## The Art Institutes International Minnesota℠

**Summer Quarter 2013 Syllabus**

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| **Course Title:** | Digital Portfolio |
| **Course Number:** | PA4483 |
| **Course Description:** | The objectives of this course are to complete the digital portion of the student's portfolio, to assess its strengths and weaknesses, to correct those weaknesses and augment the students' strengths, and to produce a professional-level demo tape. This course will also stress the importance of professional development and help the student obtain the necessary completion of the initial job search requirements. |
| **Pre-Requisite(s):** | All previous quarters |
| **Co-Requisite(s):** | None. |
| **Meeting Times and Location:** | Mondays and Wednesdays, 2pm to 5pm, Room 230 in LaSalle building |
| **Instructor Name & Contact Information:** | Shannon Gilley<br>Phone: 612-332-3361 ext. 6919<br>Email: sgilley@aii.edu<br><br>If you are unable to reach me, you may call your Academic Director or Program Coordinator at 612-656-7600.<br>My mailbox is in room 341, in the cubby under my last name. |
| **Office Hours:** | *Mondays and Wednesdays, 1pm to 2pm, Room 303 in LaSalle building* |
| **Course Length:** | 11 Weeks |
| **Instructional Contact Hours:** | 60 (20-lecture, 40-lab) |

Quarter Credit Hour
All course work at Ai Minnesota is measured in quarter credits. One-quarter credit is awarded for each 10 classroom contact hours of lecture, 20 classroom contact hours of laboratory instruction, or 30 contact hours of internship. One classroom contact hour is defined as 50 minutes within a 60-minute period.

*A quarter credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*

*(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for 10-12 weeks, or the equivalent amount of work over a different amount of time; or*

*(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

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| **Credit Value:** | 4 Quarter Credits |

**Course Competencies:**

Students will:

1. **Produce a portfolio**
   a) Relate time and basic resource management principles
   b) Adhere to published format requirements
2. **Apply time and resource management principles to the development and production of computer animation projects in accordance with program requirements and industry standards**
   a) Establish project parameters
   b) Select materials, equipment, and processes in accordance with project parameters
   c) Analyze, prioritize, and sequence project tasks
   d) Develop a plan that conforms to desired outcomes and can be completed within specified time frames
3. **Objectively evaluate the technical and aesthetic characteristics of a project or process relative to specified design parameters**
   a) Identify characteristics of work that conforms to a broad range of industry standards
   b) Recognize the difference between an objective and subjective point of view
4. **Respond to criticism and other forms of instruction from a colleague or client in a professional and proactive manner**
5. **Create traditional or computer animation**
   a) Create a proposal for an animation/demo tape
   b) Compose animation/demo tape elements
   c) Assemble animation/demo tape components into a final product
6. **Enhance communication for video, digital publishing and broadcast graphics with typography**
7. **Perform the operations involved in compositing**

**Required Materials:**

Printing services for business cards, résumés, etc.

**Recommended Materials:**

Graphic Artist's Guild Handbook of Pricing and Ethical Guidelines 2013, Graphic Artists Guild, 2013, 978-0932102157

**Technology Needed:**

- Any and all hardware and software required to complete portfolio projects
- Web host for online portfolio

**Instructional Methods & Resources:**

This course will challenge you to develop professionally-relevant knowledge and skills. Course information will be presented in many forms, including lecture, class discussion, demonstration, case studies, simulations, field projects, and studio or lab projects. Students will use library and community resources, including research and reference materials, gallery exhibitions, industry events, and guest speakers. Materials can be obtained from other libraries using the interlibrary loan program.

**Estimated Homework Hours:**

At least 8 hours per week. There is no way to anticipate how many hours it takes to come up with a great idea, so get your work done early. Procrastination will not help you! Homework will primarily consist of projects that focus on implementing professional-level texturing, shading, and lighting in a variety of scenes.

