

Syracuse City School District
Career and Technical Education Program
Course Syllabus
MTC 100: Media Communications 100 - Introduction to
Media Communications



Program Overview

The Media Communications program will help students develop the skills necessary for careers in television, radio, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, broadcasting, and journalism using industry standard hardware and software in the development and production of products. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn NOCTI Television Production Certification as well as three credit hours from Onondaga Community College in both digital design and digital photography. Students who successfully complete the Media Communications curriculum will be prepared to move into entry level positions with media production firms or to continue their studies towards an associates or bachelor's degree in the field that could lead to careers such as news reporter, anchor, producer, editor, advertising/public relations professional, or public spokesperson.

Course Description

This course is an introduction to the study of media, journalism and communication and blends written, oral, and graphic communication in a career-based environment. Students will learn the basics of video and photo methods, apply creative and professional framing techniques to their shots, use digital story telling principles, create shot lists, and digitally edit their footage into finished videos. Students will be introduced to the tools and skills used in broadcasting a daily newscast. The class structure is primarily project-based where students will use industry standard hardware and software. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques.

Pre-Requisites

N/A

Course Objectives

1. Students will demonstrate an awareness of audio and video production career opportunities.
2. Students will demonstrate knowledge of the basic software and hardware related to digital audio and video production.
3. Students will demonstrate and apply basic audio and video production knowledge, terminology, techniques, and processes.
4. Students will demonstrate knowledge of a variety of digital video and audio equipment including digital still and video cameras, and microphones.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Computers with industry standard software, broadcast studio facility with industry standard equipment, digital still and video cameras, microphones and all other peripherals needed for the media program.
- **Student will provide:** N/A

Textbook

Harris, Phillip L. *Television Production and Broadcast Journalism*. Tinley Park, IL: Goodheart-Willcox Co., Inc., 2012.

In addition, students will be given supplemental material on the class teaching blog.

Grading

10%	Homework
10%	Work Journal (DIN and Ticket Out the Door)
20%	Daily Class Work and Assignments
30%	Unit Tests/Quizzes
30%	Projects

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time to class. Deadlines and being on time are a major part of a media professional's job.
- Produce their best original work.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects during the class period.
- Learn all the jobs, in front of and behind the camera.
- Seek help when needed. Students who need to make up work or tests are responsible for getting their work from the instructor.
- Be attentive during class, ask questions if they do not understand something, and offer their opinions.

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Unit 1: Orientation and Career Awareness• Unit 2: Computer Literacy
2	<ul style="list-style-type: none">• Unit 3: Basic Digital Photography• Unit 4: What is News? News and Script Writing
3	<ul style="list-style-type: none">• Unit 5: Introduction to the News Studio and Control Room• Unit 6: Non-Linear Editing
4	<ul style="list-style-type: none">• Unit 6: Non-Linear Editing (continued)• Unit 7: Graphic Design

Syracuse City School District
Career and Technical Education Program
Scope and Sequence

