Reedley College
Proposed Course Modification

Course # / Title **ART 41: Computerized Multi-media**

CHECK OFF SHEET

PRELIMINARY STEPS. Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

☐ 1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).

☐ 2. List term for implementation of modifications:
X Fall 2010 ☐ Spring _____ ☐ Summer _____

☐ 3. Check one:
Do not complete Fresno City College course alignment page if:
X No similar course or program at FCC.
_____ Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:
_____ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
_____ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

☐ 4. Changes sought in the following:

CSU General Education Code	Yes _____	No X
Transfer Baccalaureate List	Yes _____	No X

If yes to either, schedule an appointment with the Articulation Officer

☐ 5. Changes sought in number of repeats for credit:

_____ Yes
X No

If yes, secure a **Course Repetition** form from the Curriculum Office.

PROPOSED COURSE MODIFICATION FORM

☐ Appropriate sections of Course Outline of Record completed.

FINAL steps (Do after completing Course Outline of Record)

☐ 1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.

☐ 2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.

_____ Yes _____ No

If yes, complete **Program Description Form** before submitting modification.

☐ 3. Final Check. All items above have been completed and checked off before modification is submitted.

Reedley College
PROPOSED COURSE MODIFICATION

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

OUTLINE. Please fill in current existing course number, title, and units for course to be modified.

Department Fine Arts and Social Sciences Course No. ART 41

Course Title Computerized Multi-media Units 3.0

Effective Date Fall 2010

A. PROPOSED CHANGES.
(Indicate below all proposed changes to be made in the course outline.)

I. Cover Page

____ 1. Course ID
____ 2. Course Title
____ 3. Units
____ 4. Lecture/Lab Hours
____ 5. Grading Basis
____ 6. Entrance Skills: Basic Skills Prerequisites/Advisories
____ 7. Subject Prerequisites/Corequisites/Advisories
____ 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills)
____ 9. General Education Pattern, Graduation Requirement, and Major Category
____ 10. General Education Pattern/Baccalaureate (CSU)
____ 11. Repeatability
____ 12. Catalog Description

Other pages

____ II. Course Outcomes
____ III. Course Objectives
____ IV. Course Content Outline
__X__ V. Approved Readings
____ VI. Methods of Grading
____ VII. Levels of Educational Materials

Additional Pages (optional depending on course)

____ Request for Repeatability/Limitation on Enrollment

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II.	See outline. Changes are highlighted.	See outline.	Consolidation of Student Learning Outcomes.

(Additional sheets may be attached if necessary.)

C. EXPLANATIONS. If course modification results in changes in the program which will require use of the program description form, please give rationale.

Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, <u>also attach the new first page</u>. <u>If other pages of the outline are being modified, please attach the complete new outline</u>.

Reedley College

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: ART 41: Computerized Multi-media

Course Title: Computerized Multi-media

Effective Date: Fall 2010

1. Submitted By: Janice Ledgerwood **Date:** 03/12/10

2. Reviewed by Department: Janice Ledgerwood **Date:** 03/12/10
Department Chair's Signature
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: _____ **Date:** _____
Dean's Signature

4. Approved by Curriculum Committee on: _____
Date

_____ _____
Curriculum Committee Chair **Date**

_____ _____
Vice President of Instruction **Date**

5. Reviewed by Articulation Officer: _____ _____
Date:

CSU GE Code submitted for articulation: _____

CREDIT COURSE OUTLINE

I. COVER PAGE

(1) Course ID: ART 41	(2) Course Title: Computerized Multi-media	(3) Units: 3.0

(4) Lecture / Lab Hours:		
Total Course Hours	Total Lec hours:	2
	Total Lab hours:	4
Lec will generate _____ hour(s) outside work		
Lab will generate _____ hour(s) outside work.		
(5)Grading Basis:	Grading scale only	
	Pass/No Pass option	X
	Pass/No Pass only	
(6)Basic Skills Prerequisites: Eligibility for ENGL 125, ENGL 126 and MATH 101		
Basic Skills Advisories: ART 37A or ART 38		
(7)Subject Prerequisites (requires C grade or better):		
Subject Corequisites:		
Subject Advisories:		