## STUDENT EVALUATION AND GRADING

Successful professionals require a supportive environment. In-class discussions and/or critiques of other students' work and ideas is a chance to help each other grow as conceptual and critical thinkers.

| Student Evaluation: | Course Activities | Points Distribution | GRADING SCALE | | |
|---|---|---|---|---|---|
| | Statement of Work | 10% | A | 100 – 93% | |
| | Rough cut demo reel presentation | 10% | A- | 92 – 90% | |
| | Career services workshops (2x5% each) | 10% | B+ | 89 – 87% | |
| | Online portfolio review | 20% | B | 86 – 83% | |
| | 12th Level Review | 30% | B- | 82 – 80% | |
| | Printed portfolio show materials | 10% | C+ | 79 – 77% | |
| | Demo reel | 10% | C | 76 – 73% | |
| | **TOTAL** | **100%** | C- | 72 – 70% | |
| | | | D+ | 69 – 67% | |
| | | | D | 66 – 60% | |
| | | | F | Below 60% | |

MILESTONE: This is a milestone course. This means students must earn a final grade of C or better to pass.

The academic programs at Art Institutes International-Minnesota are designed to prepare you for your future career. Your future will be wrought with deadlines and time clocks, so this class will require real world punctuality. If you are absent or late for class, you may not be able to make up points associated with in-class activities, including quizzes, tests, presentations, and critiques. Tardy students are responsible for making their presence known to the instructor at an appropriate time. (See the Attendance Policy below for more information.)

Homework and other preparatory work must be done before class meets and is due immediately at the beginning of class, unless the instructor publishes other requirements.

**A WORD ON DEADLINES**

**Late work is not acceptable.**

In the business world, deadlines are rarely pushed back. Work submitted after deadline will earn 0 points. Your instructor may make an exception in cases of severe personal illness or death in the family. Technology, transportation, relationship, and childcare problems are not the basis for an exception.]

You, the student, are expected to come to class prepared to discuss the assigned reading material. These activities are designed to motivate and reward you for reading and understanding the concepts and terms. In class, we will build on your knowledge gained through the reading with discussions and activity. Class discussion and your individual learning are improved when the reading is completed before the required class.

Because group effort may be required, attendance is mandatory. Excused absences may be permitted, but students are expected to let the instructor know in advance. If you miss a particular class, it is also your responsibility to contact a peer (or peers) to get notes and any assigned work.

You may be evaluated individually and as a member of a team on a variety of learning experiences. Different testing methods afford you diverse opportunities to demonstrate your skills and knowledge, including field assignments, tests, presentations, papers, projects, quizzes and more. Final grades will be determined by scores on your individual assignments, assessments, and classroom participation. Your final grade may also be influenced by group-based activities, including peer evaluations.

If you disagree with a grade in this course, you may take these steps:

Step 1. Make an appointment with me to discuss your situation. Bring your graded work, the assignment sheet

and this syllabus to the meeting. If you feel the issue is not fully addressed, proceed to

Step 2. Submit a written appeal to me, explaining why you believe your grade is wrong. You should justify your opinion with information from the assignment sheet and/or syllabus. If you feel the issue is not fully addressed, proceed to

Step 3. Make an appointment to discuss your concerns with your Department Director or Program Coordinator. If you feel the issue is not fully addressed, proceed to

Step 4. Submit a written account to the Dean of Academic Affairs. The written account should indicate your name, phone number, and ID#, and discuss the steps you have taken to remedy the situation. The Dean will refer your appeal to the Appeals Committee. Be prepared to produce your graded work, the assignment sheet and this syllabus.

## ACADEMIC POLICIES

### Disabilities Services

The Art Institutes International Minnesota provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at the Art Institutes International Minnesota.

Students who seek reasonable accommodations should contact Katie Lane, Student Support and Disability Services Coordinator, at 612-656-6866 or kylane@aii.edu, and notify her of their specific limitations and, if known, their specific accommodations. Students may be asked to supply medical documentation of the need for accommodation.

Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with the Disability Services Coordinator to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please contact Pam Boersig, Dean of Student Affairs, in Pence 209, 612-656-6865. Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment.

### Equal Education Opportunity Policy

The Art Institutes International Minnesota does not discriminate on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities.

### Student Assistance Program

The college provides confidential short-term counseling, crisis intervention, and community referral services through the Talk One2One Student Assistance Program (SAP) for a wide range of concerns, including relationship issues, anxiety, family problems, loneliness, depression, and substance abuse. Services are free, confidential, and available 24 hours a day, 7 days a week at 888-617-3362.

