

LMC 3253 MAY: Animation
Summer 2026

Instructor: Krystian K. Ramlogan
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Office Hours: Virtual by appointment
Class Location: Virtual / Online Synchronous / Fully at a Distance (BOR)
Class Time: M/T/W/Th/F 3:30pm – 6:15pm
Credits: 3
Prerequisites: ENGL 1102



“Animation can explain whatever the mind of man can conceive.” Walt Disney, animation pioneer, filmmaker, co-founder The Walt Disney Company (attributed; late 1950s).

This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students’ broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

Catalog

This course examines animation from its earliest days as a "cinema of attractions" to its current development as a predominantly digital practice.

Course Description

Ever wondered how drawings, puppets, or pixels come to life on screen? This course takes you on a journey through the history and art of animation: from hand-drawn shorts and stop-motion experiments to today's stunning digital worlds. No prior experience is required. You'll explore how animation has evolved as both an artistic and cultural force, learning how animators across time and continents have shaped the way we imagine stories, characters, and motion itself. Along the way, you'll gain a foundation in animation history, technique, and theory, with an opportunity to get hands-on experience using Autodesk Maya to create simple 3D scenes.

Course Learning Outcomes

Upon successful completion of this course, the student should be able to:

- Trace the development of animation as a global art form, from early experiments to contemporary digital and hybrid practices across film, television, and emerging media.
- Apply key concepts from animation studies to analyze how animated works construct meaning through motion, design, sound, and narrative form.
- Interpret animated works in their cultural, historical, and technological contexts, recognizing how animation reflects and reshapes the societies that produce it.
- Communicate ideas clearly through written and oral work that integrates close analysis and evidence drawn from animated texts and course readings.
- Explore introductory 3D animation concepts using Autodesk Maya as a means of deepening understanding of animated form and motion. (Optional)

Required Texts and Reading Materials

- **The Animation Studies Reader** by Nichola Dobson (Editor), Annabelle Honess Roe (Editor), Amy Ratelle (Editor), Caroline Ruddell (Editor)
 - ISBN10: 1501332600 | ISBN13: 978-1501332609
- **Additional reading materials** - will be available via Canvas and/or a Cloud Drive Folder.

Recommended Texts

- 3D Animation Essentials by Andy Beane (Author)
 - ISBN10: 1118147480 | ISBN13: 978-1118147481

Technology Requirements

- Computer/Laptop with a reliable internet connection.
- Pen/Pencil/Notebook or Tablet/Stylus for in-class notes.
- Software to complete assignments: MS Word/PowerPoint, Google Docs, Adobe, etc.
- (Optional) Software to explore 3D animation concepts and workflows: Autodesk Maya.
- Computer Storage: access to reliable local and/or cloud-based storage for backing up your work.
- Access to streaming platforms for some films.

Grading Breakdown

ASSIGNMENT OR ACTIVITY	POINTS	DATE
Daily Reflections (x15)	30	
Reflection Journal	10	
Analytical Essay	15	
Quiz (x3 Online)	15	
Final Project	30	
TOTAL	100	

- Daily Reflections: student reflections on the daily course activities.
- Reflection Journal: student reflection on an assigned animated film.
- Analytical Essay: analytical essay requiring a sustained, thesis-driven argument grounded in animation studies concepts
- Quiz: on course materials
- Final Project has the following options
 - Presentation on a film from the screenings
 - Video Essay on a film from the screenings
 - 3D scene built using Autodesk Maya

Grading Scale

GRADE	POINTS	DESCRIPTION
A	90 - 100	Excellent, 4 quality points per credit hour
B	80 – 89	Good, 3 quality points per credit hour
C	70 – 79	Satisfactory, 2 quality points per credit hour
D	60 – 69	Passing, 1 quality point per credit hour
F	0 – 59	Failure, 0 quality points per credit hour

Extra Credit Opportunities

Any extra credit opportunities, if offered, will be discussed in class. Details, expectations, and eligibility will be communicated at that time.

Course Policies, Expectations and Guidelines

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. [Review Georgia Tech's Honor Code](#) and the [student Code of Conduct](#).

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Attendance, Participation, and Engagement

Regular attendance and active participation are required in this course. Students must keep their Webcam video on, unless they move away for a short period of time (5 minutes).

Please also review the Institute [expectations and restrictions related to attendance](#), including information about excused absences.

Collaboration, Group Work, and Use of Generative AI

You are allowed to work in groups on all homework and out-of-class assignments but any work you turn in must be your own original work created for this course. Quizzes are to be your own work. Students may **not** use Generative AI without the instructor's explicit permission. Unauthorized use of AI tools will be treated as a violation of academic integrity.

Communication Policy

Email: I will respond to emails as soon as possible, with a standard 48-hour turnaround time. Weekend communication is welcome with the same 48-hour standard response time.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Late homework will be penalized accordingly. Make-up exams are given for illness, approved Institute activities or religious observances.

Recording: No recording (audio, video, or photographic) is permitted without explicit permission from the instructor. This protects the privacy and intellectual property of all class participants.

Religious Observances

Georgia Tech recognizes the diversity of its student body and respects students' religious practices. Students who wish to be absent from class for religious observances must provide **two (2) weeks advance notice** in writing via email. Alternative arrangements for missed work will be made on a case-by-case basis. More information about approved exceptions can be found [here](#).

Course Policies, Expectations and Guidelines

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Student Well-Being

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being (student-resource-guide.gatech.edu).

PLEASE NOTE:

This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes.

Syllabus Revision 1.0 (any changes to the syllabus will result in a new revision number, e.g., from 1.0 to 1.1, etc.)