



DIG-598: DIGITAL MEDIA CAPSTONE

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

DIG - Digital Media

Course Number

598

Course Title

Digital Media Capstone

Short Title

Digital Media Capstone

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Activity Units**

3.00

Total Units

3.00

Hours**Activity Contact Hours**

96-108

Out of Class Hours Activity

48-54

Total Contact Hours

96 - 108

Total Out of Class Hours

48 - 54

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Hybrid Only

What will be done in face-to-face meetings

Face-to-face time will be spent doing the group productions and presentations for the client projects. The hybrid nature of this course would include up to 50% face-to-face meetings.

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This capstone course provides students with the opportunity to collaboratively work in a simulated creative agency environment that will serve real-world clients from around the community. This course will uniformly apply video content creation, social media marketing principles and animated graphics in a team dynamic focused on industry advertising and digital marketing.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

DIG-592 (with a grade of C or better) or DIG-582 (with a grade of C or better) or DIG-552 (with a grade of C or better).

Recommended Preparation**Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)**

DIG-570 (with a grade of C or better).

Codes**TOP Code (CB 03)**

0614.00* - *Digital Media

CIP Code

50.0102 - Digital Arts.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives**Learning Objectives****Learning Objective**

1. Produce digital media content with a unified mission in an interdisciplinary team.
2. Analyze project and asset needs based on existing brand guidelines and target audience.
3. Review client feedback and make appropriate changes to project direction.
4. Adhere to a production timeline and team hierarchy.

5. Utilize video, motion graphics, animation, and social media marketing to solve creative problems.
6. Engage a client whose needs and background are different from those of the producer.
7. Implement a distribution plan and promote finished work.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will transform creative ideas into tangible forms.
2. Students will generate new meaning using different media.
3. Students will adapt and apply a technical skill in a new and novel situation.

Program Learning Outcomes

Learning Outcome

- Integrate theory with technical skill in digital media projects.
- Devise innovative solutions to workflow-related problems.
- Analyze the implications of technology changes on the digital media industry.
- Apply appropriate design decisions and techniques in new, industry-relevant contexts.
- Interpret and produce digital media content in a culturally responsive manner.

Institutional Learning Outcomes

- Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.
- Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
- Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
- Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
- Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.
- Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Activity Content

1. Capstone Need & Overview
 - a. Improves Self-Perception & Confidence
 - b. Hones Industry Needed Skills
 - c. Builds Resume-Worthy Projects
 - d. Demonstrates Learning & Retained Knowledge
2. Creative Agencies
 - a. Agency Roles
 - i. Art Director
 - ii. Creative Director
 - iii. Brand Strategist
 - iv. Producers
 - v. Writers & Editors
 - vi. Video Producers
 - vii. Web Designers & Developers
 - viii. Graphic Designers

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- ix. Game Developers & 3D Artists
 - x. Motion Graphic Designers
 - b. Services
 - i. Strategy Services
 - 1. Advertising Strategy
 - 2. Brand Strategy
 - 3. Content Strategy
 - 4. Marketing Strategy
 - 5. Social Media Strategy
 - ii. Content Creation
 - 1. Branding
 - 2. Copywriting
 - 3. Planning & Distribution
 - 4. Graphic Design
 - a. Logos
 - b. Icons
 - c. Banner Ads & Web Ads
 - 5. Animation
 - 6. Motion Graphics
 - a. Explainer Videos
 - 7. Video
 - a. Commercials
 - b. Testimonials
 - c. Products
 - 8. Presentation Design
 - 9. Photography
 - 10. Web Design & Development
 - 3. Agency Goals & Requirements
 - a. Fresh Perspective
 - b. Expert Execution
 - c. Insider Knowledge
 - d. Connections & Creator Networks
 - e. Quick Turnaround
 - f. Quality Content
 - 4. Working with Clients
 - a. Writing & Presenting a Creative Brief
 - b. Asking & Answering Good Questions
 - c. Understanding the Goal & Problem
 - d. Building Good Client Relationships
 - e. Adopting & Adapting Client Diversity
 - i. Acknowledging Bias in Content Creation
 - ii. Understanding a Target Audience
 - f. Navigating Client Feedback
 - i. Change Orders
 - 5. Work with Creative Team Members
 - a. The Creative Ego
 - b. Competing Visions
 - c. Explaining Visual Concepts
 - d. Conflict Management
 - e. Working Alongside Diverse Team Members
 - 6. The Creative Process
 - a. Discovery
 - b. Insights
 - c. Ideation
 - d. Execution
 - e. Measurement

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7. The Creative Job Market
 - a. Resume Building
 - i. Key Words
 - ii. Writing & Explaining Experience
 - b. Understanding Job Postings
 - c. Knowing Your Limits
 - d. Knowing Your Strengths & Weaknesses
 - e. Tips for a Good Interview
 8. Portfolio

Methods of Instruction

Method

Activity

Integration

Activity asking students to draft sample quotes for design services will prepare students for industry rates and cost breakdowns.

