



CEP-966: PRINCIPLES OF DIGITAL COMMUNICATION 2

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

CEP - Career Enhancement Program

Course Number

966

Course Title

Principles of Digital Communication 2

Short Title

Principles of Digital Comm 2

Credit Status (CB 04)

N - Noncredit

Non-Credit Hours**Minimum Contact Hours**

24

Maximum Contact Hours

54

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

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 course will focus on advanced file management, navigation techniques, and enhanced use of Photoshop. Students will explore digital communication methods, basic audio and web production software, and develop career and educational planning strategies.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

CEP-965 with a grade of P.

Codes

TOP Code (CB 03)

0614.00* - *Digital Media

CIP Code

50.0102 - Digital Arts.

Repeatability Code

Yes

Number of times course can be repeated

Unlimited

Reason for Repeatable

Non-credit

Minimum Qualifications

Minimum Qualifications	And/Or
Media Production	Or
Multimedia	End

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze the evolution of digital media and its impact on diverse communities, examining how representation influences societal perceptions.
2. Assess various career opportunities and industry trends within digital media.
3. Design persuasive digital communication strategies for targeted audiences.
4. Produce digital graphics, audio, and web content using advanced production tools and techniques.
5. Evaluate the ethical use of media, respecting copyright laws and promoting accessible, diverse visual and audio representation.
6. Create advanced file management techniques to organize, edit, and archive digital media assets effectively.
7. Construct a digital media project that integrates audio, visual, and web elements while demonstrating an understanding of inclusive design principles.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will apply ethical considerations when creating and sharing digital content.
2. Students will create digital communication projects for specific audiences.
3. Students will use graphic, audio, and web production tools to produce media content.
4. Students will organize and manage digital media files effectively.
5. Students will develop a digital media project that combines audio, visual, and web elements.
6. Students will evaluate the impact of various digital communication tools on message effectiveness.

Content

Non-Credit Content

1. Advanced Digital Media Concepts
 - a. Evolution of Digital Media
 - i. Historical and Contemporary Perspectives
 - ii. Impact of Digital Media on Diverse Communities
 - iii. Ethical Considerations in Media Representation
 - b. Industry Overview and Trends
 - i. Careers in Digital Media
 - ii. Representation in Media Industries
 - c. Asset Organization and Management
 - i. File Strategies for Various Media Types
 - ii. Inclusive Design Principles
2. Communicating through Digital Media
 - a. Purpose and Audience Analysis
 - i. Identifying Diverse Audiences
 - ii. Respecting Audience
 - iii. Culturally Responsive Communication Strategies
 - b. Imagery and Representation
 - i. Analyzing Stereotypes and Bias in Media
 - ii. Inclusive Visual Storytelling Techniques
 - c. Persuasion and Objectivity
 - i. Crafting Persuasive Messages that Respect Diverse Perspectives
 - ii. Avoiding Bias and Maintaining Objectivity
 - d. Scriptwriting and Narrative Development
 - i. Writing for Diverse Voices and Experiences
 - ii. Using Inclusive Language and Avoiding Harmful Tropes
3. Advanced Image Production
 - a. Creating, Saving, and Managing Files
 - i. File Formats For Various Accessibility Needs
 - b. Mastery of Selection, Painting, and Drawing Tools
 - i. Exploring Diverse Artistic Styles and Cultural Influences
 - c. Filtering and Layering for Dynamic Visuals
 - i. Creating Accessible Visuals that Consider Colorblindness and Contrast
4. Ethical Use of Images
 - a. Resolution, File Size, and Digital Optimization
 - b. Sourcing and Citing Images
 - i. Respecting Copyright and Ethical Image Usage
 - ii. Understanding Creative Commons and Diverse Contributions
5. Introduction to Advanced Digital Media Types
 - a. Audio Production Techniques
 - i. Creating Accessible Audio Content (e.g., transcripts, captions)
 - ii. Software and Methods for Inclusive Audio Storytelling
 - b. Web Production Techniques

- i. Designing Inclusive, Accessible Websites
 - ii. Integrating Multilingual and Culturally Relevant Content
- 6. Career Planning, Opportunities and Employment
 - a. Industry Opportunities and Networking
 - b. Developing Marketable Skills and Qualifications
 - i. Emphasizing Cultural Competence
 - ii. Inclusive Communication
 - c. Employment Application Skills
 - d. Preparing for Interviews
 - e. Educational Pathways: Degrees and Certifications

Methods of Instruction

Method

Lab Activities

Integration

Lab activities allow students to directly apply their theoretical concepts to practical tasks in a hands on way. An example is the production of audio content such as a podcast or audio story while working on audio production techniques. Lab activities will adhere to all accessibility standards.

