flex Plans should follow the attendance requirements that are designated there.

Our approach to attendance is summarized in this table:

	ABSENCES	CONDITION	CONDITION
CLASS MEETS ONCE PER WEEK	1-2	None	No effect on grade
	After 2		E grade assigned if maximum exceeded

<b>CLASS MEETS TWICE PER WEEK</b>	1-3	None	No effect on grade
	Before 4th	Must meet with instructor	Number of allowed absences determined
		If meeting not held	E grade assigned for 4 <sup>th</sup> absence
	4-6	# of additional absences approved at instructor's discretion	E grade assigned if maximum exceeded

Making productive use of class time and meeting in-progress deadlines are also factors of the professional behavior this course is intended to cultivate. Students are expected to be present and active for entire class periods. Frequent tardiness or leaving early can, therefore, impact your project/course grades in a detrimental manner.

#### Use of learning management system (Carmen)

You will use Carmen to upload digital files of completed assignments for evaluation unless otherwise specified for an assignment or exercise. Carmen may also be used for class discussions and providing feedback (including scores/grades). Announcements in Carmen will inform all students about schedule modifications or alternative planning. Teams can also be used for communication and for sharing information and files, if specified by your instructor.

#### Office hours (optional)

My office hours are a great time to receive one on one instruction or conversation with me, but they are optional.

## Grading and instructor response

#### How your grade is calculated

Category	Points and/or Percentage
Assignment #1	20%
Assignment #2	20%
Assignment #3	20%
Final Assignment	30%
Participation and Professionalism	10%
<b>Total</b>	<b>100%</b>

#### Description of major course assignments

### Assignment #1

In this assignment, students will create a short-animated film using real-time 3D rendering software.

deliverables: the project (movie file), reflection statement, self-evaluation form

self-evaluate based on the given rubrics.

### Assignment #2

In this assignment, students will create a virtual environment with interactive elements.

deliverables: the project (executable), reflection statement, self-evaluation form

self-evaluate based on the given rubrics.

### Assignment #3

In this assignment, students will create an interactive animation using non-linear storytelling methods.

deliverables: the project (executable), reflection statement, self-evaluation form

self-evaluate based on the given rubrics.

### Final Assignment

In this assignment, students will collaboratively create either an animated film using linear/non-linear storytelling methods or an interactive media project. Please check in with your group members and schedule a time to meet/work outside of class. The final product should be a completed project with title, credits, UI, visual and audio elements all incorporated. While the length and scale of your projects are not limited, students should take the scoping process very seriously since it's only a month-long production.

deliverables: the project (executables or movie file), reflection statement, self-evaluation form, peer-evaluation form

self-evaluate based on the given rubrics.

### In-Class Participation

Students will be evaluated based on how active and engaged they are in in-class critiques and presentations.

-Inactive (0 pt), when a student doesn't give any constructive feedback to others and not much paying attention during critiques

-Less active (1 pt), when a student scarcely speaks during critiques and is not very responsive to the given feedback

-Active (2 pt), when a student actively participates in critiques by regularly giving feedback to peers, writes down feedback received from peers, reviews and applies it to their current version, and help others with problem solving

### Late assignments

In design courses at the 2000 level and in non-major courses, students are granted a two-day grace period after due dates with no penalty for lateness (no matter the cause), as long as they have notified their instructor that a submission will be late prior to its deadline. Emailed notification is preferred.

Total scores for an assignment submitted more than 48 hours after a deadline will be reduced by 10%. Scores for any work submitted more than seven (7) days after a deadline will be reduced by 50%. All course work must be submitted by the last regular class meeting of the semester to be eligible for evaluation/grading. Flex plans for students registered with SLDS will be honored.



In design major courses at the 3000, 4000, and 5000 levels, no grace period is provided and total scores for assignments submitted up to 7 days after a deadline will be reduced by 10%. Total scores for assignments submitted more than 7 days after a deadline will be reduced by 50% as long as they are received by the last regular class meeting of the semester. Flex plans for students registered with SLDS will be honored.

