

Course Outline

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

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

SHORT TITLE: DM DESIGN

LONG TITLE: Digital Media Design

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	2	36
		Lab:	3	54
		Other:	0	0
		Total:	5	90

COURSE DESCRIPTION:

Design for visual, time-based, and interactive media and print documents. Concentrates on graphic/visual design, but also includes basic storytelling, information architecture, and human experience design. Applicable to the design and development of business presentations and print products, interactive media, educational multimedia, animation, web sites, 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

Introduction to the class. Define outcomes, grading, assignments, and lab hours. Explanation of design and architecture. The importance of using good design principles for visual, motion, and sound. Show examples. Discuss applicability: print, multimedia (CDROM and DVD), film/video, video game, animation, web. Targeting an audience and conveying a message. The aesthetics of layout and photos. The Golden Triangle. Lines.

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. They 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 digital media design.

Homework: Read and study handouts on information architecture and visual display.

WEEK 15-16 11 HOURS

Special cases in interactive design: Interactive video games, Kiosks, DVD, interactive TV, and the web. Analysis of various examples from an architectural point of view including cognitive design. The use of various media (e.g., visual, motion graphics, sound, animation) to convey semantic and aesthetic information. Advanced interface design. Use of cognitive walkthroughs. Product usability testing. Preparation for the final exam.

Lab assignment: Storyboard and flow chart an interactive design for a given set of information, audience, and media. To enhance the message, incorporate icons in the design. Students will be able to discern differences in design for different types of presentations.

They will be able to analyze designs in terms of architecture and structure. They will be able to storyboard and construct an interactive project using a given set of information and a target audience. Student will demonstrate understanding of usability reports in terms of User Experience.

Homework: Read chapter on interactive media. Sample a few video games. Bring 2 well-produced examples to class and be will to describe why you think they are good. Write a short report on your usability test results.

WEEK 17 2 HOURS

Taken final exam and present final project

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:

Rose Gonnella, Christopher Navetta, Max Friedman. Design Fundamentals: Notes on Visual Elements and Principles of Composition. PeachPit Press, 2014. Or other appropriate college level text.

Other textbooks or materials to be purchased by the student:

Adventures in Experience Design, By Carolyn Chandler, Anna van Slee, Published Dec 11, 2013 by New Riders.

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: DM

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: CCC000244574

Sports/Physical Education Course: N

Taxonomy of Program: 061400