The Student Affairs office also offers programs on mental health-related topics each quarter. If you have any questions regarding counseling services, please contact Katie Lane, Student Support and Disability Services Coordinator at 612-656-6866 or kylane@aii.edu.

# The Art Institutes International Minnesota℠

**Attendance**

Regular, on-time attendance is both courteous and professional. The Art Institutes International Minnesota expects students to demonstrate professionalism by attending all classes as scheduled, arriving on time, and remaining for the full duration of the class. Outside employment should not be scheduled during class hours.

Students should be aware that even if there is no "attendance" grade per se for a class, it is difficult to succeed in class without regular, on-time attendance. Individual faculty may determine the impact, if any, of absences on grades. The Art Institutes International Minnesota supports the attendance policy for each class as it is described in the syllabus. The full AiM attendance policy is found in the Student Handbook, which can be accessed through the Student Portal.

**Academic Dishonesty**

At the Art Institutes International Minnesota, plagiarism is a cumulative offense; each act of plagiarism is documented in the student's academic record until degree completion. Violations of this policy will be handled in accordance with the disciplinary procedures outlines in the Student Code of Conduct Policy.

Examples of plagiarism include paraphrasing an original document or piece(s) of an original document and not citing the original author's name and publishing year, using direct quotes from an original document and not citing the original author's name and year, and using written documents, still or moving images, original ideas, research information, audio samples and music clips, and failing to cite the original author's name and publishing year.

Cheating is the action to deceive or alter the perception regarding the author or originator of student work and is a violation of the Student Code of Conduct. Cheating includes the duplication of written or electronic assignments, exams or documents either in whole or in part and submitted as an original piece of work; the exchange of answers with others either giving answers or receiving answers during an in-class assignment, test or exam, or take-home assignment or exam.

Typical disciplinary sanctions for a first offense of plagiarism or cheating includes automatic failure of the assignment/exam with no opportunity to re-do or make up the plagiarized/cheating work. Sanctions for the second offense include automatic failure of the course. Subsequent incidents will result is dismissal from the school.

## CLASSROOM COURTESIES AND PROFESSIONAL EXPECTATIONS
### *Collaboration and Communication*

The learning environment should provide a business-like approach to getting the job done, so any behavior that would be deemed as inappropriate for the typical work environment will put the student at risk. Examples include disrespectful language, passive-aggressive behavior, lack of commitment to personal or team success, and any other behaviors that disrupt the learning environment for other students. Additionally each team member is responsible for the academic integrity of the group.

**YOU MUST USE YOUR SCHOOL EMAIL ACCOUNT**, or forward your school email to another personal account**.** You must be able to accept and respond to email on a daily basis.

### *Academic Resources*

**YOU ARE ACCOUNTABLE FOR REQUIRED ACADEMIC SKILLS.** Successful students possess course-appropriate reading comprehension, critical thinking, research, writing, presentation, and communication skills. If you or your instructor determine that you have a need for additional resources beyond those offered in class, there are several options available to you.

**The Academic Achievement Center** is located in LaSalle room 105. The Academic Achievement Center houses peer tutors and faculty tutors in program areas and general education, and offers skills workshops as well as facilities for study groups.

**The Interior Design Skills Center** (a.k.a. "Interior Design Studio") houses Interior Design peer tutors and faculty tutors. The Skills Center is located in room 423, on the 4th floor of the LaSalle building.

Peer tutors assist students with subject/content area academic support, as well as, study skills and organizational tips. Peer tutors are current AIM students in good academic standing (a CGPA of 3.5) with a desire to assist others in their academic progress. All peer tutors receive mandatory tutor training.

Students (tutees) who seek academic support may visit each of the centers to receive tutoring assistance in a wide variety of subject areas. Each tutor schedule (located outside of the center door) identifies the tutor and their specific areas of expertise.

**Academic Advising** is offered in two formats: The on-campus Advisor is located in room 341 in the LaSalle building—this Advisor is dedicated to new and first-quarter students. Academic Advisors at the Advising Center – to be contacted through email or by phone – are available for continuing students and to support your successful completion of this course:
**Stephen Burns, Academic Advisor**
Toll Free: 1-855-861-2151
sburns@aii.edu

You are also responsible for executing tutorial recommendations made by your instructors. Remember, your instructors and Academic staff are here to help you find the resources you need.

