Course Outline

COURSE: CSIS 107  DIVISION: 50  ALSO LISTED AS: DM 107

TERM EFFECTIVE: Spring 2015  CURRICULUM APPROVAL DATE: 10/13/2014

SHORT TITLE: DM DESIGN

LONG TITLE: Digital Media Design

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<tr>
<td>3</td>
<td>18</td>
<td>Lecture: 2</td>
<td></td>
<td>36</td>
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<tr>
<td></td>
<td></td>
<td>Lab: 3</td>
<td></td>
<td>54</td>
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<td></td>
<td>Total: 5</td>
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COURSE DESCRIPTION:

Design for visual, time-based, and interactive media and print documents. Focuses on graphic/visual design, but also includes basic storytelling, information architecture, and human experience design. Applicable to the design and development of business presentations, print products, interactive media, educational multimedia, animation, websites, video games, and film/video. This course has the option of a letter grade or pass/no pass. Also listed as CSIS 107. ADVISORY: CSIS 1 or CSIS 2/2L or equivalent computer experience.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade
P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
03 - Lecture/Laboratory
04 - Laboratory/Studio/Activity
05 - Hybrid
STUDENT LEARNING OUTCOMES:

1. Students critically analyze graphic layouts in terms of symmetry, passive and negative space, use of shapes and lines, and color theory, then synthesize their own example.
   Measure: Project
   PLO: 1
   ILO: 2, 3, 5
   GE-LO:
   Year assessed or anticipated year of assessment: 2015

2. Students will be able to critically analyze digital media from a story perspective and discuss the results.
   Measure: Class discussion and written exam
   PLO: 1
   ILO: 1, 2, 3
   GE-LO:
   Year assessed or anticipated year of assessment: 2015

3. Students will take an idea and synthesize a story, write a short script, and construct a storyboard to be used for a short animation, film, interactive media, or video game.
   Measure: Project
   PLO: 1
   ILO: 2, 3, 5
   GE-LO:
   Year assessed or anticipated year of assessment: 2015

4. Student will critically analyze an interactive game, web site, or other interactive media and construct a flow chart of their findings.
   Measure: Project
   PLO: 1
   ILO: 2, 3, 5
   GE-LO:
   Year assessed or anticipated year of assessment: 2015

5. Students will determine meaning in a variety of digital media and explain their results in an oral report and lead a discussion with the class.
   Measure: Oral report
   PLO: 2
   ILO: 2, 5, 4
   GE-LO:
   Year assessed or anticipated year of assessment: 2015

6. Student will create a Graphic User Interface and test its user experience.
   Measure: Project with report.
   PLO: 1
   ILO: 1, 2, 3
   GE-LO:
   Year assessed or anticipated year of assessment: 2015
7. Student will explain their emotions that result while watching a film/video, playing a video game, surfing the web, or using educational software.
Measure: Oral report.
PLO: 2
ILO: 1, 2, 6
GE-LO:
Year assessed or anticipated year of assessment: 2015

8. Student will be able to critically analyze a written story and determine will condense its information for use in a web page, business presentation, or interactive educational media.
Measure: written exam
PLO: 1
ILO: 1, 2
GE-LO:
Year assessed or anticipated year of assessment: 2015

9. Students will be able to construct a business presentation using principles of graphic design, time-based media for enhancement, and concise and perfectly spelled wording.
Measure: Project
PLO: 3
ILO: 1, 2, 3, 5
GE-LO:
Year assessed or anticipated year of assessment: 2015

PROGRAM LEARNING OUTCOMES:
1. Core:
Students will analyze the relationship of aesthetics, content, user needs and/or interactivity of projects suitable for implementing and using digital media in order to synthesize a design, produce development guidelines incorporating techniques such as storyboards and flow charts and render their design using good design principles and contemporary digital technology.

2. Core:
be able to perform and communicate ideas within a team environment and contribute significant work related to their option area of study.

3. Option:
After completing this degree option or Certificate of Achievement, a student will demonstrate an ability to use Digital Media technology and concepts to design, produce, and integrate aesthetically pleasing 2D/3D visual and animated material for film, video, web pages, CD/DVDs, video games or digital print.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 10/13/2014
WEEK 1-2 11 HOURS
Lab assignment: Design a visual with a message using just lines.
Student Performance Objectives: Students will be able to explain what visual, motion, and sound designs
means and describe its importance in digital media. They will be able
to explain the concept of design with the target audience in mind. They
will be able to discuss the very basic aesthetics principles of graphic
designs and photos.

Homework: Bring in a print advertisement that looks good to you and another that
touches you in some way, so that they can be discussed in class. Read
chapters on visual design.

WEEK 3-4     11 HOURS
Alignment of elements and simple rules. Difference between lines and
shapes. Shapes as filled or thickened lines. Designing with color. The
notion of alignment, repetition, proximity, and contrast in visual
design.
Lab assignment: Draw a piece of art with 3 lines. Extend the lines into
a shape to create another piece. Add color to this assignment.
Students will explain the concepts of alignment, repetition, and
proximity. They will be able to arrange lines and shapes in an
interesting and artistic way.

