I. CATALOG INFORMATION

A. Discipline: MULTIMEDIA

B. Subject Code and Number: MM M30

C. Course Title: Motion Graphics

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: [X] 1 [ ] 2 [ ] 3 [ ] 4 time(s) for credit

H. Is the course co-designated (same as) another course: No [X] Yes [ ]
If YES, designate course Subject Code & Number:

I. Course Description:

Introduces motion graphics fundamentals, including the use of typography, illustration, and other multimedia elements in time-based sequence. Explores ideation, conceptualization, storytelling, storyboarding, keyframing, editing, animation, image-making, typography, and finished motion pieces.

J. Entrance Skills

*Prerequisite: No [X] Yes [ ] Course(s)

*Corequisite: No [X] Yes [ ] Course(s)

Limitation on Enrollment: No [X] Yes [ ]

Recommended Preparation: No [ ] Yes [X] Course(s)
MM M10

Other: No [X] Yes [ ]

K. Other Catalog Information:

Formerly MM M03.

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	analyze videos and multimedia projects for technical and aesthetic value.	essays and critique using project specific rubric
2	categorize basic pre-production procedures including planning, scripting, storyboards, time management, budgets, personnel scheduling, and location management.	essays, quizzes and critique using project specific rubric
3	assess and apply basic digital video camera operations.	quizzes and critique using project specific rubric
4	acquire, capture, organize and manipulate audio/video media.	critique using project specific rubric
5	identify the equipment used in video post and digital effects creation.	essays and critique using project specific rubric
6	distinguish various formats (video codecs as well as lossy versus lossless compression) used in importing and exporting digital audio/video media.	quizzes and critique using project specific rubric
7	compare, contrast and apply basic operations of computer programs, including non-linear audio and video editing.	critique using project specific rubric
8	apply video compositing techniques, including the multi-layering of video clips and text elements.	critique using project specific rubric
9	apply motion to graphics and text elements.	critique using project specific rubric
10	construct a timeline sequence using digitized clips.	critique using project specific rubric
11	edit clips, apply transitions, transfer modes, effects and filters.	critique using project

		specific rubric
12	composite, light, and color-correct scenes shot for the purposes of chroma keying (green and/or blue screen).	critique using project specific rubric
13	add and edit sound tracks to their videos.	critique using project specific rubric
14	differentiate multimedia terminology as it relates to digital video production and post-production.	essays, quizzes and critique using project specific rubric
15	output video clips for use on DVD and the Internet.	critique using project specific rubric
16	create original video pieces for use in multimedia end-formats, such as DVD and websites.	critique using project specific rubric

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
10.00%	Overview of basic digital video production -cursory history of film and animation -exposure to experimental animation, digital video and filmmakers -lighting -framing -sound recording -basic camera operations -basic digital video shooting techniques -discussion of industry-standard hardware and software -frame rates -screen resolution -bit-depth -compression -file formats -rendering	1, 3, 5, 6, 7, 13
15.00%	Overview of digital video post-production -editing theory -sound and video editing software -editing effects -compositing -non-linear editor project management	2, 4, 7, 8, 9, 10, 11, 12, 13, 15, 16
	Motion graphics -introduction to basic animation techniques -setting and altering key frames -adding motion to image and text -titling and lower thirds	1, 2, 3, 4,

50.00%	-mixing vector and raster graphics -digitizing and outputting footage -digital video quality issues -compositing (chroma keying) -exposure to basic special effects -creating and animating masks -planning for and using effects	5, 6, 7, 8, 9, 10, 11, 12, 13, 14
15.00%	Overview of basic pre-production procedures -narrative theory -planning -scripting -storyboards -time management	15
5.00%	Output and distribution -introduction to digital video media -DVD authoring software -rendering video for the web	4, 6, 7, 14, 15, 16
5.00%	Overview of digital video production equipment -cameras -tripods -microphones	3
Lab (must total 100%)		
30.00%	Hands-on experience in use of video capturing and editing techniques	2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 15, 16
30.00%	Hands-on experience in use of non-linear and post-production software and techniques	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
20.00%	Exercises related to lecture content	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
20.00%	Critiques related to projects	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	essays about motion graphics, films, and videos for technical and aesthetic value for in-class discussion.
2	critiques on historical and contemporary motion graphics work.
3	proposals for various motion graphics assignments, specifically the final project.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	storyboarding various project ideas.
2	research of contemporary motion graphics work.
3	shooting video for course assignments.
4	completion one portfolio-level project for critiques per month.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	conceptualize and complete a professional-level motion graphics artifact that shows an understanding of color theory and typography, gestalt principles, compositing and masking, motion tracking, expressions, and code-based animation.
2	compare and contrast students' work.
3	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	[ ]	
[X]	Objective Exams	[X]	Projects	[X]	Other (specify)

Student evaluation will be based on active participation in class, skills demonstration,and project specific rubrics.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Meyer, Trish, and Chris Meyer. Creating Motion Graphics with After Effects: Essential and Advanced Techniques, Version CS5. 5th ed. Focal, 2010.

Braha, Yael, and Bill Byrne. Creative Motion Graphic Titling for Film, Video, and the Web: Dynamic Motion Graphic Title Design. Focal, 2011.

Begleiter, Marcie. From Word to Image: Storyboarding and the Filmmaking Process. 2nd ed. Michael Wiese, 2010.

Krasner, Jon. Motion Graphic Design: Applied History and Aesthetics. 3rd ed. Focal, 2013.

Adobe Creative Team
Adobe After Effects CS5 Classroom in a Book. Adobe, 2010.

VIII. STUDENT MATERIALS FEES

[X] No [ ] Yes

IX. PARALLEL COURSES

College	*Course Number*	*Course Title*	*Units*
Santa Monica College	GR DES 71	Motion Graphics	3
Palomar College	GCMW 204	Motion Graphics for Multimedia-A	3
Allan Hancock College	MMAC/FILM 126	Introduction to Motion Graphics	3
Pasadena City College	ART 57	Motion Graphics	3
CSU Northridge	ART 202	Introduction to Video/Digital Art	3

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: ☒ 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: ☒ No: ☐
2. If YES do you recommend this course for inclusion on the CSU General Education list?
   Yes: ☐ No: ☒ 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: ☐ No: ☒
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: ☐ No: ☒

   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:
Research in graphic design and motion graphics using the Library's print and online resources.

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

- [ ]
- [ ]

YES: [X] NO: [ ]

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

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

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 set goals and time manage those goals to completion and learn what is required in a motion graphics production so that they can plan to allocate resources.

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 collaborate.

3. Information: the students will organize, interpret and communicate information acquired about digital motion graphics technologies.

4. Systems: the students will understand the 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 and write documents, read textbooks, and listen and speak 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 maintain integrity.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

[X] Online (course will be delivered 100% online)

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

[X] 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 M30: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

MM M30: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

MM M30: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: MULTIMEDIA

Discipline Code and Number: MM M30

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): 01/19/2016