DE Adaptations for MOI

Students would collaborate using the group features in the CMS and all assignments would be delivered and submitted to the assignments feature of the CMS.

Method

Lecture

Integration

A lecture presentation will highlight and discuss the ways client-based design work should uniquely address the target audience of the client's culture.

DE Adaptations for MOI

A lecture presentation, delivered through the Pages section of the CMS as a captioned accessible video recording, will highlight and discuss the ways client-based design work should uniquely address the target audience of the client's culture.

Method

Group Projects

Integration

Split into groups by creative field, students will work together to formulate a design solution to a client problem using each of their strengths in the production process to meet the needs of the team and client.

DE Adaptations for MOI

Students will be split into groups by creative field using the Groups section of the CMS. Students will work together through group established CMS messages to formulate a design solution to a client problem using each of their strengths in the production process to meet the needs of the team and client.

Methods of Evaluation

Method

Capstone Project

Integration

A culminating design project will be evaluated on the success of the presented design's ability to comprehensively solve an initial client problem.

DE Adaptations for MOE

Students will produce a recorded group presentation that will be submitted to the assignment section of the CMS. All feedback will be delivered in the Feedback section of the Assignment page within the CMS and graded within a week through the Grades section of the CMS. As course content builds/stacks on previous lessons, the rubrics will begin to blend together as well, helping evaluate a student's ability to retain/use previous concepts in new ways.

Method

Portfolios

Integration

Portfolios provide evidence of the knowledge and skills gained in a course or sequence of courses. Portfolios will be evaluated based on the quality of the presented elements communicating project management and team production skills including budgets, schedules, studio roles, and graphic assets evidenced by the number of elements, organization, aesthetic appeal, and visual connections.

DE Adaptations for MOE

Portfolios provide evidence of the knowledge and skills gained in a course or sequence of courses and will be submitted through the Assignments section of the CMS will be evaluated on the quality of the presented elements communicating project management and team production skills including budgets, schedules, studio roles, and graphic assets evidenced by the number of elements, organization, aesthetic appeal, and visual connections. Feedback will be given through the Assignment portion of the CMS asking students to consider additional technical/creative concepts, challenge/clarify creative bias, pose questions/critiques, and/or encourage students to think beyond base processes and incorporate passions, views, and concerns into the submitted work. Portfolios will be evaluated based on a clearly defined rubric that outlines a score based on content quantity, quality, and design effectiveness. Assignment will be graded in the Grades section of the CMS within a week.

Method

Role-playing/Simulation

Integration

Students will be asked to consider simulated client feedback from an unhappy client whose needs and background are different from that of the student. Simulation will be evaluated using a rubric that pertains to student response quality, commitment to client diversity, and ability to navigate conflict management.

DE Adaptations for MOE

Simulation will be delivered in the form a discussion board posted through the CMS and evaluated using a rubric that pertains to student response quality, commitment to client diversity, and ability to navigate conflict management.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Client Brief Breakdown

In this assignment, you will engage in a critical examination of three (3) different provided client briefs, with a specific focus on promoting inclusive communication and ensuring equity in their content. The objective is to analyze these client briefs, identifying elements that either enhance or hinder inclusivity, and assess their cost-effectiveness. This exercise will equip you with the knowledge and references needed to create client briefs that prioritize diversity and emphasize equitable outcomes.

How assignment will be adapted in online format

This assignment normally requires students to bring their thoughts to class. For an online class, this would be converted into a discussion board within the Discussion Board section of the CMS where students would post their analysis and engage with their peers in graded responses. All feedback will be delivered in the Feedback section of the Assignment page within the CMS and graded within a week through the Grades section of the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Production Journal Assignment

For this assignment, you will be tasked with writing an entry for each part of the production process that chronicles your personal journey toward creative and professional growth but also explores your interactions with other members of your team. You will be provided various prompts to help facilitate growth but you will have the freedom to explore the facets of production that you found most challenging/insightful. You will be evaluated based on your group contribution, thoroughness of response, and ability to articulate the various concepts of the class in your entries.

How assignment will be adapted in online format

As a writing assignment, this assignment will work well in an online environment where directions and submissions will be provided/done via the CMS. All feedback will be delivered in the Feedback section of the Assignment page within the CMS and graded within a week through the Grades section of the CMS.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Portfolio Deliverable

For this assignment, you will look back on the semester and pull together the best components that you had a hand in designing, producing, or marketing. After selecting these assets, you will compile them together in a portfolio that showcases your talents as a media specialist and team-oriented creative. This is a comprehensive look at everything you have done this semester, so only choose the assets that you feel best represent you and your creative direction.