Homework: Read chapters on the use of lines and shapes in art. Research the WWW
and bring in URLs that are good examples of alignment, repetition,
contrast, and proximity.

WEEK 5-6     11 HOURS
Introduction to color theory, text and typography rules. Applying the
principles of visual design to special cases such as print, web, icons,
and screen display. Design refinement.
Lab Assignment: Format given text according to good design principles.
Sketch a design of a page for web, print, and screen with provided text
and graphic elements. Choose fonts that adhere to design rules.
Student will design a page for computer screen, Phone devices, and print using
good graphic design principles. They will also be able to discuss color
theory and use general rules for text formatting and typography.

Homework: Read chapters on color theory, 3D form, typography and text
layout/formatting. Design a layout in color using provided shape.

WEEK 7-8     11 HOURS
Discussion of moving images and motion graphics. The concept of spatial
and temporal design and quality. Discuss the notion of focus and
rhythm. Show transitions used for video and animation. Explain story
forms, scripting, and storyboarding and their application to digital
media design and production.
Lab assignment: Design a 2D animated splash screen using given text and
graphic elements. Arrange video clips according to given storyboard and
note transitions.
From a storyboard, students will be able to construct a video sequence
with good rhythm. They will be able to describe key points in a script
and be able to construct a storyboard of their own. They will be able
to design a splash screen using given text and graphic elements.

Homework: Read handouts and chapter on time-based art. Conceive and write a
little story, note key points of the script, and construct a simple
storyboard. Study for midterm exam.
WEEK 9-10     11 HOURS
Mid-term exam. Definition of sound design. Sound as aesthetic information. The importance and use of sound in video, animation, and multimedia including the web. Sound as an expression of emotion. The importance of timing and rhythm. The musical elements of timbre, rhythm, pitch, and loudness. Music vs. sound effects. The concepts of anticipation, surprise, and resolve.
Lab assignment: Using the computer, record found sounds and gather music clips. Arrange the clips in an order that tells a story and leads a listener through an emotional experience.
Students will be able to construct an audio story from found music and sound effects. They will be able to describe sound and music as aesthetic information. They will be able to understand anticipation, surprise, and resolve and be able to use these concepts in sound designing.
Homework: Read chapter or handouts on sound design. Bring 3 pieces of music that convey different emotions. Capture or be able to describe 3 sounds representative of startle, fright, and relief or relaxation.

WEEK 11-12     11 HOURS
The integration of visuals and sound. The timing of sound effects.
Setting a mood with background music. Highlighting the visual impact using the musical elements of timbre, rhythm, pitch, and loudness. Show various examples.
Lab assignment: Add a sound track to the previous visual clip exercise to enhance its emotional impact.
Student will be able to discuss the importance of sound effects and music to enhance emotional impact in film, animation, and video. They will be able to notate storyboards to describe sounds. They will understand and be able to use the elements of pitch, loudness, rhythm, and timbre to enhance the visual experience.
Read chapter or handouts on sound design in video games, animation, and film/video. Add music and sound effect notations to storyboard constructed earlier.

WEEK 13-14     11 HOURS
Introduction to information design and interactivity. The concept of architecture. Concept of linear and nonlinear presentation. Types of hierarchy. The use of definition, specification, and flowcharts.
Cognition in interactive design.
Lab assignment: Given a set of information, arrange it on pages for display in order of importance, design a storyboard, and flow chart the hierarchy to use for presentation.
Students will be able to describe information design and its importance in interactive digital media. The will be able to analyze and describe interactive multimedia in terms of linear, nonlinear, and hierarchy.
They will be able to understand cognition and explain its importance in

METHODS OF INSTRUCTION:
Course lecture, viewings of digital media, and demonstrations. Online
studies, projects, and reading for homework. Lab component will include construction of storyboards, flow charts, writing, and graphic page layouts.

**METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:
Percent range of total grade: 20 % to 30 %
- Written Homework
- Reading Reports
- Essay Exams

Category 2 - The problem-solving assignments required:
Percent range of total grade: 10 % to 40 %
- Homework Problems
- Lab Reports
- Exams
- Other: oral reports

Category 3 - The types of skill demonstrations required:
Percent range of total grade: 30 % to 40 %
- Class Performance/s

Category 4 - The types of objective examinations used in the course:
Percent range of total grade: 20 % to 40 %
- Multiple Choice
- True/False
- Completion

**REPRESENTATIVE TEXTBOOKS:**

Required:

Other textbooks or materials to be purchased by the student:

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:
- CSU GE:
- IGETC:
- CSU TRANSFER:
  - Transferable CSU, effective 200570
- UC TRANSFER:
  - Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N
Classification: I
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: CSIS
CSU Crosswalk Course Number: 107
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: D
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000091305
Sports/Physical Education Course: N
Taxonomy of Program: 061400