MTC 100: Media Communications 100 - Introduction to Media Communications



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 Unit 1: Orientation and Career Awareness	<ul style="list-style-type: none"> What can the Career and Technical Education (CTE) classes at ITC offer students? What is media today and how has it changed and evolved? What are the differences in radio, television, cable, and the internet? What are the best practices, policies and standards of media companies and broadcasters? How are blogs used in media? How is Google Drive used professionally in media today? What is the employability profile for the media program? 	<ul style="list-style-type: none"> Explore ITC Focus Areas. Compare and contrast media today with media in the past. Compare and contrast different types of media projects, including news broadcasts, photography, graphic design, advertising, and public service announcements (PSAs). Explain media policies and standards. Develop a blog as a learning journal. Use Google Drive. Complete an employability profile for media. Exhibit professional behaviors. 	<ul style="list-style-type: none"> Evaluation of Each CTE Program After Exploration Unit Quizzes Unit Exams Creation of Online Blog and Posts Sharing of Written Work on Google Drive 	Career Ready Practices CRP 1,2,4,6,8,10,11 Cluster Standards AR 1,2,3,4,5 Pathway Standards AR-AV 1,2,3	ELA 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,6 Literacy RST 1,2,4 WHST 2,4,6
Weeks 5-8 Unit 2: Computer Literacy	<ul style="list-style-type: none"> How is the computer keyboard used most effectively? How are the menus on a basic Mac computer system navigated? How is Microsoft Word used? How are online internet applications used? What is the importance of internet safety when using social media? 	<ul style="list-style-type: none"> Use the basic PC computer system. Navigate menus. Access the internet. Type and save documents. Use search engines. Explain internet safety. Describe professional safe social media. Describe and analyze the impact of cyberbullying. 	<ul style="list-style-type: none"> Performance Assessment: Basic Operation of a Computer Quiz on Internet Safety Including Social Media Sites Unit Test 	Career Ready Practice CRP 1,2,4,5,8,11 Cluster Standards AR 1,2,4,6 Pathway Standards AR-AV 2,3	ELA 9-10R 1,2,4,7 9-10W 2,4,5 9-10SL 1,2,6 9-10L 1,2,3,6 Literacy RST 1,2,4,6 WHST 2,4,7
Weeks 9-13 Unit 3: Basic Digital Photography	<ul style="list-style-type: none"> What are the basic skills needed to use a point and shoot digital camera? What are the basic skills needed to operate a digital video camera? What is a tripod and how/why is it used? How do professionals use composition when taking photos? 	<ul style="list-style-type: none"> Identify parts of digital camera. Demonstrate proper care of a camera. Mount a camera on a tripod. Describe various camera modes and their uses. Use focusing options. Explain macro photography. Explain basic photo composition including: rule of 3rds, leading lines, and framing subjects. 	<ul style="list-style-type: none"> Performance Task: Working with a Partner to Demonstrate Camera Identification and Tripod Use Student Projects Written Exam 	Career Ready Practice CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> • Use an on-camera flash. • Explain available and directional lighting. • Perform camera techniques including zoom, pan, tilt, dolly, truck, follow focus, rock zoom, and shift focus. • Compose using long shot (LS), close up (CU), extreme long shot (XLS), extreme close up (XCU), medium shot (MS), foreground, framed shot, high angle, low angle, point of view, over shoulder, and 180 Degree Rule. • Perform steady, well composed hand-held techniques. • Record a reporter. • Operate camera during a location shoot. • Perform a “person on the scene” interview. 			
Weeks 14-20 Unit 4: What is News? News and Script Writing	<ul style="list-style-type: none"> • What are the main elements of a news broadcast? • How is a successful script for a news broadcast created? • How is a news story written for print and online? • How is compelling lead written? • How is a sports story different than a news story? 	<ul style="list-style-type: none"> • Identify what constitutes news. • Identify parts of a news broadcast. • Research and write relevant news stories. • Compare writing news and sports stories. • Write a news story using the inverted pyramid method. • Explain and use “Who, What, Where, When, Why and How” when writing a news story. • Write interview questions. • Organize a news script. • Designate a target audience. 	<ul style="list-style-type: none"> • Unit Quiz on Identifying Parts of a News Broadcast • Student Projects - Writing News Stories • Unit Exam • Research Project and Presentation Explaining “What Is News”? 	Career Ready Practice CRP 1,2,4,6,7,8,11 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,5,6,7
Weeks 21-27 Unit 5: Introduction to the News Studio and Control Room	<ul style="list-style-type: none"> • What are the various control room operations: equipment, staff, intercom system, and types of studio production? • How is the camera operated? 	<ul style="list-style-type: none"> • Identify the equipment used in a news studio and control room. • Explain the role of each staff member during a studio shoot. • Listen to and perform the director's commands. • Connect microphones to camera and talent. • Demonstrate proper conduct during a live shoot. • Produce a two-camera shoot. • Write a comprehensive shot sheet. • Perform the various roles in the newsroom including camera operator, director, and anchor. 	<ul style="list-style-type: none"> • Performance Task • Student Projects • Written Exam 	Career Ready Practice CRP 1,2,4,8,11,12 Cluster Standards AR 1,3,6 Pathway Standards AR-AV 2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,6
Weeks 28-33 Unit 6: Non-Linear Editing	<ul style="list-style-type: none"> • What are the uses of non-linear editing? • What are the components of iMovie, including work area, time, capturing, audio, and outputting? 	<ul style="list-style-type: none"> • Use iMovie to tell a multi-media story. • Utilize menus. • Learn about Setup and Timeline. • Control size of frames. • Import and trim clips. • Insert special effects (SFX). 	<ul style="list-style-type: none"> • Performance Task • Student Projects • Written Exam 	Career Ready Practice CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> How is iMovie used to tell a multi-media story? 	<ul style="list-style-type: none"> Add transitions. Control audio. Import and export movies. Control frame ratio. Create titles. Apply filters. Navigate the menu. Capture video. Insert audio. Set audio levels. Perform wipes/dissolves. Edit a countdown. Edit a PSA. Describe how pacing affects an audience. Perform advanced editing techniques. 		AR-AV 2,3,4	RST 1,2,4,9 WHST 2,4,6,7
Weeks 34-40 Unit 7: Graphic Design	<ul style="list-style-type: none"> What are the uses for Adobe Photoshop CS6 and Adobe Bridge? How are choices about typography, font uses, and color selections made? What are the properties of color? 	<ul style="list-style-type: none"> Perform the basic functions of Adobe Photoshop and Bridge including: <ul style="list-style-type: none"> Selecting: Marquee, lasso, magic wand. Drawing: paintbrush, pencil, airbrush, eraser type. Transforming: scale, rotate. Changing View: hand, zoom. Use menu choices including: <ul style="list-style-type: none"> New, open, close, save. Edit: undo, copy, paste, transform. Image: mode, adjustments. Filters. Window: show color, swatches, layers. Palettes: color, swatches, layers. Selecting/moving. Layers: selecting/stack order/opacity. Foreground/background colors. Printing the image. Crop and size images using Adobe Photoshop and post to web-based blog. Identify file formats with respect to printing and print presentation including pixels, megapixels, dots per inch (DPI), and pixels per inch (PPI). Identify types of fonts and sizes. Explain color selections. Explain what scanning area means. Produce graphic pages, advertising layout, and a text hierarchy. 	<ul style="list-style-type: none"> Portfolio Performance Task Student Projects Written Exam 	Career Ready Practice CRP 1,2,4,6,8,11	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6
				Cluster Standards AR 1,6	
				Pathway Standards AR-AV 2,3,4	Literacy RST 1,2,4,9 WHST 2,4,6,7