(8)Classification:	
Degree applicable:	X
Non-degree applicable:	
Pre-collegiate basic skills:	
(9)RC Fulfills AS/AA degree requirement: (area)	
General education category:	
Major: Art	
(10)CSU: Baccalaureate:	X
(11) Repeatable: (A course may be repeated three times)	3

For Office Use Only

New		Mod		Effective Date:
SAM Priority:				DATATEL ID:
Unit Code:				TOPS Code:
Reporting ID:				Date Reporting ID Assigned
Program Status:				Course LHE:
Replaced by: Date:				

(12)Catalog Description:

This course is an introduction to computer multimedia for graphic design and the visual arts. The course will introduce a multi-media authoring program used for creating interactive media such as animation and simple, interactive projects.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

A. Create a portfolio of multi-media digital artwork demonstrating a basic level proficiency in course medium addressing issues of form and content.
B. Demonstrate comprehension of the visual vocabulary of art through the creation of multi-media digital artwork.
C. Critique works of multi-media digital art.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

1. Develop a working knowledge of multimedia software and demonstrate mastery of basic techniques in: animation, sound, interactivity, transitions, film loops, behaviors, navigation, casts sprites and basic multimedia design applicable for use on the world wide web, CD ROM, presentations and interactive T.V.
2. Complete a multimedia project that includes using the above program skills and story board, research, generation of painted images, scanned images, digital camera images, video and animation.
3. Create a personal artistic multimedia statement based on integration of formal and conceptual contemporary art issues.
4. Present an interactive semester project to the class at the final critique.

IV. COURSE CONTENT OUTLINE:

I. Introduction to Computer Multimedia Concepts
   A. Navigation of computer program interface
   B. Combining graphics, sound, video and other media into the computer program
   C. Adding interactive features for the production of multimedia projects
II. Introduction to Interactive Design Concepts
   A. Digital media compositional basics
   B. Non-linear interactive design concepts
   C. Conceptual theme interactivity in digital production
III. Introduction to Specific Multimedia Skills
   A. Animated bullet lists
   B. Reversing animations
   C. Transitions, sounds, and video
   D. Adding interactivity
   E. Keyframes and layers
   F. Film loops and buttons
   G. Behaviors
   H. Custom cursors
   I. Alpha channels
   J. Sprite properties and palettes
   K. Markers and navigation
   L. Scripts
IV. Interactive Multimedia Semester Project
   A. Story boarding
   B. Research
   C. Generation of digital images using camera, scanner, and raster based painting programs
   D. Thematic organization
   E. Designing interactivity using scripts, behaviors, lingo, importing video and sound
   F. Using keyframe animation
   G. Final presentation

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

A. Sample Text Title:

- *Flash CS3 Professional 8,* Todd Perkins, ISBN 0321509838, 2008.
- *Macromedia Flash 8*, Katherine Ulrich, ISBN 0321349636, 2006.
- *Learning Processing: A Beginner's Guide to Programming Images, Animation, and Interaction*, Daniel Shiffman, ISBN 0123736021, 2008.
- *Processing: Creative Coding and Computational Art*, Ira Greenberg, ISBN 159059617X, 2007.
- *Processing for Visual Artists*, Andrew S. Glassner, IBN 059680721X, 2010.

B. Other Readings:

- As assigned.

X	Global or international materials or concepts are appropriately included in this course
	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

The multi-cultural world is examined through the language of film, filmmaking, and storytelling produced by various cultures and sub-cultures. The skills of the student to effectively produce a digital film are fostered and developed in reference to a multi-cultural world.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

A. Writing *Check either 1 or 2 below*			
	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
X	***2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.***		
	a. essay exam(s)		d. written homework
	b. term or other papers(s)		e. reading reports
	c. laboratory reports		f. other (specify)

Required assignments may include but are not limited to the following:

B. Problem Solving 1. Computational or non-computational problem-solving demonstrations, including:			
X	a. exam(s)		d. laboratory reports
X	b. quizzes		e. field work
	c. homework problems		f. other (specify)

Required assignments may include, but are not limited to the following:

1. Students will create interactive, multi-media projects which include preparing, creating, and/or importing source clips, adding transitions, mixing audio, creating titles, creating interactive hot spots or rollovers, animating a clip, and producing a final interactive multi-media project.