Our approach to accepting late submissions is summarized in this table:

	TIME FRAME	PENALTY	CONDITION
<b>2000 LEVEL COURSES AND COURSES FOR NON-DESIGN MAJORS</b>	48-hour grace period	No penalty	Notify instructor before official deadline
	3 - 7 days late	10% deduction	
	8 days late – last class meeting of the semester	50% deduction	
<b>3000-5000 LEVEL COURSES</b>	0-7 days late	10% deduction	
	8 days- last class meeting of the semester	50% deduction	

### Departmental Grading Scale

**A** (93–100) Work, initiative, and participation of exceptional quality

**A-** (90–92.9) Work, initiative and participation of very high quality

**B+** (87–89.9) Work, initiative and participation of high quality which reflects higher than average abilities

**B** (83–86.9) Very good work, initiative and participation that satisfies the goals of the course

**B-** (80–82.9) Slightly above average work, initiative and participation that satisfies the goals of the course

**C+** (77–79.9) Average work, initiative and participation which reflects an understanding of course material

**C** (73–76.9) Adequate work; student has a less than average level of initiative and participation

**C-** (70–72.9) Passing but below good academic standing; student has a less than average level of work, initiative and participation

**D+** (67–69.9) Below average work, initiative and participation

**D** (60–66.9) Well below average work, initiative and participation

E (59.9–0) Failure; no credit. Unsuccessful completion of work. Limited or no participation. Objectives of the assignment are not met or are met in a significantly limited way.

### **Instructor feedback and response time**

Project grading and feedback can generally be expected within two weeks of the submission of work. You can expect to receive an update on your performance status in my course before the middle of Week 4 and the end of Week 10 (at minimum). As your instructor, I am here to help and support you. Please engage with me either via Carmen, email, TEAMS, or in person by scheduling an appointment. I will make every effort to reply to emails within 24 hours M-F, but do not guarantee a response between 8pm and 7am or on weekends.

## **Course Materials and Technologies/Tools**

### **Required Materials**

External Storage for project files  
Headphones for sound design work  
Notebook with pencils

### **Course technology**

#### Required software/technologies for this course

- Adobe suite
- Real-time game engine (correct version and software will be announced at the beginning of the semester.)

#### Required or recommended equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

### **Required software**

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

### **Digital readings**

All required readings will be posted to Carmen.

### **Carmen access**

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## General Class and Studio Policies

**Respecting Identity.** Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

**Tolerance.** Courses sometimes contain content that can include some language, imagery, or dialogue that may be challenging or offensive to some students. While no student is required to participate in a presentation or discussion about design that offends them, it is important to remain open-minded and participate in a cooperative and respectful manner whenever possible. Creative practices can often challenge our ideas and experiences associated with norms, and can lead us into some lively discussion, concepts and imagery. Differences (in ideas, perspectives, experiences, etc.) can be positive, productive, educational, challenging and provocative, so please, engage in the exchange of ideas respectfully. Please see me with any concerns as soon as possible.

**Trigger Language Warning.** Some content of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leave the classroom to take a water/bathroom break, debrief with a friend, or contact a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and you can contact your instructor, if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

**Writing style.** Any written submissions should follow the standard English guidelines for using proper grammar, spelling, and punctuation. Informality is fine for non-academic topics.

**Tone and civility.** In verbal exchanges and in writing, let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online or in writing.

**Citing your sources.** In any written form of academic submission, please cite your sources to back up what you say and for any images you use. If you use a photograph or are particularly inspired by another work and wish to include, mimic, or apply any part of it to your work, cite it. While use of precedents (existing designs/ideas) is expected to inspire new iterations and build skills, you are expected to credit your sources. For published or online written or visual materials, please use the **APA citation style**. If you are not accustomed to writing in APA style (which is preferred by the disciplines encompassed in this course), you can use a citation generator such as <https://www.mybib.com/tools/apa-citation-generator> to help you get it right.

**Protecting and saving your work.** Consider composing anything you submit for this course using software that allows you to save your work separately. I recommend that you copy into the Carmen drop box for submission. Please do not submit one-of-a-kind material.

**Communication tool: Carmen.** Carmen ([carmen.osu.edu](https://carmen.osu.edu)) will be used for all communication specific to individual sections through announcements (for example: if I need to start class late or need to update you on a specific detail). Carmen will also be where all grades, readings, and lecture PDFs are posted. Assignment details will be shared on Carmen on each assignment page.

**Communication tool: Email.** Email through Carmen's inbox function or through your BuckeyeMail will be the only source of private and secure conversations. Information general personal matters, assignment or class inquiries or other similar topics should be addressed using these two sources.

All university correspondence is sent to your BuckeyeMail email address, and all email sent to faculty and staff should be sent from your BuckeyeMail email address.