**Syracuse City School District
Career and Technical Education Program
Course Syllabus**



MTC 200: Media Communications 200 - Digital Multimedia

Program Overview

The Media Communications program will help students develop the skills necessary for careers in television, radio, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, broadcasting, and journalism using industry standard hardware and software in the development and production of products. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn NOCTI Television Production Certification as well as three credit hours from Onondaga Community College in both digital design and digital photography. Students who successfully complete the Media Communications curriculum will be prepared to move into entry level positions with media production firms or to continue their studies towards an associates or bachelor's degree in the field that could lead to careers such as news reporter, anchor, producer, editor, advertising/public relations professional, or public spokesperson.

Course Description

Students will learn skills in video, photo, audio, broadcasting, and journalism with a focus on developing a daily news program. Students will build on the foundation from MTC 100: Media Communications 100 – Introduction to Media Communications to learn more advanced video and photo methods, apply creative and professional framing techniques to their shots, use digital story telling principles, create shot lists, and digitally edit their footage into finished videos. The class structure is primarily project-based where students will use industry standard hardware and software. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques.

Pre-Requisites

MTC 100: Media Communications 100 – Introduction to Media Communications

Course Objectives

By the end of this course students will:

1. Successfully produce a daily news show. This includes students performing the following roles: director, floor director, copy editor, camera operator, video editor, writer, teleprompter operator, switcher/board operator.
2. Apply effective team communication and management skills to complete the video process from pre-production script development, through the production capture of quality video image and audio.
3. Use a digital video camera to capture images using the following camera techniques: rule of thirds, leading look, leading lines, close-up, establishing shot, cut-away, basic shot sequence, tilt, pan, and zoom.
4. Select and execute the proper framing of a video shot; demonstrate ability to create different compositions.
5. Demonstrate knowledge of the three phase production processes (preproduction, production, post-production).
6. Demonstrate ability to scout locations and prepare location schematics.
7. Identify the basic elements of a quality audio signal. Select and use appropriate audio (microphone) techniques.
8. Identify the role of the editor in production process. Evaluate and select original footage as dictated by the scene/script message; choose the editing style that best meets that script format.
9. Capture digital video and edit videos with non-linear editing software. Perform the match-cut edit by cutting within scene, on the action and between the action. Use and manipulate transitions and effects in editing software.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Media Lab – PC Computers, Video Camcorders, Point and Shoot Cameras, DSLR Cameras, Microphones, SD Cards.
TV Studio – HD Cameras, Teleprompters, Video Board, Graphics Computer, Microphones, News Desk, Green Screen.
- **Student will provide:** Writing utensil, news stories from magazines / newspapers.

Textbook

Harris, Phillip L. *Television Production and Broadcast Journalism*. Tinley Park, IL: Goodheart-Willcox Co., Inc., 2012.

Grading

Students enter the classroom each day with a 100% (A) grade. To maintain that grade point average, it is expected that all assignments will be done each day with the highest level of professionalism, showing a positive attitude, and to the student's best effort. Students will be given a grade at the midpoint and end of each marking period. Students can check the computer-based class grade book (E-School) regularly to check grades. If students miss points on an assignment, they will be able to see where they missed points, and make up those points during the next class. It is the student's responsibility to check their grades in order to make up points.

5%	Participation
25%	Class work
15%	Worksheets
40%	Projects
15%	Quizzes and Tests

Additional Course Policies

When you enter the Media Lab, you have entered a professional working environment. When in the lab, it is expected that everyone will act in the manner found in all professional media companies.