DE Adaptations for MOI

Lab activities can be accessed by students through the CMS or accessible video conferencing software. Students can turn in their work through the CMS for feedback.

Method

Lecture

Integration

Lecture will be used to give an overview of essential concepts, theories and industry trends. Instructors can introduce key concepts, contextualized course content and offer insights into the historical and contemporary developments in digital media, which students can later apply to hands on practice and assignments. Lecture will adhere to all accessibility standards.

DE Adaptations for MOI

Students can access lectures posted by the instructor through the CMS. They can ask questions using the CMS tools or during synchronous sessions via accessible video conferencing software in real-time.

Method

Observation and Demonstration

Integration

Observation and Demonstration can allow students to witness and understand the practical application of complex concepts and techniques. One example would be the instructor demonstrating how to layer images, adjusting contrast for accessibility, such as colorblindness, and ethical image sourcing techniques. Observation and Demonstration will adhere to all accessibility standards.

DE Adaptations for MOI

Students can access accessible pre-recorded video tutorials, live-streamed sessions and interactive screen sharing through accessible video conferencing software or through the CMS.

Methods of Evaluation

Method

Class Work

Integration

Classwork can be used to evaluate the students understanding of the course content through practical application. An example of this would be for the student to create a persuasive message that respects diverse perspectives. This may be a social media post that communicates a message on a social issue, while avoiding bias and maintain objectivity. Class work will adhere to all accessibility standards.

DE Adaptations for MOE

Students can access classwork through the CMS once it is posted by the instructor. The student can complete the classwork and then submit it using CMS tools to the instructor. The instructor will provide feedback within a week of submission.

Method

Exams/Tests

Integration

Exams/Tests can be used to assess students understanding of key concepts, their ability to apply theoretical knowledge to real work situation and their mastery of technical skills. An example would be questions on the students understanding of ethical considerations in media representations, inclusive language or persuasion and objectivity to a specific digital media project or problem. Exams/Tests will adhere to all accessibility standards.

DE Adaptations for MOE

Exams and tests can be accessed and submitted through the CMS. Feedback can be provided either during the exam/test or after completion, depending on how it is set up using CMS tools. Any individualized feedback will be given by the instructor within a week of submission, either privately or through CMS tools.

Method

Projects

Integration

Projects can be used to evaluate the students understanding of web production tools, their ability to integrate accessibility features and their approach to crafting content that resonates with a diverse audience. An example of this would be the design and development of an accessible website. Projects will adhere to all accessibility standards.

DE Adaptations for MOE

Projects can be posted by the instructor to the CMS and students can access and submit their project through the CMS or using CMS tools. Feedback can be provided within a week of submission.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the following article, "Digital Media Ethics" by Stephen J.A. Ward <https://ethics.journalism.wisc.edu/resources/digital-media-ethics/>

Answer the following questions to help you reflect on your reading.

1. What is the role of ethics in a world of multi-media, global journalism?

2. Who qualifies as a journalist in the digital age?
3. What are the ethical guidelines for anonymity in digital media?
4. How should newsrooms handle speed, rumors, and corrections in digital media?
5. How should ethics apply to citizen journalism and user-generated content?

How assignment will be adapted in online format

Students can access the assignment posted by the instructor through the CMS. The student can also post their completed assignment through the CMS using CMS tools. Instructor feedback will be provided within a week of submission.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Read the article, "What Is Digital Accessibility? Best Practices and Guidelines" <https://support.webservices.ufhealth.org/social/social-media-accessibility/what-is-digital-accessibility/>

Answer the following questions based on the article about digital accessibility:

1. Provide a brief explanation of digital accessibility and its significance for users with disabilities.
2. Mention at least two laws and explain their role in ensuring accessibility.
3. Define WCAG 2.0 and describe how it supports content creators and programmers.
4. What is assistive technology, and how does it help people with disabilities? Provide two examples of assistive technology.
5. Define captions and discuss the two types mentioned in the article. Explain how they contribute to making content accessible.
6. Define plain language and explain its importance in making content accessible for all users.
7. Describe the function of screen readers and list two examples of software that provide this functionality.