2. Software navigational exams will be given which require students to achieve the completion of a short interactive multi-media project by using the software without assistance. This ensures that students are able to apply necessary navigational trial-and-error process skills in solving step-by-step problems.

3. Written tests and quizzes are given.

C. Skill demonstrations, including:			
X	a. class performance(s)		c. performance exam(s)
	b. field work	X	d. other (specify)

Required assignments may include, but are not limited to the following:

1. Demonstration of effective use of interactive compositional skills occur during daily lab practice with the manipulation of animation, digital images, and sound.

2. Computer performance exams measure students' skill mastery.

3. Group critique sessions offer students a model and practice of effective use of vocabulary in the analysis of multi-media works of art.

4. Daily classroom assignments address skill development in interactive multi-media software use and basic computer concepts.

D. Objective examinations, including:			
X	a. multiple choice	X	d. completion
X	b. true/false	X	e. other (specify)
X	c. matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

30% Quizzes and tests
40% Tutorials, projects, assignments
30% Interactive projects

FOR DEGREE APPLICABLE COURSES

Course ID: ART 41 Course Title: Computerized Multi-media

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	Yes	No
Textbook	X	
Reference materials	X	
Instructor-prepared materials	X	
Audio-visual materials	X	

Indicate method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	
Used grading provided by publisher	
Other: (please explain; relate to Skills Levels)	

Computation Level (Eligible for MATH 101 level or higher where applicable)		
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	X	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	X	
Requires independent thought and study	X	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	X	

List of Reading/Educational Materials

- *Flash Professional 8*, James Gonzales, ISBN 0321293886, 2006
- *Macromedia Flash 8*, Katherine Ulrich, ISBN 0321349636, 2006
- *Learning Processing*, Daniel Shiffman, ISBN 0123736021, 2008

Comments:

	This course requires special or additional library materials (list attached).
X	This course requires special facilities: Computer Lab

FORM A

TARGET COURSE **ART 41** (Number) **Computerized Multi-media** (Title)

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Math Skills (eligibility for Math 101) (as outcomes for Math 250) X Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions. X Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process. X Applying the concepts listed above to proportions, percents, simple interest, markup and discount. X Applying the operations of integers in solving simple equations. X Converting between the metric and English measurement systems	1. Ability to understand and calculate file sizes for use in scanning and printing. 2. Ability to relate measurements and percentages to megabytes and pixels per inch. 3. Ability to calculate relative proportions of various images to one another.
Reading Skills (eligibility for English 126) (as outcomes for English 262) X Using phonetic, structural, contextual, and dictionary skills to attack and understand words. X Applying word analysis skills to reading in context. X Using adequate basic functional vocabulary skills. X Using textbook study skills and outlining skills. X Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	1. Ability to comprehend the material in college level tutorial text. 2. Ability to understand technical terms and their use. 3. Ability to interpret written directions into visual applications.
Writing Skills (eligibility for English 125) (as outcomes for English 252) X Writing complete English sentences and avoiding errors most of the time. X Using the conventions of English writing: capitalization, punctuation, spelling, etc. X Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs. X Expanding and developing basic sentence structure with appropriate modification. X Combining sentences using coordination, subordination, and phrases. X Expressing the writer's ideas in short personal papers utilizing the writing process in their development.	1. Ability to write college level reports. 2. Ability to express in writing information learned from lectures and tutorials. 3. Ability to relate computer information and terms into written form.

Check the appropriate spaces.