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Unit 1: Career Awareness• Unit 2: What is News? - News and Script Writing• Unit 3: TV Industry Overview
2	<ul style="list-style-type: none">• Unit 3: TV Industry Overview (cont.)• Unit 4: Introduction to TV Studio and Control Room
3	<ul style="list-style-type: none">• Unit 5: Non-Linear Editing• Unit 6: Studio Newscasting
4	<ul style="list-style-type: none">• Unit 7: Advanced Non-Linear Editing• Unit 8: Advanced Studio Newscasting - Engineering and Troubleshooting

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
MTC 200: Media Communications 200 - Digital Multimedia



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 Unit 1: Career Awareness	<ul style="list-style-type: none"> What career opportunities are available in the video production field? What skills are needed for each type of job in media communications? What are some post-secondary education programs in media communications? What is the value of keeping a portfolio? How are blogs used in media? How is Google Drive used professionally in media today? What is the employability profile for this media program? 	<ul style="list-style-type: none"> Identify career opportunities in the video production field. Research pay scales and the skills needed for each type of job in media communications. Produce a talk show about careers in the field with special guests. Investigate post-secondary education in media communications. Develop a portfolio of research. Keep a journal of research with an online blog. Produce and post a video that demonstrates proper job interview techniques. Identify and demonstrate professional behaviors in media communications that influence employability. 	<ul style="list-style-type: none"> Unit Quizzes and Exams Online Blog Use of Google Drive for Writing and Sharing Projects 	Career Ready Practices CRP 1,2,4,6,7,8,10,11 Cluster Standards AR 1,3,4,5,6 Pathway Standards AR-AV 1,2,4 AR-JB 1,2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,6,7,8,9
Weeks 5-8 Unit 2: What is News? News and Script Writing	<ul style="list-style-type: none"> What are the main elements of a news broadcast? How is a successful script created for news broadcast? How a news story written for print and online? How is a compelling lead written? How is a sports story different from a news story? 	<ul style="list-style-type: none"> Explain what constitutes news. Describe the parts of a news broadcast. Research and write relevant news stories. Compare writing news and sports stories. Write a news story using the inverted pyramid method. Use "Who, What, Where, When, Why and How" when writing a news story. Write interview questions. Organize a news script. Designate a target audience. 	<ul style="list-style-type: none"> Student Projects-Writing News Stories Research Project and Presentation Explaining "What is News"? 	Career Ready Practices CRP 1,2,4,6,7,8,11 Cluster Standards AR 6 Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,6,7,8,9
Weeks 9-13 Unit 3: TV Industry Overview	<ul style="list-style-type: none"> What are the stages of production? What are the roles of a TV production unit? Where is TV production used? What does it mean to be employable? 	<ul style="list-style-type: none"> Identify the types of production and where they are used. Explain the stages of production. Describe the role of each staff member in TV production. Identify where and when to shoot. Maintain a position as a shop manager. Give an oral presentation that incorporates internet research about the TV industry. Identify and demonstrate professional 	<ul style="list-style-type: none"> Performance Task Student Projects Written Exam 	Career Ready Practices CRP 1,2,3,4,6,7,8,10,11 Cluster Standards AR 1,2,6 Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,3,4 WHST 2,4,6,7,8,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		behaviors in TV production. • Explain the traits that employers are looking for in TV production. • Describe safety in TV production including procedures for shop, electrical, and lighting safety.			
Weeks 14-20 Unit 4: TV Studio and Control Room	• What are the various control room operations: equipment, staff, intercom system, and types of studio production and how are they used? • How is the camera operated?	• Identify the equipment used in a news studio and control room. • Explain the role of each staff member during a studio shoot. • Listen to and perform the director's commands.	• Performance Task • Student Projects • Written Exam	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,3,7 WHST 2,4,6,7,8,9
Weeks 21-23 Unit 5: Non-Linear Editing	• What are the uses of non-linear editing? • What are the components of Adobe Premiere, including work area, time, capturing, audio, and outputting? • How is Adobe Premiere used to tell a multi-media story?	• Use Adobe Premiere to tell a multi-media story. • Utilize menus. • Learn about Setup and Timeline. • Control size of frames. • Import and trim clips. • Insert special effects (SFX). • Add transitions. • Control audio. • Import and export movies. • Control frame ratio. • Create titles. • Apply filters. • Navigate the menu. • Capture video. • Insert audio. • Set audio levels. • Perform wipes and dissolves.	• Performance Task • Student Projects • Written Exam	Career Ready Practices CRP 2,4,6,8,11 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,3,4,7 WHST 2,4,6,7,8,9
Weeks: 24-29 Unit 6: Studio Newscasting	• What are the various control room operations: equipment, staff, intercom system, and types of studio production? • How is the camera operated?	• Identify the equipment used in a news studio and control room. • Explain the role of each staff member during a studio shoot. • Listen to and perform the director's commands. • Connect microphones to camera and talent. • Demonstrate proper conduct during a live shoot. • Produce a two-camera shoot. • Write a comprehensive shot sheet. • Explain the uses of Chroma key. • Set audio levels. • Act in the roles of camera operator, director, anchor, etc.	• Performance Task • Student Projects • Written Exam	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6 Literacy RST 1,2,3,4,7 WHST 2,4,6,7,8,9
Weeks 30-34	• What are the components of	• Edit a countdown.	• Performance Task	Career Ready Practices	ELA

