

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Alan Marsala	Date:	10/08/2020
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Department	Subject	Course Number	Title
Digital Media	Digital Media DIG	110	Introduction to Digital Media

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

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Maximum Enrollment:	35
Maximum Enrollment Justification:	Course requires significant individualized instruction or assessment – check all that apply: * Course requires graded class discussion and graded class participation. Justification: Student teams collaborate to create digital media products. Student roles within the team and the end product are assessed.

Grading Method:

Letter Grade or P/NP

TOP code:

0614.00*

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course explores creating digital content for a digital world. Students design projects spanning major digital media fields such as composite imagery, animation, web design, and video, to prepare them for a career in visual communication.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course explores creating digital content for a digital world. Students design projects spanning major digital media fields such as composite imagery, animation, web, and video.

Need for the course:

This course meets the need of the design professional seeking a career in the creative industry. This course fulfills one of the core requirements for the Digital Media A.S. Degree and/or for the Digital Media Certificate and/or Employment Concentrations. The course provides foundation knowledge for nearly all other Digital Media courses.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details. (For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- Knowledge of general technology/computer use

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms) Upon the completion of the course the student will be able to do the following:

1. Develop visual communication techniques that support multiple media formats, address audience needs, and adhere to copyright law.
2. Demonstrate an understanding of the processes by which forms of media are experienced and remembered in the modern world.
3. Demonstrate an understanding of the history and impact of major media trends in video, print, and web.
4. Demonstrate an understanding of legal, ethical, and social issues surrounding digital media.
5. Create a responsive web page that engages a chosen brand identity and target audience.
6. Develop a composite image from multiple sources that manipulates content to communicate an original idea.

Course Content:

(please number the outline of main topics and subtopics)

- I. Digital Media Introduction
 - a. History of Mass Media
 - i. The Impact of Digital Media
 - Impacts on the Individual
 - The Pros and Cons of Connectedness
 - ii. The Digital Society
 - The Necessity of Digital Interaction
 - Future
 - iii. Cultural Literacy in Digital Trends
 - Protests, Opinions, and False Information
 - Enagaging in Digital Conversation
 - b. Current Industry Trends
 - c. Communication and Visual Literacy
 - i. Bias in Digital Media Communication
 - Information Bias
 - Implicit Bias
 - ii. Reading an Image vs. Understanding an Image
 - Interpretation vs. Projection
 - Point of View
 - x. Establishing Context in Brevity
 - d. Brand Identity and Marketing
 - i. Understanding Self
 - ii. Perception of Others
 - ii. Defining a Target Audience
 - Working within a Specific Demographic
 - Breaking Demographic Stereotypes
 - Audience Manipulation
 - iii. Solving Cultural Problems through Brand Identity
 - Resonating with Others through Feeling
 - Making Content for Others
 - Empathy as a Brand
- II. Storytelling
 - a. Elements of Good Storytelling
 - i. Emotion and Conflict
 - ii. The Triune Brain Theory
 - iii. Truth vs. Percieved Truth
 - b. Applications of Story in Print and Digital Spaces
 - c. Appreciation and Analysis of Narrative Storytelling
 - i. Cultural Perspective
 - ii. Applying Bias to Storytelling
 - iii. Establishing Tone
 - d. Planning and Narrative Design

- III. Design Principles
 - a. Composition Basics
 - b. Light/Contrast
 - c. Balance
 - d. Proportion
 - e. Negative Space
 - f. Communicating with Color
- IV. Writing for Digital Media
 - a. Imagery and Prose
 - b. Character Count and Limitations
 - c. Persuasion
 - d. Objectivity
 - e. Visibility
 - g. Context
- V. Typography
 - a. Fonts and Communication
 - b. Vector Formats
 - c. Emotion and typography
 - d. Typography principles
 - i. Curves and Lines
 - ii. Alignment
 - iii. Repetition
 - iv. Contrast
 - e. Design Elements
 - i. Typeface, Style, and Size
 - ii. Character Spacing, Color, and Personality
- VI. Images Basics
 - a. Pixels, Resolution, and Image Size
 - b. File Formats, Compression, and Limitations
 - c. Asset Organization and Storage
 - d. Raster vs. Vector Images/Screen vs. Print
 - e. Copyright
- VII. Image Manipulation
 - a. Process
 - i. Create, Save, and Open Files
 - ii. Selections and Isolations
 - iii. Digital Painting/Drawing and Digital Illustration
 - iv. Destructive and Nondestructive Editing Methods
 - v. Transformation, Scale, and Duplication
 - vi. Layer Styles and Blending Modes
 - vii. Text tools and Custom Shapes
 - viii. Document Size and Output Destination
 - ix. Layering
 - b. Manipulation and Media Ethics
 - i. Truth and Intended Truth
 - ii. Social and Creative Responsibility
 - iii. Imagery as Commentary
 - iv. Imagery as Reality
 - v. Consequences
- VIII. Video and Animation
 - a. History of Motion in Media
 - b. File formats for Video
 - c. Asset control
 - d. Animation principles

