

Secondary Course Syllabus

Building: Eastmont High School

Course Title: Cartooning and Animation

Teacher: Mark Wavra

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Course Description: In Cartooning and Animation, we draw pictures and tell stories. The drawing starts out with simple techniques, but then stuff gets more interesting when you combine simple techniques to achieve complex results. Drawing includes creating original characters, environments, storyboards and animations. Although I teach pencil/paper techniques, I welcome the use of a graphics tablet and laptop (student-provided). Our stories also start out pretty simply, but through revision, they get deeper and more meaningful.

Pre-Requisites: None required, but since Cartooning and Animation is an intermediate art class, you should take Intro to Art first unless you have a lot of drawing experience.

Textbooks and Instructional Materials: There are a variety of instructional materials that support learning in this course. The primary textbook is Scott McCloud's MAKING COMICS. Technology is integrated in this course through a variety of supplemental digital media resources. I make the digital materials available via Google Classroom, and I provide paper copies when students request them.

Grading: Students achieve their grade in a Points based grading system. Grades are maintained within the Eastmont School District Student Information System. The secure student information system including the gradebook for this course, are accessible to students and parents 24/7/365 through the student and parent portal via our website at www.eastmont206.org.

Grades are based on the following percentages and points for GPA calculations:

4.0 = 93-100 A	3.3 = 87-89 B+	2.3 = 77-79 C+	1.3 = 67-69 D+
3.7 = 90-92 A-	3.0 = 83-86 B	2.0 = 73-76 C	1.0 = 60-66 D
	2.7 = 80-82 B-	1.7 = 70-72 C-	0 = 0-59 F

Accommodations and/or modifications: Appropriate accommodations and/or modifications will be provided for students with documented disabilities. Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with disabilities to be successful learners and actively participate with other students in the general education classroom or in school-wide activities. Specific accommodations and modifications are determined by the student's Section 504 team or Individual Education Program team. If a student with a documented disability is eligible to receive accommodations and/or modifications their special education case manager will contact me within the first two weeks of class and provide me with explicit directions and/or resources to implementing the accommodations and/or modifications that are included on the student's Section 504 plan or Individual

Education Program. Communication with me is essential to the successful completion of course expectations and the implementation of accommodations and/or modifications.

Attendance, Behavior, and Performance Expectations: Student success is dependent upon respecting and following the rules of conduct outlined in Board Policy #3241 and described in the student handbook. Both are available on the website at www.eastmont206.org.

Make-up Work: Eastmont School District Policy and Procedures #3122 for excused absences and make-up work apply to this course. Specifically, “If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits...” All the activities and learning opportunities for this course are expected to be completed. Absences, whether excused or unexcused, cause gaps in learning. Technically, there are due dates at the end of a project, and at this time I grade most of the work and enter the scores in the grade book. But there are always stragglers, either because the student missed some class, they work slower, or it took them a little longer to get going on the piece. GOOD NEWS: Late work is still worth full credit. BAD NEWS: I will put an “Incomplete” in the book to motivate you to finish it. Please note that a single incomplete will render the entire class grade incomplete, and you have to finish the work to a passing standard before I’ll make enter the grade.

Clubs, Activities, and Leadership opportunities: Participation in the EHS Art Club (Mr. Kimmel, advisor), submitting graphics for the Scratching Post, posting classroom projects on social media, entry of finished works into the North Central Regional High School Art Competition in March, display of framed works in the community throughout the year, display of framed works in the EHS Festival of the Arts in May, submissions for the EHS Creative Writing publication.

Printed Documents: Print or translated copies of digital documents are available. Please contact the main office for additional information.

Miscellaneous: Studio art classes are unique experiences. They’re kind of like PE classes without the competition, and they’re kind of like science labs, except the challenge is to come up with a different solution rather than the same solution. Some people love studio art classes, and others...not so much. The flow of a studio class usually goes like this: I present a project and show some professional and student examples, then I give some direct demonstration, then we participate together in some guided practice, then you practice independently while I observe and offer assistance. Over half of the class is not me teaching, but you creating. This works for most students, but not all. People who struggle with studio art classes usually wrestle with one or more of the following demons: coming to class tired or hungry or both, frequent absences, stressing out about work, struggling with focusing due to socializing or gadget distraction, or poor organizational skills. If you commit to battling these demons, I can help.