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Unit 7: Advanced Non-Linear Editing	Adobe Premiere, including work area, time, capturing, audio, and outputting? • How is Adobe Premiere used to tell a multi-media story?	<ul style="list-style-type: none"> • Create Color Bars and Slate. • Edit a Public Service Announcement (PSA). • Describe how pacing affects an audience. • Edit a news package with stand-up and B-roll. 	<ul style="list-style-type: none"> • Student Projects • Written Exam 	CRP 2,4,6,8,11	9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6
				Cluster Standards AR 1,6	
				Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	
Weeks 35-40 Unit 8: Advanced Studio Newscasting -: Engineering and Troubleshooting	<ul style="list-style-type: none"> • What are the various control room operations: equipment, staff, intercom system, and types of studio production? • How is the camera operated? • How does engineering and troubleshooting apply in a studio shoot? 	<ul style="list-style-type: none"> • Listen to and perform the director's commands. • Connect microphones to camera and talent. • Demonstrate proper conduct during a live shoot. • Produce a two-camera shoot. • Write a comprehensive shot sheet. • Set audio Levels. • Act in the roles of camera operator, director, anchor, etc. • Reset light schemes. • Check cables for continuity. • Check AC line voltage. 	<ul style="list-style-type: none"> • Performance Task • Student Projects • Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6
				Cluster Standards AR 1,6	
				Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4	

**Syracuse City School District
Career and Technical Education Program
Course Syllabus**

MTC 300: Media Communications 300 – Advanced Media



Program Overview

The Media Communications program will help students develop the skills necessary for careers in television, radio, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, broadcasting, and journalism using industry standard hardware and software in the development and production of products. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn NOCTI Television Production Certification as well as three credit hours from Onondaga Community College in both digital design and digital photography. Students who successfully complete the Media Communications curriculum will be prepared to move into entry level positions with media production firms or to continue their studies towards an associates or bachelor's degree in the field that could lead to careers such as news reporter, anchor, producer, editor, advertising/public relations professional, or public spokesperson.

Course Description

Advanced media is the capstone media class in which students will build on the foundation from MTC 100: Media Communications 100 – Introduction to Media Communications and MTC 200: Media Communications 200 – Digital Multimedia to apply their vast knowledge of video, photo, and design while utilizing industry standard equipment to create professional quality material for authentic audiences around Syracuse. This experience will prepare students to take on entry-level professional roles in media firms or to continue on in the higher education media field. The class structure is primarily project-based where students will use industry standard hardware and software. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques.

Pre-Requisites

MTC 100: Media Communications 100 – Introduction to Media Communications
MTC 200: Media Communications 200 – Digital Multimedia

Course Objectives

Students will:

- Apply effective team communication and management skills to complete the video process from pre-production script development, through the production capture of quality image and audio.
- Understand the following video terms and apply the technique or concept using a digital camera: storyboarding, shot list, key light, backlight, fill light.
- Use a digital video camera to capture images using the following camera techniques: rule of thirds, leading look, leading lines, close-up, establishing shot, cut-away, basic shot sequence, tilt, pan, and zoom.
- Execute the proper framing of a video shot; demonstrate ability to create different compositions.
- Demonstrate knowledge of the three phase production processes (preproduction, production, post-production).
- Identify the project clients, their needs, and target audience.
- Create scripts, storyboards, timelines, schedules, and budgets.
- Demonstrate ability to scout locations and prepare location schematics.
- Identify the basic elements of a quality audio signal. Select and use appropriate audio (microphone) techniques.
- Identify the role of the editor in production process. Evaluate and select original footage as dictated by the scene/script message; choose the editing style that best meets that script format.

- Capture digital video and edit videos with non-linear editing software (Adobe Premiere).

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Media Lab – PC Computers, Video Camcorders, Point and Shoot Cameras, DSLR Cameras, Microphones, SD Cards.
TV Studio – HD Cameras, Teleprompters, Video Board, Graphics Computer, Microphones, News Desk, Green Screen.
- **Student will provide:** Writing utensil, news stories from magazines / newspapers.

