GAVILAN COLLEGE

Course Outline

Course: ART 107   Also Listed As: CSIS 107
                                                                                  DM 107

Term Effective: 200570, CURRICULUM APPROVAL DATE: 04/11/2005

Short Title: DM DESIGN

Full Title: Digital Media Design

Contact Hours/Week	Units	Number of Weeks	Total Contact Hours
Lecture: 1.5	2	17	Lecture: 25.5
Lab: 1.5			Lab: 25.5
Other: 0			Other: 0
Total: 3			Total: 51

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade
                     P - Pass/No Pass

Repeatability: N

Schedule Types: 02 Lecture and/or discussion
                     03 Lecture/Laboratory
                     04 Laboratory/Studio/Activity

Course Description:

Fundamentals of design for visual, time-based, interactive,
and sound arts as applied to digital media. Includes basic
storytelling, graphic design, information architecture, and
human factors. Page layout, scriptwriting, storyboards, and
flow charts will be used as tools applicable to the design
and development of business presentations, 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
and DM 107.
ADVISORY: CSIS 1 or CSIS 2/2L or equivalent computer
experience

11/24/2008

ARTICULATION and CERTIFICATE INFORMATION
    Associate Degree:
        GAV C1, effective 200570
    CSU GE:
    IGETC:
    CSU TRANSFER:
        Transferable CSU, effective 200570
    UC TRANSFER:
        Not Transferable

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:
1. Students critically analyze graphic layouts as to form and color
and synthesize their own.
ILO: 2, 3, 5
Measure: Project
2. Students will be able to critically analyze digital media from a
story perspective and discuss the results.
ILO: 1, 2, 3
Measure: Class discussion and written exam
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.
ILO: 2, 3, 5
Measure: Project
4. Students will critically analyze an interactive game, web site,
or other interactive media and construct a flow chart of their
findings.
ILO: 2, 3, 5
Measure: Project
5. Students will be able to analyze the aesthetics and meaning of a
variety of digital media and explain their results in an oral report
and lead a discussion with the class.
ILO: 2, 5, 4
Measure: Oral report
6. Students will be able to describe the motions and keystrokes in a
GUI.
ILO: 1, 2, 3
Measure: report
7. Students will synthesize a GUI.
ILO: 1, 2, 3
Measure: Project
8. Students will be able to explain the emotions that result while
watching a film/video, playing a video game, surfing the web, or using
educational software.
ILO: 1, 2, 6
Measure: Oral report
9. Students will be able to discuss the notion of 'human factors' in
digital media.
ILO: 1, 2, 3
Measure: Oral report, exam.
10. Students will be able to critically analyze a written story and

determine how to condense its information for use in a web page, business presentation, or interactive educational media
ILO: 1, 2
Measure: written exam
11. Students will be able to construct a business presentation using good graphic design principles, time-based media for enhancement, and concise wording.
ILO: 1, 2, 3, 5
Measure: Project

TOPICS AND SCOPE:
Curriculum Approval Date: 04/11/2005
WEEK 1-2   6 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. 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.
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 basic visual design.
WEEK 3-4   6 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.
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   6 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 be able to design a page for screen, web, 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.
Read chapters on color theory, 3D form, typography and text layout/formatting. Design a layout in color using provided shape.
WEEK 7-8   6 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.

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 mid term exam.

WEEK 9-10   6 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 the found sounds and 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.

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. Lab assignment: Using the computer, record the found sounds and music clips. Arrange the clips in an order that tells a story and leads a listener through an emotional experience.

WEEK 11-12   6 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   6 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 digital media design.

Read and study handouts on information architecture and visual display

WEEK 15-16   6 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.

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.

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.

WEEK 17   3 HOURS

Advanced interface design. Use of cognitive walkthroughs. Product usability testing. Preparation for the final exam.

Lab assignment: Finish the project from last class. Exchange projects with other students and perform a usability test. Perform a cognitive walk through of their storyboard. Write a short report.

Students will be able to understand how to design a useful user interface for an interactive digital media project. They will be able to perform a usability test and write a coherent report of results.

They will be able to analyze an interactive project in terms of cognition.

Read the chapter on user interface design. Study for final exam.

WEEK 18   2 HOURS

Take final exam and present final project

ASSIGNMENTS:

See content section of course outline.

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:

The types of writing assignments required:

Written homework

Reading reports

Essay exams

The problem-solving assignments required:

Homework problems

Field work
Exams
Other: Oral reports
The types of skill demonstrations required:
Class performance
The types of objective examinations used in the course:
Multiple choice
True/false
Completion
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 20% - 30%
Problem-solving demonstrations: 10% - 40%
Skill demonstrations: 30% - 40%
Objective examinations: 20% - 40%
Other methods of evaluation: 0% -   0%

REPRESENTATIVE TEXTBOOKS:
Lon Barfield, "Design for New Media," 2004, Pearson Education and/or
Robin Williams, "The Non Designers Design Book," 1994, PeachPit Press,
or other appropriate college level text.
Reading level of text: 12+ grade. Verified by: R. Beede
Other Materials Required to be Purchased by the Student: Flash memory,
ZIP disk, CD Rs, and/or DVD-Rs.

SUPPLEMENTAL DATA:
Basic Skills:
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
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: ART 107
Sports/Physical Education Course: N
Taxonomy of Program: 061400