Once you have answered all of the questions, ensure your responses are clear and concise, demonstrating your understanding of digital accessibility concepts and practices.

How assignment will be adapted in online format

Students can access the assignment posted by the instructor and submit their assignment through the CMS or using CMS tools. Instructor feedback will be provided through one of the CMS tools within a week of submission.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Demonstrate your ability to use these tools effectively to create and refine digital designs.

Instructions:

Preparation:

- Open a digital communication software such as Adobe Photoshop, Illustrator, or any similar program with selection, painting, and drawing tools.
- Have a blank canvas of at least 1080x1080 pixels prepared for your work.

Part 1: Selection Tool Mastery

- Objective: Use selection tools to isolate specific parts of an image.
- Select an image or create a simple design using your chosen software.
- Demonstrate the use of Marquee Tool, Lasso Tool, and Quick Selection Tool to isolate and manipulate a specific area of your design.
- Example: Use the Lasso Tool to select and cut out a shape or object from your image, and then move or apply effects to it separately.
- Deliverable: Provide a screenshot or screen recording of the process of selecting an object, adjusting it, and explaining your tool choice.

Part 2: Painting Tool Mastery

- Objective: Use digital painting tools to add colors, textures, and effects.
- Use the Brush Tool, Paint Bucket Tool, and Gradient Tool to enhance your design.
- Add elements like a gradient background or textures to your image. Demonstrate how to adjust the brush size, hardness, and opacity to create different artistic effects.
- Example: Create a background with a gradient using the Gradient Tool, then add texture using custom brushes or the Paint Bucket Tool.
- Deliverable: Provide a screenshot or screen recording of the painting process, showing how you applied different painting techniques to your design.

Part 3: Drawing Tool Mastery

- Objective: Create original shapes and lines using drawing tools.
 - Use the Pen Tool, Shape Tool, and Freehand Drawing Tool to draw basic shapes and intricate designs.
 - Create a design that incorporates straight lines, curves, and custom paths using the Pen Tool.
 - Example: Draw a logo, abstract shapes, or even a simple character using the Pen Tool for the outline and Shape Tool for geometric forms.
 - Deliverable: Provide a screenshot or screen recording of the drawing process, highlighting the use of the Pen and Shape tools to create specific components of the design.
- Evaluation Criteria:
- Effective Use of Tools: The ability to use selection, painting, and drawing tools accurately and creatively.
 - Design Cohesion: How well the elements (selected, painted, and drawn) come together to create a professional-looking design.
 - Technical Execution: Mastery of the software's features, including layer management, tool adjustments, and the precision of selections and drawings.
 - Clarity and Communication: Clear explanation of the process in the video, including tool selection and reasoning behind design choices.

How assignment will be adapted in online format

Students can access the assignment posted by the instructor and submit their assignment through the CMS or using CMS tools. Instructor feedback will be provided through one of the CMS tools within a week of submission.

Course Materials

Textbooks

Chavez, C. (2025) Adobe Photoshop Classroom in a Book Adobe Press ISBN: 978-0135376324
Chavez, C. and Faulkner, A. (2020). Adobe Photoshop Classroom in a Book Adobe Press. ISBN 9780136904731

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

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

This course emphasizes the importance of representation in digital media, encouraging students to explore how various communities are portrayed in media and how these representations influence societal perceptions. By analyzing diverse media examples, students gain insight into the power of representation and learn how biased or stereotypical portrayals can shape public attitudes. They are also taught how to create content that reflects authentic, inclusive perspectives, ensuring that all communities are represented fairly and accurately. Ethical considerations are a core aspect of the course, particularly in regard to respecting copyright laws and promoting diversity in visual and audio content. Students are encouraged to create media that is accessible to a broad audience, including those with disabilities and individuals from underrepresented backgrounds. In their digital media projects, students apply inclusive design principles, creating content that is sensitive to the diversity of their target audience. This involves considering cultural sensitivities, language differences, and other factors that contribute to making media accessible and engaging for everyone.