Ohio State will never ask for your Ohio State username or password. Do not reply to any email asking for your Ohio State username, password, or other personal information. Report such messages to [report-phish@osu.edu](mailto:report-phish@osu.edu).

**Communication tool: Teams.** If your course makes use of Teams for file sharing or communication, describe that here. Your instructors and GTAs may allow DMing (and have notifications on at certain times) where you could contact them for clarifications or questions. However, the DM function should never be used for private information (such as grades).

**Copyright for instructional materials.** The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**Reusing past work.** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with your instructor at the start of the assignment/project.

**Grade Forgiveness.** The Grade Forgiveness Rule allows undergraduate students to petition to repeat up to three courses. The grade in the repeated course will permanently replace the original grade for the course in the calculation of the student's cumulative GPA. Only a first repeat can be used this way; all other repeats of the same course will be included under the general course repeatability rule.

The original grade will remain on the student's transcript and some graduate/professional school admission processes will re-calculate the student's GPA to include the original grade. See: <https://advising.osu.edu/grade-forgiveness-0> for more information.

**Grievances and Solving Problems.** If you encounter a problem related to your educational program, you have a variety of avenues available to seek resolution. Typically, you are advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. If this step does not produce acceptable results, you should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with me (your instructor or professor). Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

**Artificial Intelligence and Academic Integrity.** There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

## Academic Policies

**Academic integrity policy.** Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have

violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](https://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](https://go.osu.edu/ten-suggestions))

**Diversity Statement.** The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

<https://odi.osu.edu/>  
<https://odi.osu.edu/racial-justice-resources>  
<https://odi.osu.edu/focus-on-racial-justice>  
<https://cbasc.osu.edu>

### **Creating an environment free from harassment, discrimination, and sexual misconduct.**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at [equity.osu.edu](https://equity.osu.edu),  
Call 614-247-5838 or TTY 614-688-8605,  
Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

**Your mental health.** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Accessibility accommodations for students with disabilities**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.



If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).

**Religious Accommodations.** Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

**Lyft Ride Smart.** Lyft Ride at Ohio State offers eligible students discounted rides, inside the university-designated service area ([opens in new window](#)) and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: <https://ttm.osu.edu/ride-smart>.

**Weather/Short-Term Closing.** Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit [this webpage](#) to learn more about preparing for potential closings and planning ahead for winter weather.

# CALENDAR

Week#	Dates	Lecture and Demo (keywords)	In-class exercise	Due
1.1	1/10 Wed	Syllabus, Introduction to Unreal Engine	1. Interface	
1.2	1/12 Fri	Static Mesh, starter contents, collision setup	2. Simple house	Story synopsis
Readings: The present and future of real-time graphics in film ( <a href="https://dl.acm.org/doi/abs/10.1145/3209621.3214895">https://dl.acm.org/doi/abs/10.1145/3209621.3214895</a> )				
2.1	1/17 Wed	Quixel megascan, Packed Level Actor, Importing and migrating	3. External Assets	Reference images, Concept statement
2.2	1/19 Fri	Foliage and Landscape	4. Exterior Environment	Rough storyboard
Readings: Using the Game Engine in the Animation Production Process ( <a href="https://link.springer.com/chapter/10.1007/978-3-030-14132-5_16">https://link.springer.com/chapter/10.1007/978-3-030-14132-5_16</a> , pg 209-213)				
3.1	1/24 Wed	Materials and Lighting	5. Material Cubes	
3.2	1/26 Fri	Camera, Post Processing and Rendering	6. Sequencer	
Readings: Using the Game Engine in the Animation Production Process ( <a href="https://link.springer.com/chapter/10.1007/978-3-030-14132-5_16">https://link.springer.com/chapter/10.1007/978-3-030-14132-5_16</a> , pg 213-220)				
4.1	1/31 Wed	• Critique –A1		
4.2	2/2 Fri	SVN server setup  Review the submitted assignment 1  Discuss assignment 2  Blueprint 1, introduction, and variables, print string, branch, flipflop	7. Flashlight on/off, Door open	<b><u>Assignment 1 Due</u></b> <b>(entire project folder, self-evaluation, self-reflection statement)</b>
Readings: From Passive Spectator to Active Participant: Interactive Animation Techniques & Tech Explained ( <a href="https://picotion.com/blog/interactive-animation-techniques/">https://picotion.com/blog/interactive-animation-techniques/</a> )				
5.1	2/7 Wed	Blueprint 2- Flashlight, Teleport, event using actors	8. Interactive Environment using teleporter, door and flashlights blueprints	Story synopsis
5.2	2/9 Fri	Blueprint 3- Elevator, Door swinging, Animation into blueprint	9. Simple obstacle game	Reference images, Concept statement