Textbook

Harris, Phillip L. *Television Production and Broadcast Journalism*. Tinley Park, IL: Goodheart-Willcox Co., Inc., 2012.

Grading

Students enter the classroom each day with a 100% (A) grade. To maintain that grade point average, it is expected that all assignments will be done each day with the highest level of professionalism, showing a positive attitude, and to the student's best effort. Students will be given a grade at the midpoint and end of each marking period. Students can check the computer-based class grade book (E-School) regularly to check grades. If students miss points on an assignment, they will be able to see where they missed points, and make up those points during the next class. It is the student's responsibility to check their grades in order to make up points.

5%	Participation
25%	Class work
15%	Worksheets
40%	Projects
15%	Quizzes and Tests

Additional Course Policies

When you enter the Media Lab, you have entered a professional working environment. When in the lab, it is expected that everyone will act in the manner found in all professional media companies.

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none"> • Unit 1: Career Awareness • Unit 2: Non-Linear Editing
2	<ul style="list-style-type: none"> • Unit 3: Directing • Unit 4: Advertising
3	<ul style="list-style-type: none"> • Unit 5: TV Graphics • Unit 6: Advanced Switcher • Unit 7: Advanced Camera Applications
4	<ul style="list-style-type: none"> • Unit 8: Advanced Audio • Unit 9: Advanced Lighting • Unit 10: Advanced Studio • Unit 11: News/Event Videography • Unit 12: Archiving

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
MTC 300: Media Communications 300 – Advanced Media