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

In this course assignments are designed to be flexible and allow for a variety of approaches, enabling students to leverage their unique perspectives and experiences. For example, when creating digital media projects, students are encouraged to focus on topics or issues that resonate with their own identities and communities. This approach helps students feel more engaged and empowered while promoting a deeper understanding of how digital communication strategies can be tailored to diverse audiences. Instruction in the course is delivered using a variety of methods to accommodate different learning styles and needs. This includes visual aids, hands-on activities, group discussions, and individual feedback, ensuring that students with varying learning preferences are supported. Instructors emphasize inclusive language and culturally relevant examples throughout the course to ensure that all students feel seen and heard. Evaluation is designed to be fair and transparent, with a focus on individual growth and mastery of course objectives rather than comparison to others. Course content is intentionally curated to reflect diverse voices and perspectives. Texts, case studies, and accessible multimedia resources cover a wide range of topics that explore the intersection of digital media with various social, cultural, and political issues. This ensures that students are exposed to diverse viewpoints and learn to critically evaluate the role of digital media in shaping societal attitudes. Content is also designed to be culturally responsive, making sure it is relevant and respectful to all learners, while encouraging them to reflect on their own experiences and perspectives. Interactions between students and instructors, as well as among peers, are structured to foster inclusivity and mutual respect. Collaborative activities, group discussions, and peer reviews provide opportunities for students to engage with and learn from one another's diverse experiences and viewpoints. Instructors facilitate a supportive environment where students feel comfortable sharing their ideas and challenging assumptions. By promoting open communication and encouraging active listening, the course creates a space where every learner feels valued and respected.

Interactions

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

Student-to-student interaction is integrated into the course through collaborative assignments, group discussions, and peer review activities that foster the exchange of ideas, enhance critical thinking, and support the development of communication skills. Group projects allow students to collaborate on creating digital media content, conducting research, or addressing contemporary challenges in the digital media landscape. These projects encourage students to pool their diverse skills and perspectives, fostering teamwork and helping them appreciate the value of working with others who may have different backgrounds and experiences. Structured discussion activities are designed to facilitate meaningful conversations about key topics in digital communication, such as media ethics, representation, and audience engagement. These discussions encourage students to share their personal perspectives on how digital media impacts their communities and society at large, while also promoting an understanding of the importance of inclusivity and diversity in media representation.

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

Instructor-to-student interaction in this course is structured to provide continuous guidance, personalized support, and meaningful feedback that promote student growth and active engagement. The instructor plays an active role in course discussions, offering expert insights that connect digital communication concepts to practical, real-world scenarios. This approach not only enhances student learning but also creates a dynamic and inclusive classroom environment where diverse perspectives are valued. The instructor is readily available through various communication channels, such as virtual office hours, email, and course forums, allowing students to reach out for clarification, share challenges, and receive tailored advice to support their learning journey. The instructor's responsiveness and encouragement help students develop both their technical and interpersonal skills, reinforcing the importance of creating digital media that is inclusive, ethical, and culturally competent. Through these interactions, students are not only supported in mastering course content but are also inspired to think critically about the role of digital communication in shaping diverse, inclusive narratives in the media landscape.

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

Student-to-content interaction in this course is designed to actively engage students with course materials, ensuring that they not only absorb key concepts but also critically evaluate and apply them. The course content is presented through various engaging formats, including interactive accessible multimedia elements such as accessible videos, readings, and demonstrations, which cater to different learning preferences. These resources are designed to be accessible and inclusive, ensuring that all students can interact with the material in ways that are both effective and meaningful. To promote active learning, the course includes practical exercises, such as digital content creation and analysis, that allow students to directly apply what they have learned. For example, when studying the principles of effective digital communication, students may be tasked with creating a short video campaign or social media post that incorporates principles of inclusivity, ethical messaging, and audience engagement. These assignments not only reinforce theoretical knowledge but also encourage students to think critically about how digital media can shape perceptions and communicate messages to diverse audiences.

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

Student-to-self interaction, or metacognitive engagement, is a central component of this course, helping students reflect on their learning processes, recognize their strengths, and identify areas for growth. Throughout the course, students are encouraged to regularly assess their understanding of key concepts and evaluate their progress. After completing assignments such as creating digital media content, analyzing case studies, or designing communication strategies, students will be prompted to engage in reflective journaling or self-assessment activities. For example, after designing a digital campaign or producing a multimedia project, students will reflect on the creative choices they made, such as how they incorporated inclusivity, ethical standards, and diverse perspectives into their work. These reflective exercises provide students with the opportunity to evaluate their problem-solving strategies, consider how they navigated challenges in media creation, and identify areas where they could improve, such as refining their technical skills or applying a more critical lens to issues of representation. By fostering metacognitive engagement, the course not only enhances students' technical skills but also supports their ability to think critically about their learning processes, ensuring that they continually refine their approach to digital communication and media production.