_____ Eligibility for Math 101 is **advisory** for the target course.

_____ Eligibility for English 126 is **advisory** for the target course.

_____ Eligibility for English 125 is **advisory** for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

Content review completed by Janice Ledgerwood Date 03/12/10

FORM B

TARGET COURSE **ART 41** (Number) **Computerized Multi-media** (Title)

CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

COLUMN 1: Concepts, Skills, Kinds of Knowledge	**COLUMN 2**: Specifically how this is necessary in the target course
(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.) **Name of prerequisite or advisory course:** ART 37 Concepts, skills, etc. (List these.) 1. Introduction to the computer, knowledge and understanding of navigating, file management (resolution and file size), saving 2. Discuss basic concepts of computer imaging: A. Visual elements and principles of design B. Applications of computer technology 3. Demonstrate an understanding of bitmap and vector images 4. Demonstrate understanding of image composition as a process involving idea (planning and technique), skill and evaluation	1. Multimedia projects in ART 41 are of a more advanced nature and build upon principles taught in ART 37A. 2. New vocabulary and concepts introduced in ART 41 reinforce and develop further the foundational understanding of the 2D software program taught in ART 37A. 3. Multimedia computer graphics involved the integration and proper use of bitmap or vector images. 4. Multimedia graphics composition involves integration of two-dimensional images, planning overall presentation and ability to expand two-dimensional images into animation and non-linear interactive productions.

If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.

Advisory course(s): _____

Content review completed by _____ 03/12/10
Signature(s) Janice Ledgerwood — Date

Vice President of Instruction's Signature _____ _____
Date

Please forward this completed form to the Curriculum Committee.

FORM C

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of ***at least one*** of the **seven** kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. **Kinds of justification that may establish a prerequisite are listed below.**

The target course **ART 41** (Number) **Computerized Multi-media** (Title)

The ***proposed*** requisite course **ART 37a** (Number) **Computerized Digital Art (Photoshop)** (Title)

Check one of the following that apply. Documentation may be attached.

1._____ The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:

2._____ The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.

3._____ The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.

4._____ The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.

5._____ Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
Justification: Cite the statistical evidence from the research.

6._____ The prerequisite course is part of a sequence of courses within or across a discipline.

7.__X__ Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:

CSU/UC CAMPUS	COURSE DEPT/NO.	PRE/COREQUISITE NO.
Chico	CDES 270A Intro Multimedia Design and Develop	Basic computer literacy
Cal Poly	ART 483 Video and Multimedia Production	ART 323 Intro to Digital Image-Making
Cal State Long Beach	ART 406B Advanced Digital Imagery for the ARTS	ART 406A Digital Imagery for the ARTS

Explanation or justification: (Attach information if necessary.)

The _X_ prerequisite _____ corequisite ART 37a (Number) Computerized Visual Art (Title)

has been justified for ART 41 (Target course Number) Computerized Multi-media (Title)

Discipline faculty members: Janice Ledgerwood, Steven Norton, Kirtley King

Department Chair: Janice Ledgerwood Dean of Instruction: Tom West

Approved by Curriculum Committee: _____ (Curriculum Chair) _____ (Date)

_____ (Vice President of Instruction) _____ (Date)

Reedley College

REQUEST FOR COURSE REPEATABILITY
(For reasons other than alleviating substandard work)

Course ID: ART 41	Course Title: Computerized Multi-media	Date: 03/25/09
Number of times course may be repeated, excluding initial enrollment (1, 2, or 3):		3
or		
Maximum units to which course may be repeated, including initial enrollment:		

The following information is required under Title V, Part VI, Section 58161

1. Explain how the course content differs each time it is offered:

Digital imaging software continually changes. Students seeking employment in computer art must have skills using the most current software versions. Serious students also need the opportunity to apply technical skills to advanced projects for use in job portfolios.

2. Using reasons "A" or "B" listed below, explain how the student, by repeating this course will gain an expanded educational experience (A or B):

X	A. Skills or proficiencies are enhanced by supervised repetition and practice within class periods. Explanation:

Digital imaging software is complex. Each time a course is repeated the students skills are enhanced. Employment opportunities increase with greater technical and design proficiencies. Computer skills are learned through direct experience, repetition, and application.

	B. Active Participatory experience in individual study or group assignments is the basic means by which learning objectives are attained. Explanation: