

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ART 254

Year: 2024-2025

Course Title: Advanced Media Design

Credit Hours: 3

I. Course Description: This is a capstone course in which students develop and execute an independent digital multimedia portfolio project that explores emerging media and innovative problem-solving. Emphasis is placed on demonstrating and utilizing the concepts, skills, and processes that students have learned throughout the program curriculum in a project that incorporates professional competencies in the creative process, design thinking, aesthetics, and technical production. Student projects will be approved by course faculty based on the submission of a successful design proposal which includes, but is not limited to, a project summary, statement of need, project goals, objectives, methodology, and evaluation. Students will employ project management skills, academic research, ideation, and process documentation, and will leverage a variety of resources and methods in the project production. The final project will be presented in a professionally-relevant format and include a video that concisely explains and documents the project. ART 254 fulfills The Arts SUNY General Education Knowledge and Skills Area. Prerequisites: ART 214. 3 Cr. (2 Lec., 2 Lab.) Spring semester.

II. Additional Course Information:

1. Advanced Media Design is a required course in the New Media A.S. degree program.
2. Students are required to work on projects outside of class using professional software and hardware.
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. Develop and present a professional proposal pitch for a digital multimedia portfolio project.
2. Implement the creative and design thinking processes.
3. Produce and present a capstone project demonstrating proficiency in the aesthetics and technical production relevant to the chosen media.
4. Critique and evaluate their own work and the works of others using relevant terminology and context.
5. Employ project management, academic research, concept development, ideation, and process documentation.

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

1. SLO 1. Develop and present a professional proposal pitch for a digital multimedia portfolio project.

PLO 2. Propose and create a capstone project, meeting appropriate needs/objectives and using standard methodology/evaluation.

SLO 1. Develop and present a professional proposal pitch for a publication project.

SLO3: Produce and present a capstone project demonstrating proficiency in the aesthetics and technical production relevant to the chosen media.

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.

SLO 1: Develop and present a professional proposal pitch for a publication project.

SLO 2: Implement the creative and design thinking processes.

☒ 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.

SLO 5: Employ project management, academic research, concept development, ideation, and process documentation.

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

Students will

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

SLO 3: Produce and present a capstone project demonstrating proficiency in the aesthetics and technical production relevant to the chosen media.

☐ 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. Professional presentation of project/media
2. Conceptual development
3. Project management
4. Project pitch/proposal
5. Design thinking & the creative process

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Capstone project including process development and documentation	50-70%
2. Capstone project pitch	10-30%
3. In-Class participation in critiques, presentations, and/or coursework progress	10-30%

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

High school instructors may consult with CollegeNow for additional information.

	OER
1. Jenkins, Henry. <i>Convergence Culture: Where Old and New Media Collide</i> . NYU Press, 2006.	<input type="checkbox"/>
2. Kumar, Kaushik, et. al. <i>Design Thinking to Digital Thinking</i> . Springer International Publishing, 2019.	<input type="checkbox"/>
3. IDEO (Firm). <i>The Field Guide to Human-centered Design: Design Kit</i> . IDEO, 2015.	<input type="checkbox"/>
4. <i>IDEO Design Thinking</i> . https://designthinking.ideo.com/ . Accessed 4 November 2022.	<input type="checkbox"/>
5. <i>IDEO U: Design Thinking Online Courses</i> . https://www.ideo.com .	<input type="checkbox"/>
6. <i>Design Kit</i> . https://www.designkit.org .	<input type="checkbox"/>

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

VIII. Bibliography of Supplemental Materials

1. Handler Miller, Carolyn. <i>Digital Storytelling</i> . Focal Press, 2004.
2. Krug, Steve. Edited by Elisabeth Bayle. <i>Don't Make Me Think Revisited: A Common Sense Approach to Web Usability</i> . New Riders, 2014.
3. Shirky, Clay. <i>Cognitive Surplus: Creativity and Generosity in a Connected Age</i> . Penguin Press, 2010.
4. Shaw, Adrienne. <i>Gaming at the Edge: Sexuality and Gender at the Margins of Gamer Culture</i> . University of Minnesota Press, 2014.
5. Ball, Matthew. <i>The Metaverse: And How it Will Revolutionize Everything</i> . WW Norton, 2022.
6. Bean May, Karen, and Tena B. Crews. <i>Digital Media: Concepts and Applications</i> . Cengage Learning, 2016.
7. Griffey, Julia V. <i>Introduction to Interactive Digital Media: Concept and Practice</i> . Taylor & Francis, 2019.
8. Carroll, Brian. <i>Writing for Digital Media</i> . Taylor & Francis, 2010.
9. Kelley, Tom & David. <i>Creative Confidence</i> . https://www.creativeconfidence.com .

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.