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 Unit 1: Career Awareness	<ul style="list-style-type: none"> What is the purpose of a professional portfolio? What experiences can be beneficial for college admissions and employment? What should be included in a professional resume and cover letter? What are skills on the employability profile for the media program? What are media studies? How is Google Drive used professionally in media today? 	<ul style="list-style-type: none"> Develop an electronic portfolio of work. Produce a demo reel. Complete an internship. Complete project(s) for local business/media outlet. Write a research paper on one job title. Update resume. Write a cover letter. Produce and post a news report about media studies. 	<ul style="list-style-type: none"> Unit Quizzes Unit Exams Resume and Cover Letter Creation of Online Blog and Posts Sharing of Written Work on Google Drive 	Career Ready Practices CRP 1,2,4,8,10 Cluster Standards AR 1,2,3,4,5 Pathway Standards AR-AV 1 AR-JB 1,2	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,5,6,7
Weeks 5-8 Unit 2: Non-Linear Editing	<ul style="list-style-type: none"> What are the uses for non-linear editing? What are the components of Adobe Premiere, including work area, time, capturing, audio, and outputting? How is Adobe Premiere used to tell a multi-media story? 	<ul style="list-style-type: none"> Demonstrate basic navigational techniques. Identify parts of the Adobe Premiere screen. Store footage in bins. Label files. Create A/B timeline. Use multiple audio tracks. Add special effects. Create and render titles. Export movie. Explain what "Plug-Ins" are. Edit using time code numbers. Insert clips using time code. Save and label reels, files, and bins. Employ tool navigation. Create a title. Incorporate a graphic image. 	<ul style="list-style-type: none"> Performance Task: Editing of Pre-Existing Footage and Footage Recorded for Edit Student Projects: Narrative Films, News Packages, ENGs (Electronic News Gathering), Video Profiles Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,6,7
Weeks 9-13 Unit 3: Directing	<ul style="list-style-type: none"> Why is communication the key to successful operation? How can a director delegate responsibilities effectively? 	<ul style="list-style-type: none"> Demonstrate the ability to motivate and rehearse a cast of characters. Work diligently with technical crew. Mark script. Call commands effectively in studio. Scout location scenes using proper terminology. Direct a scene from an existing script. 	<ul style="list-style-type: none"> Performance Task: Directing and Delegating Tasks Done as a Team/Group 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,6,7
Weeks 14-20 Unit 4:	<ul style="list-style-type: none"> What is the goal of advertising? What are demographics? 	<ul style="list-style-type: none"> Explain types of advertising. Explain how a commercial gets 	<ul style="list-style-type: none"> Student Projects: Creating Advertisements - Poster, 	Career Ready Practices CRP 1,2,4,6,7,8,11,12 Cluster Standards	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Advertising	<ul style="list-style-type: none"> What is target audience? 	<ul style="list-style-type: none"> approved by agency. Describe audience characteristics. Explain how an ad agency targets an audience. Explain how research improves product sales. Compare large and small market ads. Produce a commercial for a new product or existing one. 	Magazine, Brochure, Radio Spot, TV Spot <ul style="list-style-type: none"> Research Projects – Study on Various Advertisements of Various Formats Written Exam 	AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,6,7,8,9 WHST 2,4,5,6,7
Weeks 21-23 Unit 5: TV Graphics	<ul style="list-style-type: none"> How are graphics created and used? What are the differences between computer graphics (CGs) and stills? What elements must be considered when creating graphics? 	<ul style="list-style-type: none"> Identify and explain hue, saturation, and luminance. Identify secondary and primary colors. Use software programs to create graphic pages. Create the following types of graphics: Lower 3rd, Title Page, Slate Page, Opening Credits, Closing Credits, Bug. 	<ul style="list-style-type: none"> Student Projects: Creating Graphics for News and TV/Film Projects 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,7
Weeks 24-25 Unit 6: Advanced Switcher	<ul style="list-style-type: none"> What are transitions? What are director commands a switchboard operator must know? What is chroma keying and why/how is it used? What effects are appropriate for professional shoots? 	<ul style="list-style-type: none"> Perform transitions: cut, wipe, super, fade, dissolve. Change/control inputs. Follow director's commands. Key titles. Set up and record chroma key with live video. Set up and record chroma key with still shot. Act as technical director for: news program, 3-cam narrative, talk show. 	<ul style="list-style-type: none"> Performance Task: Performing Switchboard Tasks for Live Video Shoot 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,7
Weeks 26-29 Unit 7: Advanced Camera Applications	<ul style="list-style-type: none"> What is white balancing and why is it important? What is the exposure triangle? What is depth of field? What filters are used on different cameras? 	<ul style="list-style-type: none"> Navigate internal menus. Control exposure using exposure triangle and reading zebra pattern. Use depth of field to compose visually appealing shots. Conduct an EFP (Electronic Film Production) shoot on campus. Shoot news package on location. White balance. Calibrate lens. Use filters to create an artistic shot. Identify types of filters. Explain purpose of filters. 	<ul style="list-style-type: none"> Performance Task: Performing Live Event Video Shoot with Automatic Camera Operations Student Projects: Creating a Visual Story Using Camera Techniques - Shot Types, Camera Movements, Exposure, and Depth of Field Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7,9 WHST 2,4,6,7
Weeks 30-31 Unit 8: Advanced Audio	<ul style="list-style-type: none"> What are the different types of microphones? What mics are used for: Voice, Music, Nat Sound and why? 	<ul style="list-style-type: none"> Identify microphones used. Choose best microphone for shoot. Define each microphone's properties. Identify parts of an audio mixer. Equalize signal. Describe wave properties. Explain radio frequencies. Connect audio mixer to editor. 	<ul style="list-style-type: none"> Performance Task: Live Radio Coverage Student Projects: Creating a Podcast Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> Perform well-read scripts. Record audible sound for narration. 			
Weeks 32-33 Unit 9: Advanced Lighting	<ul style="list-style-type: none"> What is three-point lighting? What is the difference between direct and diffused lighting? What is lighting scheme/diagram? 	<ul style="list-style-type: none"> Explain and demonstrate safety regulations. Explain and demonstrate how to control light intensities. Identify light accessories. Identify and select the appropriate light source. Take reflective and directional readings. Use available light on location. Design a light scheme for set. Produce light diagrams. Change light intensities. 	<ul style="list-style-type: none"> Performance Task: Light Studio Production and Field Production 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,7
Weeks 33-34 Unit 10: Advanced Studio	<ul style="list-style-type: none"> What are standard practices related to broadcast journalism? 	<ul style="list-style-type: none"> Design a set according to script requirements. Identify set pieces. Explain function of set pieces. Block characters according to script. Block cams according to script requirements. Make scripts change. 	<ul style="list-style-type: none"> Performance Task: Perform Live Year-In-Review Newscast with Segment from Each News Job - Director, Producer, Camera Operator, Graphics, Teleprompter, Floor Manager, Lighting, and Anchor Written Exam 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,5,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,7
Weeks 35-39 Unit 11: News/Event Videography	<ul style="list-style-type: none"> What is the difference between studio and field production? What are the differences between scripted and event videography? What is an ENG /News Package? What is B-roll? 	<ul style="list-style-type: none"> Package a news piece. Record B-roll. Use terms of trade. Explain where and when they can shoot. Direct a news program. Perform play-by-play report from school event. Cover a campus story. Explain types of news stories. Explain covering live events. 	<ul style="list-style-type: none"> Performance Task: Perform Field Production from Live Event Performance Task: Create News Program Covering Senior Year of High School 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AR 1,6 Pathway Standards AR-AV 2,3,4 AR-JB 2,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7 WHST 2,4,7
Weeks 39-40 Unit 12: Archiving	<ul style="list-style-type: none"> Why is archiving essential in visual arts? 	<ul style="list-style-type: none"> Identify types of archiving mediums. Organize and maintain an archive library. Navigate and utilize digital archiving technology. Create a digital archive of work. 	<ul style="list-style-type: none"> Final Portfolio 	Career Ready Practices CRP 1,2,4,6,8,10,11,12 Cluster Standards AR 1,5,6 Pathway Standards AR-AV 1,2,3,4 AR-JB 12,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 Literacy RST 1,2,4,7,8,9 WHST 2,4,5,6,7

