

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: ART 214**

**Year: 2024-2025**

**Course Title: Dynamic Media II**

**Credit Hours: 3**

**I. Course Description:**

This course focuses on programming, sound and audio, physical computing, 3D modeling and printing, and relevant emerging media. There is an emphasis on the creative use of technology to create innovative and compelling projects. Concepts are developed through using the design process. This is an advanced course that requires skills cultivated in previous courses. ART 214 fulfills the SUNY General Education The Arts Knowledge and Skills Area, but does not satisfy a liberal arts requirement. Prerequisites: ART 213; prior completion of, or concurrent enrollment in, ENGL101. 3 Cr. (2 Lec., 2 Lab.) Fall semester.

**II. Additional Course Information:**

1. Dynamic Media II 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 digital media projects for electronic and/or physical output and presentation.
2. Implement and document the design process to develop creative responses and solutions.
3. Critique and evaluate course assignments and the work of contemporary artists working in similar mediums using relevant terminology.

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

**Tompkins Cortland ILOs –N/A**

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.

- ☐ 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.
- ☐ Use technology appropriate to their discipline.
- ☐ 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 artists working in similar mediums using relevant terminology.

PLO 3: Create a unique musical instrument using a database of sounds, code and physical computing.

SLO 1: Create digital media projects for electronic and/or physical output and presentation.

PLO 4: Collaborate with other students utilizing New Media technology.

SLO 2: Implement and document the design process to develop creative responses and solutions.

### **SUNY General Education Competencies–N/A**

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): **The Arts**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SUNY SLO: Students will demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

Course SLO 1: Create digital media projects for electronic and/or physical 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. Programming
2. Physical computing
3. 3D modeling
4. 3D printing
5. Sound/Audio
6. Emerging Media and currently relevant topics in technology
7. Design Thinking Process
8. Creative and innovative use of technology
9. Digital File Management

## 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. Manovich, Lev. <i>Cultural Analytics</i> . MIT Press, 2020.	<input type="checkbox"/>
2. Weibel, Peter, editor. <i>Sound Art: Sound as a Medium of Art</i> . MIT Press, 2019.	<input type="checkbox"/>
3. Licht, Alan. <i>Sound Art Revisited</i> . Bloomsbury Academic, 2019.	<input type="checkbox"/>
4. "Time-based Media & Digital Art   Time-based Media & Digital Art." <i>Smithsonian Institution</i> , <a href="https://www.si.edu/tbma/">https://www.si.edu/tbma/</a> .	<input type="checkbox"/>

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

## VIII. Bibliography of Supplemental Materials

1. Licht, Alan. <i>Sound Art Revisited</i> . Bloomsbury Academic, 2019.
2. Zettl, Herbert. <i>Sight, Sound, Motion: Applied Media Aesthetics</i> . Cengage Learning, 2017.
3. Block, Bruce. <i>The Visual Story: Creating the Visual Structure of Film, Tv and Digital Media</i> . Routledge/Taylor & Francis Group, 2020.

4.	Dare, Eleanor, and Brock Craft. <i>Physical Computing</i> . Edited by Brock Craft and Eleanor Dare, Lulu.com, 2012.
5.	Dixon, Steve. <i>Digital Performance: A History of New Media in Theater, Dance, Performance Art, and Installation</i> . MIT Press, 2015.
6.	Lessig, Director Edmond J Safra Center for Ethics and Roy L Furman Professorship of Law Lawrence, and Lawrence Lessig. <i>Free Culture: How Big Media Uses Technology and the Law to Lock Down Culture and Control Creativity</i> . Penguin Press, 2004.
7.	<i>The Elements of User Experience: User-centered Design for the Web and Beyond</i> . New Riders, 2011.
8.	Manovich, Lev. <i>The Language of New Media</i> . MIT Press, 2002.
9.	<i>Materializing New Media: Embodiment in Information Aesthetics</i> . Munster, Anna, University Press of New England, 2006.

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 their 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 their own. If the student uses the words or ideas of someone else, they 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.