COURSE TITLE	**Spring Break: Storyboarding**
COURSE MNEMONIC	CSSB 113
TOTAL HOURS	12 or 15
AGES	15 – 18 years

COURSE DESCRIPTION

Storyboarding is a crucial tool for planning and visualizing narratives, to make sure that storytelling is coherent and engaging. It helps facilitate collaboration among creators in fields like film, animation, and game design, to align everyone on the same page. Discover the possibilities of storyboarding, where each panel is a snapshot of a larger narrative. You'll learn to translate ideas and scripts into a sequence of drawn panels that guide the visual representation of stories. You will be introduced to the language of film as you explore camera movements, angles, and lenses to infuse emotion and drama into your storyboards. Through daily hands-on exercises, you'll refine your drawing skills and explore the principles of perspective for creating dynamic environments, sets, characters, and animated sequences. Whether you aspire to work in film, animation, game design, comics, or graphic novels, this course will teach you the skills to craft compelling storyboards. This course is suited for those with some previous experience with drawing, perspective, painting or illustration techniques, with an interest in advancing their storytelling skills. It is also an excellent complement to Stop-Motion Animation. Working in the studios at Emily Carr University, your instructor will guide you through prompts and projects, providing personalized feedback to support your creativity and exploration.

LEARNING OUTCOMES

By the end of this course, students will:

1. Understand the principles of storyboarding in relation to sequential storytelling
2. Develop drawing skills useful for thumbnail sketches and capturing a scene quickly
3. Use perspective techniques to create dynamic and convincing scenes.
4. Translate scripts and ideas into a storyboard, maintaining continuity and storytelling clarity.
5. Create compelling visual sequences that effectively convey narratives.

LEARNING FORMAT

Courses taking place on campus include a variety of instructional methods such as in-class lectures and discussions, instructor guidance, peer feedback, and group or independent projects. Online courses include both synchronous instruction and asynchronous work time. Synchronous learning may include virtual lectures, video demos, virtual meetings with instructors and classmates. Asynchronous time may include independent study and practice, assignment completion and homework, and peer discussion forums.

LEARNING ASSESSMENT

This course is assessed as either Complete or Incomplete.

SOFTWARE

Required: None

MATERIALS

To fully participate in this course, the following materials are required. You are welcome to use materials you already have.

QUANTITY	REQUIRED MATERIALS	ESTIMATED COST
1	Sketchbook or bond paper, 8.5x11"	$10.00
1 pad	Bristol smooth paper pad, approximately 11x17"	$14.00
1 set	Drawing pencils, variety of weights from HB – 8HB	$10.00
Various	Pens or markers, as you have on hand	$4.00
Various	Coloured pencils or markers, as you have on hand	$4.00

1	White eraser	$2.00
1	Pencil sharpener	$2.00
1	Ruler, cork-backed or similar	$4.00
	Estimated Total	**$50.00**

LEARNING AGREEMENT: EXPECTATIONS + CONDUCT

Attendance + Participation
Students are expected to attend classes during regularly scheduled, published times, arrive punctually and have materials needed to participate in class activities and assignments. Attendance is taken at the start of each class.

Online Learning
To get the most from your online learning experience, and to create a positive learning environment, students should expect to participate in discussions, break-out groups and discussion forums as established by the instructor. Students are responsible for regularly checking in to the Moodle site for assignments, resources, deadlines and course updates. All students are expected to log in on time and be prepared to engage in the work for scheduled classes.

Classroom Etiquette
A successful learning experience depends on mutual trust, respect and support. Students are expected to contribute to an inclusive learning environment free of bullying, harassment and discrimination. This includes addressing classmates using preferred names and pronouns, and being mindful of diverse lived experiences, levels of access and privileges.

Privacy
Emily Carr is committed to protecting students' personal information. All approved online learning tools (including Moodle and Zoom) are protected and safe. Any video recordings of lectures, presentations or critiques are stored on Canadian servers and only available to the instructor and students. If other online platforms are used for course participation, students, parents and/or guardians will be notified of any potential privacy considerations and asked to provide consent.

UNIVERSITY POLICIES

Emily Carr University policies are available online at https://www.ecuad.ca/about/leadership-and-governance/policies. Students are encouraged to familiarize themselves with all academic policies, and in particular the policies below.

Academic Integrity
Academic Integrity outlined in University policy 4.17 Academic Integrity is understood as producing work in a way that acknowledges the contributions of others in the design, creation, production, writing, etc. of any work. Any action or behaviour that violates Academic Integrity is considered a serious offence of academic misconduct and may result in serious academic consequences.

Student Conduct
All students must abide by the standards of conduct outlined in University policies 4.6 Student Conduct, 8.6 Harassment, Bullying and Discrimination, and 3.6 Sexual and Gender-based Violence and Misconduct. The University takes violations of these standards very seriously and may initiate disciplinary proceedings.