**The Library** is located on the second floor of the LaSalle building. The library is open seven days a week for a total of 79 hours per week. The collection is comprised of books, newspapers, journals and magazines, videos, DVDs, and CDs that support the school's curricula. The collection currently numbers over 27,000 volumes with an additional 169 periodical subscriptions. Materials also include royalty-free music/sound effect CDs, art history and interior design slides, and an ever growing eBook collection. Textbooks and reserve materials are available for in-house use only. Many academic and industry databases are also available, including EBSCO, StyleSight, Digital Tutors, Hoover Academic, ReferenceUSA, FirstCom and Women's Wear Daily.

*Student Life*

The Student Affairs Office is located in room 209 in the Pence building. There you can find information, services and program that can help you to extend and integrate academic content and life experiences.

*Community Resources*

This course will engage community resources, including local libraries, galleries, exhibitions, guest speakers and industry tours. Your active participation is important and expected.

**OTHER ITEMS TO NOTE:**

**Holidays for Summer Quarter when the college will be closed are:**
**Monday, September 2 LABOR DAY**

**Otherwise the school is open and classes run – this includes weekends.**

You are responsible for saving all returned work.

**The course is designed to create a safe, accepting, creative and challenging environment in which students can learn. The course policies are designed to support the best features of the learning-centered classroom. Wherever possible, we will adapt to a student's own style and pace for learning.**

**Since the learning environment should facilitate intellectual exploration and personal discovery, most activities will be problem-based. Course activities and projects are designed to place the primary responsibility for creating and/or applying knowledge on the shoulders of students.**

**Students share responsibility in the learning process. To succeed in this class and fully utilize the learning experience, students must be actively involved. This includes following classroom policies such as participating in class discussions, completing assigned reading, demonstrating strong creative design and writings skills, contribution to the team etc. Grades and student learning will suffer when a student is not actively involved.**

**Late Assignments**

Due dates are listed in the weekly outline. Projects are due five minutes after the start of class unless otherwise specified.  If you are unpredictably absent on the day a project is due, e-mail the required assets to your instructor before the time it is due.  **Late projects will not be accepted**, with the exception of the "Stuff Happens" card, with the regulations listed below:

- The card entitles you to turn your project in **no more than one class after the due date and time** for that project.
- You may use the card **only once** during the course.
- The card cannot be used for the final project.
- You must declare your use of the card by e-mailing your instructor at [sgilley@aii.edu](mailto:sgilley@aii.edu) indicating which project you are using the card for.  This e-mail must be sent **no later than the due date of the project**.
- You may also choose to use the card to drop one lab exercise or similar item from your course grade so long as it is worth no more than 5% of the course grade.
- You will receive no additional credit if the card is not used during the course.
- You may not exchange the card with another student.
- You may not carry the card over to another course.

**Resubmitting Assignments**

There are no provisions for resubmitting assignments for the purposes of a revised grade.

**Make-up Policy**

In-class lab exercises and quizzes cannot be made up. If you arrive late on a quiz day, you will not be given a time extension.

**Technical Difficulties**

Any technology-related difficulties, including lost data, will not be considered when assessing projects. Save incrementally and often. You are responsible for backing up your own work on a regular basis (preferably in multiple locations, including cloud-based storage).

**Classroom Environment**

Disruptions to the learning environment will not be tolerated.  When the instructor is talking, students are paying attention (this includes not working on projects while the instructor is addressing the class).  Cell phones will be turned off or silent.  If an emergency call must be taken, the student must do so outside the classroom.  Social networking such as Facebook, IM, or Twitter is not allowed during class activities.  Students not following any part of this policy may be removed from the class.  Repeated disruptions may result in the student being removed from the class for the remainder of the quarter.

**Note-taking**

In some situations, a student may be assigned the task of note-taker for a particular lecture or exercise.  These notes are to be taken via a Word doc, transcribed to a Word doc, or scanned to a JPEG or PDF file, and made available on the course folder (usually on the Shared drive under *Gilley\coursename*) no later than the start of the next class.

**Timing Out of Class**

Students are expected to show up to each class, on time, and ready to work.  Students who miss four consecutive classes will be timed out and will not be let back in to the class.  Exceptions *may* be made for family/medical emergencies but the student must contact the instructor before he/she misses four consecutive classes (this will be reviewed on a case-by-case basis and is not guaranteed).  If an absence is excused, a success plan must be drawn up between the student and the instructor.

**Recommended Actions for Success**

1. Make a class buddy on the first day who can provide notes if you are absent on a particular day.
2. Be detail-oriented.  Sloppiness and mistakes will sink you quickly.
3. Have a positive attitude.  How your instructor and your peers perceive you has an impact on your chances at success.  A bad reputation will get around.
4. You have to talk like a computer animator if you're going to be one, so learn the language.  You won't even make it through the job interview if you can't speak intelligently about your work and process.  Know the proper singular form of the word *vertices* and know the difference between *NURBS* and *NURMS.*
5. Arguably the most important skill in 3D work is troubleshooting.  In order to survive in this industry, you have to detect when something is not working right, determine the cause, and find a solution.  The instructor is here to help, but you need to be self-directed in troubleshooting.  Run through the following when you encounter a problem:

a. How can I describe the problem using industry-standard language?
b. What was I doing when I first noticed the problem? Does undoing that thing also undo the problem?
c. What do I think are the most likely causes for this problem? This is one of the tougher questions to answer. Check your course notes. Google a short phrase that describes the problem (this is one of the reasons the first bullet point above is important). Navigate the help docs. Ask classmates if they have ideas.
d. Once you find the answer, add it to your notes so you can refer back to it later. The next time you get stuck on the same problem, you'll know how to get around it quickly.

6. Decide what job or type of job you want in the industry, and what companies you would like to work for. Research those companies. Set up informational interviews in person or over the phone. Study their work, and make your work look like their work – this will help you to look like an attractive candidate.
7. Find some way to improve with every project. Even if the overall idea of a particular project doesn't jazz you, there should be some way you can grow in some way useful to your career goal. Identify it and run with it. Keep in mind, on the job, you will usually be doing work handed to you by others and you won't always enjoy the work.
8. Learn how to break your tasks down into pieces, create a schedule (try making a Gantt chart in Microsoft Visio), manage your time, and meet deadlines. It will lead to greater success and less stress.
9. Check your school e-mail daily (or forward it to an account that you do check daily). If I need to give or get important information outside of class, I will e-mail you at your school account.
10. Assemble your work into a demo reel, online portfolio, and print portfolio NOW! There are lots of good reasons for this. First, it takes practice to get good at putting reels and portfolios together, so it's stupid to wait until late in the game. Second, you never know when a job opportunity will come along, and you need to be ready at a moment's notice to compete against other artists for the spot. The reel and portfolios are living documents, constantly being updated as you produce new and better work – next quarter, the old and mediocre stuff goes out, and the new and awesome stuff goes in. Rinse and repeat.
11. Start networking NOW! Many jobs in this industry are filled by word-of-mouth. Here are some ways to get recommended, besides just having talent, working hard, and having a good attitude:
a. Join industry-related groups, such as the Minnesota Maya User Group, the After Effects User Group, and Independent Game Developers Association, and attend their meetings.
b. Attend industry-related events such as the Minnesota Electronic Theater
c. Post your work on industry forums so people can see it and give you feedback (some people have gotten job offers just from others viewing their posted work)
d. Attend software training sessions (some are free)
e. Call local companies for informational interviews and to get feedback on your work
f. Start introducing yourself to people who love 3D modeling, or animation, or visual effects, just like you do (use social networking sites on the Internet as well as face-to-face social occasions)

By the way, don't expect Career Services to do your job search for you – they are there to assist, but you still carry the primary responsibility for finding work. Networking is key, and you can't wait until you graduate to start – do it now!

# Weekly Course Schedule
**This schedule is subject to change!**

Revised: 7/5/13

Items in **bold red** are worth points; see "Student Grading and Evaluation" above for details.

