Course Discipline and Number: ART 213   **Year: 2024-2025**

Course Title: Dynamic Media I   **Credit Hours: 3**

I. Course Description:

This course explores the use of 2D and 3D digital media to create compelling projects for distribution via electronic media. Time-based media and the elements of form and space are explored through the artistic and practical applications of digital media with an emphasis on the creative process. ART 213 fulfills The Arts SUNY General Education Knowledge and Skills Area. Prerequisites: ART 117; prior completion of, or concurrent enrollment in, ENGL 100 or ESL 120, ESL 121, and ESL 122 if required by placement. 3 Cr. (2 Lec. 2 Lab.) Fall semester.

II. Additional Course Information:

1.	Dynamic Media I is a required course for the New Media A.S. degree program.
2.	Students are required to work on projects outside of class using the specified professional vector and raster graphics software required in the course.
3.	This course consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen-week semester.

III. Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1.	Create time-based 2D and 3D media projects for electronic output and presentation.
2.	Implement the creative process in aesthetic and concept development.
3.	Critique and evaluate course assignments and the work of contemporary time-based media artists using relevant terminology.
4.	Show proficiency in digital file management and preparing files for output to digital and web-based media.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for "service" courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:
☒ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

        SLO 3. Critique and evaluate course assignments and the work of contemporary time-based media artists using relevant terminology.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☒ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

> SLO 2: Implement the creative process in aesthetic and concept development.

☒ Use technology appropriate to their discipline.

> SLO 1: Create time-based 2D and 3D media projects for electronic output and presentation.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **New Media A.S.**

PLO 1. Communicate effectively in written and oral presentations

> SLO 3. Critique and evaluate course assignments and the work of contemporary time-based media artists using relevant terminology.

PLO 5. Create an animation based on a social, economic or environmental subject which informs and directs their narrative.

> SLO 1. Create time-based 2D and 3D media projects for electronic output and presentation.

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:
   a. clearly articulate an issue or problem;
   b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
   c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐INFORMATION LITERACY - Students will:
   a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s):

Students will

> • demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

> SLO: 1. Create time-based 2D and 3D media projects for electronic output and presentation.

☐This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1.	Use of professional raster and vector graphics software
2.	Use of 2D and 3D digital media and animation and motion graphics software
3.	Creation of time-based digital media using professional software and media
4.	Analyzing visual work
5.	Understanding the variety of ways digital media is used in an array of digital and web-based applications
6.	File management
7.	Importing and exporting media
8.	Conceptual development
9.	Understanding of aesthetics and the principles and elements utilized in time-based media

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Course Assignments including process development and documentation	50-70%
2. Exam/quizzes and/or written reflections	10-30%
3. In-Class participation in critiques, coursework progress, and demonstrations.	10-30%

VII. Texts – ☐Required   ☒ Recommended   ☐ Used for more than one course (list courses)

	OER
1. Blazer, Liz. *Animated Storytelling: Simple Steps for Creating Animation & Motion Graphics*. Peachpit Press, 2020.	☐
2. Glebas, Francis. *The Animator's Eye: Adding Life to Animation with Timing, Layout, Design, Color and Sound*. Routledge, 2017.	☐

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1.	Handler Miller, Carolyn. *Digital Storytelling.* Focal Press, 2004.
2.	Block, Bruce. *The Visual Story: Seeing the Structure of Film, TV, and New Media.* Focal Press, 2001.
3.	Parr, Peter. *Sketching for Animation: Developing Ideas, Characters and Layouts in Your Sketchbook*. Bloomsbury, 2021.
4.	Meadows, Stephan. *Pause & Effect*. New Riders, 2003.
5.	Whitaker, Harold, et al. *Timing for Animation: 40th Anniversary Edition*. CRC Press, 2021.
6.	Shaoqiang, Wang. *Motion Graphics: 100 Design Projects You Can't Miss*. Promopress, 2017.
7.	Bové, Lorelay, et al. *Lovely: Ladies of Animation: The Art of Lorelay Bové, Mingjue Helen Chen, Claire Keane, Lisa Keene, Brittney Lee, & Victoria Ying*. Design Studio Press, 2014.
8.	"*Time-Based Media & Digital Art*." https://www.si.edu/tbma/.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: Online professional training tutorials
Electronic: Online professional training tutorials
Other: None specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.