I.   CATALOG INFORMATION

A.   Discipline: MULTIMEDIA

B.   Subject Code and Number: MM M10

C.   Course Title: Introduction to Digital Media

D.   Credit Course units:

Units: 3

Lecture Hours per week: 2

Lab Hours per week : 3

Variable Units : No

E.   Student Learning Hours:

Lecture Hours:

Classroom hours: 35 - 35

Laboratory/Activity Hours:

Laboratory/Activity Hours 52.5 - 52.5

Total Combined Hours in a 17.5 week term: 87.5 - 87.5

F.   Non-Credit Course hours per week

G.   May be taken a total of: $\boxed{\text{X}}$ 1 $\square$ 2 $\square$ 3 $\square$ 4 time(s) for credit

H.   Is the course co-designated (same as) another course: No $\boxed{\text{X}}$ Yes $\square$
If YES, designate course Subject Code & Number:

I.   Course Description:

Introduces visual technologies, concepts and principles of design and production used by designers and media artists. Explores software applications as they relate to current methods of design and media arts production for print, screen, animation, interactivity,and 3D design. Investigates the historical and conceptual relationship between art, media, and technology.

J.   Entrance Skills

*Prerequisite: No $\boxed{\text{X}}$ Yes $\square$ Course(s)

*Corequisite: No $\boxed{\text{X}}$ Yes $\square$ Course(s)

Limitation on Enrollment: No $\boxed{\text{X}}$ Yes $\square$

Recommended Preparation: No $\boxed{\text{X}}$ Yes $\square$ Course(s)

Other: No $\boxed{\text{X}}$ Yes $\square$

K.   Other Catalog Information:

II.   COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	discuss artistic and technological aspects of digital media in both historical and contemporary contexts.	essays, quizzes, and critique using project specific rubric
2	demonstrate the ability to present and discuss work in a professional manner, using appropriate digital media vocabulary.	critique using project specific rubric
3	apply pre-visualization techniques to communicate design concepts for print and screen.	critique using project specific rubric
4	input and edit media using industry-standard software applications.	critique using project specific rubric
5	identify and explore career and educational paths in digital media.	essays, quizzes, and critique using project specific rubric
6	apply professional workflows for designing and producing digital media from conception to completion.	critique using project specific rubric
7	identify aesthetic, technological, and social criteria, as well as professional ethics, in evaluating digital media.	essays, quizzes, and critique using project specific rubric

III.   COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
5.00%	Digital Foundations - Operating systems - Working with folders and files - Creating a new file - Creating a dynamic composition - Saving a file	4, 6

2.00%	Searching and Sampling - Copyright, fair use, appropriation	1, 2, 4, 6, 7
5.00%	Symmetry and Gestalt: - Symmetry and asymmetry - Positive and negative space - Focal point - Gestalt principles of proximity, continuity, and similarity	1, 2, 3, 6, 7
2.00%	Type on the Grid -Line -Typographic basics -Using the grid in design	1, 2, 3, 4, 6, 7
2.00%	Color Theory and Basic Shapes -Color models and relationships on the wheel	1, 2, 3, 4, 6, 7
10.00%	Line Art and Flat Graphics - Gesture drawings on a template layer - Recreating straight lines with the pen tool - Curves - Curves and angles - Tracing an image and creating a clipping mask	1, 2, 3, 4, 5, 6, 7
5.00%	Image Acquisition and Resolution - Creating a scanogram and understanding input resolution - Image size, file size, and resolution - From the camera to the computer	1, 2, 3, 4, 5, 6, 7
5.00%	Tonal Range - Minor adjustments to the original file - Understanding the histogram - Adjusting the image with levels - Adjusting the image with curves - Targeting saturation levels - Sharpening the image	1, 2, 3, 4, 5, 6, 7
2.00%	Repetition and Cloning - Replacing part of one image using the Clone tool - Adding a layer mask - Burning and dodging	1, 2, 3, 4, 5, 6, 7
5.00%	3D Animation - Modeling - Texture mapping - Lighting - Animation - Rendering	1, 2, 3, 4, 5, 6, 7
2.00%	Layering and Collage - Using layers to create a double exposure - Cropping and adjusting the hue - Creating and manipulating layers - Adding an adjustment to some layers	1, 2, 3, 4, 5, 6, 7
5.00%	Non-Destructive Editing - Masking - Ethical considerations for digital image manipulators - Using quick masks and alpha channels - Building an image with layers, masks, and transformation - Adding an adjustment layer and organizing layers with groups - Adding a shape layer	1, 2, 3, 4, 5, 6, 7
5.00%	Graphics on the Web - A brief history of the web	1, 2, 3, 4,

	- From digital input to web ready - File formats	5, 6, 7
10.00%	Sequence, Repetition, Grid - Unity through repetition - master pages - Creating B-Master - Linking text frames - Creating shapes - Exporting a PDF - Placing text and using frame breaks - Working with styles - Using text frame options, hue, and saturation to create contrast	1, 2, 3, 4, 5, 6, 7
10.00%	Code as Aesthetics - Hyperlinks - Images on the web - Formatting type - Defining a site in Dreamweaver - File and folder management - Applying a style - Evaluating the code - Creating a new rule - Creating an external style sheet	1, 2, 3, 4, 5, 6, 7
10.00%	Elements of Motion - Visualizing time, keyframes, shape tween - Adjusting the frame rate to the speed of the beat - Visualizing tempo - Basic bouncing ball	1, 2, 3, 4, 5, 6, 7
10.00%	Pacing - Library and symbols - Instances of symbols - Classic tween - Changing the color and alpha - Animating the symbol	1, 2, 3, 4, 5, 6, 7
5.00%	ActionScript 3.0 basics - Buttons - Adding buttons to the timeline - Stopping the timeline - Analyzing the code - Starting the timeline	1, 2, 3, 4, 5, 6, 7
Lab (must total 100%)		
35.00%	Hands-on experience in producing individual and collaborative image editing, digital illustration and page layout design projects	1, 2, 3, 4, 5, 6, 7
35.00%	Media arts projects such as web design and animation projects	1, 2, 3, 4, 5, 6, 7
20.00%	Exercises related to course content	1, 2, 3, 4, 5, 6, 7
10.00%	Critiques related to projects	1, 2, 3, 4, 5, 6, 7

IV. TYPICAL ASSIGNMENTS
A.   Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	written answers to the questions about copyright, fair use and appropriation.

2	web site design brief.
3	final project proposal.

   B.   Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	produce one new design project toward a portfolio every month for critique.
2	produce a minimum of nine thumbnail sketches per print project and a storyboard for the animation project.
3	explore their environment with camera; retouch and improve the photographs; convert bitmap images to vectors.

   C.   Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	compare and contrast students' work with the work of an historical or contemporary designer.
2	analyze students' work in the context of societal and cultural concerns.

V.   METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

[X]   Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

[X]   Lecture/Discussion

[X]   Laboratory/Activity

[X]   Other (Specify)
      Course content, discussion, group work, one-on-one instruction, handouts and written tutorials, step-by-step project guidelines.

[X]   Optional Field Trips

[ ]   Required Field Trips

VI.   METHODS OF EVALUATION
Methods of evaluation may include, but are not limited to:

[ ]	Essay Exam	[X]	Classroom Discussion	[X]	Skill Demonstration
[ ]	Problem Solving	[X]	Reports/Papers/	[X]	Participation

	Exam		Journals		
☐	Objective Exams	X	Projects	X	Other (specify)

<u>Student evaluation will be based on active participation in class, skills demonstration,and project specific rubrics</u>

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

burrough, xtine, and Michael Mandiberg. <u>Digital Foundations: Intro to Media Design with the Adobe Creative Suite</u>.   New Riders, 2008.

Jordan, Ken, and Randall Packer. <u>Multimedia: From Wagner to Virtual Reality</u>. Expanded ed.   Norton, 2002.

burrough, xtine. <u>Foundations of Digital Art and Design with the Adobe Creative Cloud</u>. New Riders, 2013.

burrough, xtine, and Michael Mandiberg. Digital Foundations: Intro to Media Design with the Adobe Creative Suite (wiki). Updated Winter 2013 for Adobe CS6. http://wiki.digital-foundations.net/index.php?title=Table_of_Contents_CS6.

lynda.com software training & tutorial video library

VIII. STUDENT MATERIALS FEES

X No   ☐ Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
CSU Chico	ARTS 250	Introduction to Digital Media	3
San Diego State Univ.	ART 240	Fundamentals of Digital Media	3
San Jose State Univ.	ART 74	Introduction to Digital Media	3
Ventura College	ART V68	Introduction to Digital Art Applications	3
CSU Northridge	Art 200	Art, Media, Visualization	3
CSU Channel Islands	ART 108	Visual Technologies	3
Cal Poly Pomona	ART 155A	Foundations of Digital Design	3
CSU Long Beach	ART 149	Foundation of Computer Art	3
CSU Monterey Bay	CST 201	Media Tools	4
CSU San Bernardino	ART 124	Introduction to Digital Media Design	4

X. MINIMUM QUALIFICATIONS

Courses in Disciplines in which Masters Degrees are not expected:
Any bachelor's degree and two years of experience, or any associate degree and six years of experience.

XI. ARTICULATION INFORMATION
   A.   Title V Course Classification:
       1. This course is designed to be taken either:

          ☐ Pass/No Pass only (no letter grade possible); or

[X] Letter grade (P/NP possible at student option)

2. Degree status:
Either [X] Associate Degree Applicable; or [ ] Non-associate Degree Applicable

B. Moorpark College General Education:
1. Do you recommend this course for inclusion on the Associate Degree General Education list?
Yes: [ ] No: [X] If YES, what section(s)?

[ ] A1 - Natural Sciences - Biological Science
[ ] A2 - Natural Sciences - Physical Science
[ ] B1 - Social and Behavioral Sciences - American History/Institutions
[ ] B2 - Social and Behavioral Sciences - Other Social Behavioral Science
[ ] C1 - Humanities - Fine or Performing Arts
[ ] C2 - Humanities - Other Humanities
[ ] D1 - Language and Rationality - English Composition
[ ] D2 - Language and Rationality - Communication and Analytical Thinking
[ ] E1 - Health/Physical Education
[ ] E2 - PE or Dance
[ ] F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU?   Yes: [X] No: [ ]

2. If YES do you recommend this course for inclusion on the CSU General Education list?
Yes: [ ] No: [X] If YES, which area(s)?

A1 [ ]   A2 [ ]   A3 [ ]   B1 [ ]   B2 [ ]   B3 [ ]   B4 [ ]

C1 [ ]   C2 [ ]   D1 [ ]   D2 [ ]   D3 [ ]   D4 [ ]   D5 [ ]

D6 [ ]   D7 [ ]   D8 [ ]   D9 [ ]   D10 [ ]   E [ ]

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC?   Yes: [X] No: [ ]

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)?   Yes: [ ] No: [X]

IGETC Area 1: English Communication

[ ] English Composition
[ ] Critical Thinking-English Composition
[ ] Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

☐ Arts

☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

☐ Anthropology and Archaeology

☐ Economics

☐ Ethnic Studies

☐ Gender Studies

☐ Geography

☐ History

☐ Interdisciplinary, Social & Behavioral Sciences

☐ Political Science, Government & Legal Institutions

☐ Psychology

☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

☐ Physical Science Lab or Physical Science Lab only (none-sequence)

☐ Physical Science Lecture only (non-sequence)

☐ Biological Science

☐ Physical Science Courses

☐ Physical Science Lab or Biological Science Lab Only (non-sequence)

☐ Biological Science Courses

☐ Biological Science Lab course

☐ First Science course in a Special sequence

☐ Second Science course in a Special Sequence

☐ Laboratory Activity

☐ Physical Sciences

IGETC Area 6: Language other than English

☐ Languages other than English (UC Requirement Only)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:
 In analyzing their work, students may want to do research using the Library's
 print and online resources.

B. Are the currently held library resources sufficient to support the course
assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

MM M10: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with
the primary goal to prepare students for employment immediately upon course/program
completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of
Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a
listing of what students should be able to do, go to:
http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm)

The course will address the SCANS competency areas:

1. Resources: the students will learn to allocate resources, set goals, and time
   manage a design and media arts production to completion.

2. Interpersonal: the students will instruct each other about those areas in which
   they are proficient and assess each other's skills in order to build a successful
   design team.

3. Information: the students will acquire information, organize information, interpret,
   and communicate that information.

4. Systems: the students will understand the design systems and monitor and
   correct performance.

5. Technology: the students will choose visual technologies and perform proper
   procedures in the design production process.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will read documents and textbooks, listen and verbally
   present their ideas clearly.

2. Thinking Skills: the students will generate creative ideas, make decisions, and
   reason through and solve problems.

3. Personal Qualities: the students will be responsible, sociable, self-disciplined,
   honest, and will maintain integrity.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

   ☒ Online (course will be delivered 100% online)

☐ Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

☒ Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)

☐ Lab activities will be conducted onsite

☐ Televideo (Examinations and an orientation will be held onsite)

☐ Teleconference

☐ Other

2. Need/Justification

    Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

    The instructor will communicate with students through the course management system, using both synchronous tools (such as chat) and asynchronous tools (such as email and discussions).

    Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. The Calendar and Announcement tools will be used to keep students informed of important events, deadlines, etc. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

4. Describe how instructors teaching this course will involve students in active learning.

    All course materials will be available online. Students will be able to download files and view them offline. Instructor may also provide course content within the course management system as well as provide links to supplemental publications, articles, and websites.

    Quizzes may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor and/or other students as determined per assignment. This can be an iterative process in that students can receive feedback and then be able to improve their submittal if necessary. Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and

facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

    The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites

6. Describe how instructors teaching this course will evaluate student performance.

    Student evaluation will occur via standard techniques such as exercises, projects, quizzes, and a program rubric. The online environment will allow the exercises and projects to be iterative so that students may submit their work online and receive feedback from the instructor. The instructor can then communicate critique and/or solutions to students by posting them online. Additionally, graded discussions can be used to provide additional means of assessment.

XVI.   GENERAL EDUCATION COURSE OUTLINE ADDENDUM

MM M10: Not Applicable

XVII.   STUDENT MATERIALS FEE ADDENDUM

MM M10: Not Applicable

XVIII.   REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

MM M10: Not Applicable

XIX.   CURRICULUM APPROVAL

Course Information:
    Discipline: MULTIMEDIA

    Discipline Code and Number: MM M10

    Course Revision Category: Outline Update

Course Proposed By:
    Originating Faculty Svetlana Kasalovic 08/12/2015

    Faculty Peer: Tim Samoff 08/12/2015

    Curriculum Rep: Tim Samoff 08/12/2015

    Department Chair: Lydia Etman 08/13/2015

    Division Dean: Lisa Putnam 08/27/2015

Approved By:

Curriculum Chair: Jerry Mansfield 09/14/2015

Executive Vice President: Lori Bennett 10/21/2015

Articulation Officer: Letrisha Mai 09/02/2015

Librarian: Mary LaBarge 09/02/2015

Implementation Term and Year: Fall 2016

Approval Dates:
Approved by Moorpark College Curriculum Committee: 09/08/2015

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 11/19/2015