



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Fall

Year: 2025

Course Prefix: ART

Course and Section #: I01

Course Title: Entertainment Design Studio

Credits: 3

Course Description

Addresses emerging topics, issues, and technology relevant to entertainment design. Addresses these issues through research and collaborative project development.

Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Brandon Truscott

Student Learning Outcomes

1. Communicate effectively using audio and animation;
 2. Create animation using 2D/3D artwork and typography;
 3. Offer meaningful critique to other students;
 4. Apply creative problem solving to a collaborative project in entertainment design;
 5. Develop a project that demonstrates in-depth knowledge of an issue, topic or technology.
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Course Materials and Texts

AI subscription, Blender 3D, Adobe After Effects

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments

A large part of the practice, instruction and critique will happen in the classroom; attendance is mandatory. (1 pt. per class = 30 points)

There are a total of 3 projects. Each project has 4 stages and a final deliverable. Performance on each stage of the project will be considered as a part of the total project points. (25 pts each x 3 projects = 75 points)

You are required to start and/or maintain a blog and document your class work throughout the semester. Blog posts of each stage are due every Friday at Midnight. (Each post is worth 1 pt. = 15 points)

Instructions for setting up your blog can be found here: <http://uvudesignportfolio.blogspot.com>

Every student is required to critique 1 other students blog post every week. Comments are due each Sunday by Midnight. (1 point per post for critique = 15 points).

Assessments

There are a total of 120 points for the class. 30 points for class participation (1 point per day), 60 points for projects (25 points for each project), 1 point for each blog post = 15 points, 1 point per week for critique = 15 points. No late assignments will be accepted. Missing more than 4 class days without basis results in a failing grade.

Grading Policy

Grade	Percentage Range
A	91-100%
A-	90%
B+	89%
B	81-88%
B-	80%
C+	79%
C	71-78%
C-	70%
D+	69%
D	61-68%
D-	60%
F	<60%

Required or Recommended Reading Assignments

N/A

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Concept Development and Scriptwriting

Day 1: Introduction to Generative AI in Entertainment Design – Overview of tools and their applications in video production.

Day 2: Brainstorming and Story Ideas – Use ChatGPT to generate and refine creative story concepts.

Day 3: Scriptwriting with ChatGPT – Collaborate with AI to draft the initial script, focusing on dialogue and narrative flow.

Day 4: Refining the Script – Use AI feedback and manual edits to polish the story and finalize the script.

Day 5: Character Development Using Generative AI – Create visual concepts and backstories for main characters with AI image generation tools.

Day 6: Refining Character Designs – Iterate on AI-generated designs to align with the story's tone and style.

Day 7: Developing the Look of Settings – Generate setting concepts using AI to establish visual consistency for environments.

Module 2: Storyboarding and Pre-Production

Day 8: Introduction to Storyboarding – Learn the basics of storyboarding and create a rough outline for key scenes.

Day 9: AI-Assisted Storyboard Creation – Use generative tools to produce visual storyboard frames for your script.

Day 10: Refining the Storyboard – Integrate feedback and finalize the storyboard for pre-production.

Day 11: Scene Composition and Blocking – Use AI tools to simulate scene layouts and character placements.

Day 12: Generating Initial Animatics – Combine storyboard images into a simple video sequence to map timing.

Day 13: Conceptualizing Audio Design – Use AI tools to brainstorm soundscapes, music, and effects that align with the visuals.

Day 14: Creating Voiceovers and Sound Effects – Experiment with AI-generated voiceovers and effects for key scenes.

Module 3: Animation Production

Day 15: Animating Characters with Generative AI – Generate simple character animations using AI tools.

Day 16: Scene Rendering and Background Animation – Produce dynamic settings and environments using AI-generated assets.

Day 17: Integrating Animation and Audio – Sync initial animations with voiceovers and sound effects.

Day 18: Refining Animations – Iterate on character and background animations to improve fluidity and consistency.

Day 19: Advanced Effects and Enhancements – Add special effects, transitions, and dynamic lighting with AI tools.

Day 20: Editing the Rough Cut – Combine all elements into a rough sequence for review.

Module 4: Post-Production and Finalization

Day 21: Advanced Editing Techniques – Learn advanced editing workflows to improve video pacing and impact.

Day 22: Color Grading and Visual Polish – Use AI tools to adjust color grading and enhance visual quality.

Day 23: Finalizing the Audio Mix – Balance and refine music, voiceovers, and sound effects for the final cut.

Day 24: Adding Subtitles and Text Effects – Incorporate AI-generated text elements and subtitles for accessibility.

Day 25: Rendering and Exporting – Optimize rendering settings for high-quality output.

Day 26: Final Review and Feedback – Share your work-in-progress video for peer and instructor critique.

Day 27: Incorporating Feedback – Make final adjustments based on feedback to improve the project.

Day 28: Post-Production Refinements – Ensure all elements, from effects to timing, are polished and cohesive.

Day 29: Final Project Rendering – Render the complete animated video in its final form.

Day 30: Final Presentation and Reflection – Showcase your animated video, reflect on the production process, and discuss key takeaways.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and brainstorming are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can assist you.

The use of generative AI tools (e.g. ChatGPT) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;
- Refining Style direction.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating your work in classroom contexts, such as by using AI tools to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Generating artwork for class assignments.
- Generating final artwork.

You are responsible for the information you submit and that it does not violate intellectual property laws, or contain misinformation or unethical content. Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of

remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office

for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.