- f. Frame animation and Keyframing
- g. Importing Video Files
- h. Timeline Editing
- i. Scripting Strategies for Video
- j. Storyboarding Techniques and Movement
- k. Rendering and Output Settings
- m. Exporting Animated GIFs

IX. Audio

- a. File formats for Audio
- b. Equalizing
- c. Voice Recording
- d. Record, cut and combine audio clips
- e. Effects and Filters
- f. Podcasts
 - i. Perspective
 - ii. Personal Expression
 - iii. Prose
 - iv. Auditory Environments
- g. Scripting Strategies for Audio

X. Web Design

- a. Output Interfaces and Devices
- b. Flavors of HTML
- c. Template Design
- d. Responsive Design
- e. Accessible Design
- f. Browsers

Methods of Instruction:

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

- **Method:** Lecture presentation
Integration: Presentations will illustrate the process for telling a story using storyboard software. Topics may include story application, appreciation, storyboard elements and layout.
- **Method:** Guided practice
Integration: Instructor-supported practice will result in responsive website containing digital media elements including video, animated slideshows, effective typography and color aesthetics.
- **Method:** Observation and Demonstration
Integration: Demonstration will identify the construction and use of an online portfolio. The areas covered are media formats and upload, layout and design, distribution, and employment value.
- **Method:** Group Projects
Integration: Small group poster production will elicit student and instructor feedback addressing design, communication, typographical elements, and image creation.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests
Integration: This course will use exam essays that correctly identify digital writing principles when creating websites. These principles include working within word counts, communicating through imagery and through the use of headings and limited paragraphs.
- **Method:** Portfolios
Integration: This course will use Portfolios as a method of evaluation. These portfolios must exhibit elements

and projects that communicate digital media skills and knowledge. The portfolio may evidence images, video, animation, script writing, storyboards, websites, and/or self reflections and is assembled according to a checklist and rubric.

- **Method:** Projects

Integration: An advanced compositing project will be required to showcase the ability to communicate through combine imagery, image selection, and color. The project will be evaluated on accuracy, communication techniques, quality of selection, and technology use.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

Brand Vision Assignment

After reading through this Unit's Virtual Lecture on branding and web design, begin to answer the questions listed below. This assignment is meant to help you have an organized way of working through your brand vision and who your brand will be designed to impact (target audience). Work through each segment and start to create a brand from your responses.

1. In the space below, tell me about your brand idea. Are you going to create a personal brand? Work with an existing family/friend who has a company? Your own company? Or will you create an entirely fictional company and really explore new territory? The choice is yours.
2. In the space below, tell me specifically who your target audience/consumer will be? Remember, your brand can't be universal and should be focused on reaching a certain group. Think about this one before answering. It will impact every choice you make going forward in this project. Below are some arbitrary examples:
 1. ex: Working class women, age 24-35
 2. ex: Retired white males, age 65-75
 3. ex: African-American veterans, age 40-50
3. In the space below, tell me how your brand concept from the first question is relevant to your target audience from the second question. Be specific. If you're having hard time making it fit, consider adjusting your target audience or your concept entirely.
4. In the space below, explore the social responsibility of impacting your chosen target audience. What are you attempting to do? Consider your desired manipulation goals and the ethical considerations that stem from those.
5. In the space below, tell me something unique about your brand concept from the first question that will help it stand apart from its competition. It's ok if you make it up, but be ready to integrate this into your design.
6. In the space below, tell me what your brand can deliver and why I should trust your brand to do exactly that. I'm ok if you make this up. If you are working with a real company here, ask them what this would be! If you are wanting to build a personal brand, think of this as a promise to your social media followers. Why should I follow you?

Write these responses in a word doc or in the text field below and submit here.

Bias and Interpretation Assignment

This project is designed to help you develop digital media communication techniques that translate to various audience demographics and adhere to copyright rules by producing original content.

In our Digital Storytelling Lecture, we discussed the importance of communicating stories that contain human emotion, narrative clarity, and that are succinct in their journey. The image below has a story behind it, but it is up to you to decide what that story is. You will write that story using the Digital Writing principles discussed in this week's lecture. Study the image and consider your "knee-jerk" reactions and inherent biases that arise after first studying the image. What does that say about your views? Can you turn those biases into a story? Are there positive and negative elements you notice? Spend time looking at the elements in the image (look at specific and generalized elements). Remember to ask yourself, "what do I literally see?" Then do the following:

1. Create a 2 paragraph (8 sentence) story containing a beginning, middle, and end for this image. This is a text-only story (you will write your story in the text field below).
2. Your story should adhere to the 5 Elements of Good Storytelling: Clear, Emotional, Convincing, Relatable, and Engaging.
3. As you write, seamlessly incorporate answers to the Who, What, Where, Why, and When questions covered in

this week's lecture.

4. Watch out for misspellings and poor grammar. Good writing is necessary for a good story.

Submit your story in the text field below. Have fun with it! Let your imagination guide you.

Textbooks:

- Lester, P., M. (2019). *Visual Communication: Images with Messages, 8th* Paul Martin Lester. ISBN: 978-1073571383

Other Resources:

- [Adobe Photoshop](#). Adobe, (Creative Cloud/e).

Minimum Qualification

- Multimedia