## WEEK 1 (week of July 8)

**Day 1: Assess current status of portfolio**

- Course overview and 12th Level Review discussion
- Discuss purpose of online portfolios, print portfolios, and demo reels (specialist vs. generalist, showing process, etc.) and how they relate to student's employment prospects
- Involvement in industry organizations
- Purpose of the Statement of Work, and how to approach writing it
- Homework: Collect additional material for demo reel (including process imagery) *[Course competencies 1, 3]*

**Day 2: Statement of Work, employment prospects**

- Deciding on *three* employment prospects (to be presented with rough cut)
- Write Statement of Work draft
- Homework: Finish Statement of Work draft (due next class) *[Course competency 1]*

# WEEK 2 (week of July 15)

**Day 3: Statement of Work review, cutting the reel/breakdown sheet**

- **Career services workshop – mandatory attendance**
- Strategies for constructing/editing an effective demo reel
- Creating the breakdown sheet
- Homework:
    - Revise Statement of Work *[Course competency 1]*
    - Create rough cut of reel *[Course competencies 1, 2, 3, 6, 7]*

**Day 4: Statement of Work due, continue rough cut**

- Review Statements of Work drafts
- Identify tasks for quarter and create production schedule (reel and online portfolio)
- Homework:
    - Implement feedback from crit as needed *[Course competency 4]*
    - Finish rough cut of reel (cohort #1) *[Course competencies 1, 2, 3, 6, 7]*

# WEEK 3 (week of July 22)

**Day 5: Career services workshop**

- **Statement of Work due**
- 12th Level Review schedule distributed
- Homework: Finish rough cut of reel (cohort #1) *[Course competencies 1, 2, 3, 6, 7]*

**Day 6: Rough cut presentation (cohort #1)**

- **Demo reel rough cut with employment prospects (cohort #1)**
- Homework:

- o Implement feedback from crit as needed *[Course competency 4]*
- o Finish rough cut of reel (cohort #2) *[Course competencies 1, 2, 3, 6, 7]*

# WEEK 4 (week of July 29)

### Day 7: Rough cut presentation (cohort #2)

- **Demo reel rough cut with employment prospects (cohort #2)**
- Homework: Update online portfolio as needed *[Course competencies 1, 2, 3, 6, 7]*

### Day 8: Prepare for online portfolio review

- **Review online portfolios (cohort #1)**
- Homework: Online portfolios must be 'live' for next week's reviews *[Course competencies 1, 2, 3, 6, 7]*

# WEEK 5 (week of August 5)

### Day 9: Online portfolio review

- **Career services workshop – mandatory attendance**
- Homework: Prepare for 12th Level Review *[All course competencies]*

### Day 10: Online portfolio review

- **Review online portfolios (cohort #2)**
- Continue production
- Homework: Prepare for 12th Level Review *[All course competencies]*

# WEEK 6 (week of August 12)

### Day 11: 12th Level Review

- **12th LEVEL REVIEW IS THIS WEEK!**
- Continue production
- Homework: Continue production *[All course competencies]*

### Day 12: 12th Level Review

- **12th LEVEL REVIEW IS THIS WEEK!**
- Continue production
- Homework: Continue production *[All course competencies]*

# WEEK 7 (week of August 19)

### Day 13: Career services workshop, continue production

- 12<sup>th</sup> Level Review post-mortem
- Portfolio show requirements
- Writing an effective "cover letter email"
- Implement feedback from 12<sup>th</sup> Level Review
- Homework: Continue production *[All course competencies]*

### Day 14: Continue production

- Portfolio show assets WIP crit
- Continue design of portfolio show assets as needed
- Homework: Finish approved résumé, business cards, DVD sleeves, breakdown sheets, and "cover letter emails" for employment prospects *[Course competency 1]*

## WEEK 8 (week of August 26)

### Day 15: Résumés, business cards due, freelance practices

- **Final designs of printed portfolio show materials due**
- Freelance practices part 1
- Homework: Continue production *[All course competencies]*

### Day 16: Freelance practices

- Freelance practices part 2
- Continue production
- Homework: Continue production *[All course competencies]*

## WEEK 9 (week of September 2)

### Day 17: NO SCHOOL (Labor Day)

### Day 18: Finalize demo reel

- Finalize demo reel
- Homework: Continue production *[All course competencies]*

## WEEK 10 (week of September 9)

### Day 19: Demo reel due

- **Demo reel due**
- Homework: Finish materials for portfolio show *[All course competencies]*

### Day 20: Finish portfolio show materials

- Homework: Finish materials for portfolio show *[All course competencies]*

## WEEK 11 (week of September 16)

- **PORTFOLIO SHOW FRIDAY OF THIS WEEK!**