Compile these into a completed Adobe Behance portfolio site and submit the link for grading.

How assignment will be adapted in online format

This assignment's directions and submissions will be delivered/received through the Assignments section in the course CMS. All feedback will be delivered in the Feedback section of the Assignment page within the CMS and graded within a week through the Grades section of the CMS.

Course Materials

Textbooks

Do, Chris (2019). Pocket Full of Do, The Futur, LLC; 2nd Edition. ISBN: 0578551330

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course offers a great platform for teaching and inspiring a new diverse group of studio personnel. By giving students a platform to not only be part of diverse teams working with a diverse range of clients but to allow for student voices to be an integral part of the creation process, this course's assignments, instruction and content are positioned in way that promotes equity and inclusion.

In addition to creating this content, a variety of examples will be shown and reviewed throughout the class. The opportunity to showcase the diverse nature of client work (in the sense that clients will have a range of beliefs, cultural/racial/sexual perspectives and associations that potentially differ from that of the hired designer) will help shine a light on the social and cultural responsibilities of a producer (4.e of the COR). For example, students will be given various client scenarios that will simulate situations in which a client has needs/preferences/beliefs that may align or clash with those of the student. Students will then analyze the situation and the communication tactics needed to traverse the situation while still resulting in a quality product for the client (4.c,e,f of the COR). By looking beyond their own experiences, students will have the opportunity to broaden their perspectives of the types of clients and target audiences they will be producing content for.

As a client-based course, projects will require students to reflect/communicate their views, beliefs, and concerns about society, race, gender, and self within the context of the video content required by the client (specific needs and target audiences.) Video and Branding are primary modes of communication and communication is an opportunity for self expression and producing work that expresses the perspective of others. For example, students working with a real client will have to understand what the world looks like through the eyes of that business/client. As such, audience demographics, age, and preferences must be considered in the creative choices in addition to any personal thoughts/concepts regarding the value of the content. Through their production efforts, they will be able to produce content that communicates the client's needs while being able to better reflect on their own biases and thoughts on the concept at hand (5.e in the COR).

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

All course instruction, regardless of delivery type, will be made available as ADA compliant video-based content to allow students the opportunity to re-watch and re-learn various concepts until they are comfortable with the material. This provides equity to the learning experience, ensuring that students who need extra help/time with various concepts are no longer inadvertently punished when they struggle with remembering or applying what was covered during class time. In addition, the course is given very clear structure in its course design. Understanding that a lack of structure can leave students behind, this course is structured so that students who engage with the assignments, exercises and pedagogy have clarity in direction and accessibility in content; this way, students who come to the class with different cultural backgrounds, personalities, social supports, and learning differences can approach the course with confidence.

As listed in the MOE and MOI sections, there will be forms of evaluation and instruction that encourage students to consider what it means to produce content for clients that have perspectives different from their own, and opportunities for students to engage with their peers' perspectives in reference to target audiences and demographic factors. As an example, the Writing Assignment asks students to keep a rolling production journal that chronicles their journey and their work with their peers. This promotes self awareness and helps illuminate how different types of people work differently in the creative process using race, sexual orientation, and beliefs as creative motivation in their decision-making.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will primarily engage with one another through the content they create throughout the class as a means of solidifying content creation as an expression of self (COR 1.A). Placing students in production teams with other students will reinforce teamwork

so a cohesive project can be produced (COR 5.). Students will discuss their peers' work, processes, and results through critique format to motivate collaborative interactions that aid in understanding the artist/peer perspective through their produced work (COR 4.f).

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS discussion forums and/or in-class, the instructor will participate in class discussions asking students to apply technical/creative concepts, challenge/clarify creative bias, pose questions/critiques, and/or encourage students to think beyond base processes and incorporate passions, views, and concerns into the work they produce.

Explain how the course will incorporate student-to-content interaction.

To learn client production and related concepts/technical requirements, students will engage with face-to-face lectures and hands-on studio time to provide practical experience. In addition, students will reference accessible and ADA compliant materials such as recorded and written lecture materials, illustrative images, accessible video or audio lectures, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc) through the CMS.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Creative design is remarkably preference-based, in that, the infinite realm of creative choices provides constant opportunities for students to make self-guided decisions and alterations in their designs to make content that both represents their own perspectives and the perspectives of the clients they represent. This unique aspect promotes flexible thinking, interpretation skills, deductive reasoning, and learning to navigate the broad process or creating content for someone other than yourself. Through discussions and assignments delivered through the course CMS, students are asked to retain/reuse knowledge of prior classes in ways that are new and that solve new problems. Through the analysis of various clients and client scenarios, students explore connections between video production and various social, racial, and/or economic contexts.

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