Readings: Why Real-Time Technology is the Future of Film and Television production  
<https://cdn2.unrealengine.com/Unreal+Engine%2FWhy-Real-Time-Technology-is-the-Future-of-Film-and-Television-Production-ecc14547ab8a340d4c00e2f931adfcf3a201478d.pdf>)

6.1	2/14 Wed	Mixamo and Maya assets import	10. BP Characters	
6.2	2/16 Fri	Sound and Visual Effects	11. Various sound interaction	

Readings: Upcoming Animated Series ‘Zafari’ is being Rendered Completely with The Unreal Game Engine  
<https://www.cartoonbrew.com/tools/upcoming-animated-series-zafari-rendered-completely-unreal-game-engine-153123.html>

7.1	2/21 Wed	Lab day *		
7.2	2/23 Fri	• Critique –A2		

Readings: Production pipeline fundamentals for film and games, Chapter 1  
<https://api.taylorfrancis.com/content/books/mono/download?identifierName=doi&identifierValue=10.4324/9781315858272&type=googlepdf>)

8.1	2/28 Wed	Review the submitted assignment 2  Discuss assignment 3  Narrative Structure and Interactive Storytelling	12.Twine	<b>Assignment 2 Due (entire project folder, self-evaluation, self-reflection statement)</b>
8.2	3/1 Fri	Cinematography	13.Visions of Light	Story synopsis

Readings: Machinima: Why think “games” when thinking “film”, Pg 135- 146  
<http://108.166.64.190/omeka222/files/original/7a2b157dea1097ee9af0aa98cff1d502.pdf#page=141>)

9.1	3/6 Wed	Cut Scene	14. Opening Cinematic	Reference images, Concept statement
9.2	3/8 Fri	Widget	15. UI	

Readings: Machinima: Why think “games” when thinking “film”, Pg 146- 157  
<http://108.166.64.190/omeka222/files/original/7a2b157dea1097ee9af0aa98cff1d502.pdf#page=141>)

10.1	3/13 Wed	Spring Break		
10.2	3/15 Fri	Spring Break		

Readings: Play testing for success (<https://www.universityxp.com/blog/2020/3/5/play-testing-for-success>)

11.1	3/20 Wed	Lab day *		
11.2	3/22 Fri	• Critique –A3		

12.1	3/27 Wed	Review the submitted assignment 3  Discuss Final Assignment  Group Discussion		<b><u>Assignment 3 Due</u></b> <b>(playblast movies, self-evaluation, self-reflection statement)</b>
12.2	3/29 Fri	Lab day *		Story, Reference, Concept, Board
13.1	4/3 Wed	Playtesting		Whitebox
13.2	4/5 Fri	Lab day *		Preliminary Art
14.1	4/10 Wed	Playtesting		1 <sup>st</sup> build
14.2	4/12 Fri	Lab day *		
15.1	4/17 Wed	Lab day *		
15.2	4/19 Fri	<ul style="list-style-type: none"> <li>• Critique –Final</li> </ul>		2 <sup>nd</sup> build
16.2	4/24 Wed	<ul style="list-style-type: none"> <li>• Final Assignment Presentation</li> </ul>		<b><u>Final Assignment Due</u></b> <b>(the entire movie with credits and title, self-evaluation, and self-reflection statement)</b>

\* **Lab Day** is a designated class period where students focus on individual or group project tasks. During these sessions, students are expected to advance their work independently within the classroom. The instructor is available for one-on-one feedback and discussions, offering support as needed. These sessions encourage collaborative work, troubleshooting technical challenges with instructor assistance, and provide an opportunity for students to ask questions, discuss prescribed specific problems, work closely with their peers.

<p style="text-align: center;"><b>The Ohio State University</b> <b>College of the Arts and Sciences Concurrence Form</b></p>
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The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.


**A. Proposal to review**

Initiating Academic Unit	Course Number	Course Title
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
Academic Unit Asked to Review		Date response needed

**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).


**Signatures**

			
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date