MTC 400: Media Communications 400, Part I

PHO 111: Digital Photography

Onondaga Community College

Course Information:

- PHO 111 Digital Photography, section 401
- 3 credits

Course Description:

This non-major course is designed to cover the basics of digital photography. Students will be introduced to digital camera functions. Assignments will address composition, design, color theory and the history of photography to help students work creatively with their digital cameras. Students will be introduced to image editing software (Photoshop) for color correction, image manipulation, and digital output. Class time will include lecture, demonstration, in-class shoots, critique and hands on digital lab instruction. Writing and reading assignments as appropriate to the discipline are part of this course.

Course Objectives:

- Exhibit technical mastery of consumer level digital cameras.
- Apply skills in areas such as composition and color theory to the creation of photographic work.
- Demonstrate studio lighting techniques in creation of digital imagery.
- Demonstrate a basic knowledge of larger movements in the history of photography.
- Demonstrate proficiency in use of image editing software to prepare images for optimal quality output.
- Create and maintain an online blog or website to display your work.

Attendance and Participation

Attending and participating in class is mandatory for success in a studio art course. Not all work will be completed during the scheduled class time. Students must spend time outside of class to successfully complete the assignments.

Students are allowed two absences for any reason excused or otherwise before their grade is affected. After the second absence your entire earned grade will drop one letter grade. After the third absence your grade will drop two letter grades. After the fourth absence you will fail the course.

Fifteen minutes past the scheduled class time is considered late. Three late arrivals equal one absence. Leaving class early and medical related absences will be handled on a case-by-case basis.

If a class is missed, students are responsible to collect missed notes, assignments, or other materials **from a classmate**. In the case of absences, assignments will still be due on the set due date. It is the student's responsibility to contact me to discuss options.

It is the student's responsibility to inform the instructor of an anticipated absence ahead of time. The instructor may require students to document their absence. Students are responsible for making up any missed work, as allowed by the instructor's syllabus and/or course outline.

Excessive absences, tardiness, and disrespectful attitude or behavior will result in expulsion from the class. The college-wide attendance policy will be implemented in cases of non-attendance or excessive absences whereby students are subject to an administrative withdrawal.

The College's attendance policy and financial aid regulations require instructors to award the grade of "Never Attended" (NA) for students who never attend through the first three weeks of classes in a full semester. Additionally, for students who cease to attend after that time period, and who, in the professional judgment of the faculty member, are no longer de facto students in the course at the midpoint of the term, faculty shall assign an "X." This shall remove the student from the course.

The "X" grade will carry no quality points and will not be computed into the student's grade-point-average, nor will the credit counts toward overall load (i.e. full-time).

A grade of X or a student-initiated withdrawal may affect a student's current or future financial aid, veteran's eligibility, and/or student visa status. Students should consult the Financial Aid Office to learn both short and long-term consequences.

Non-attendance does not relieve students of their financial responsibility for tuition and fees. Deadlines for

courses other than 15 weeks in length are adjusted proportionally.

For more information, visit <http://students.sunyocc.edu/index.aspx?menu=942&id=24577>

Grading Procedure:

Your course grade will be made up of 16 critiqued projects, a midterm and final portfolio presentation. The grade breakdown is listed below.

750 points	Regular Semester Assignments
150 points	Final Portfolio-All Semester Assignments + 5 additional
25 points	Reading Response/Semester Written Component 50 points - Midterm Exam
25 points	Class Participation/Attendance Total – 1000 points

Grading Scale:

A+- 950-1000	B+ 850-890	C+ 750-790	D+ 650-690
A- 900-940	B- 800-840	C- 700-740	D- 600-640

Class Rules:

The use of cell phones, headphones, or other electronic devices during class is not permitted (unless written documentation stating such academic accommodations are provided).

You may not leave the room during an exam for any reason until you are done and have handed it in; you will forfeit the exam entirely should you choose to violate this rule. Plan accordingly.

All assignments must be typewritten and stapled. Hand-written or electronic assignments will not be accepted.

Leaving class regularly or early (even if you've signed in) will be noted and will result in grade penalties.

You are responsible for the cleanup and disposal of your trash and recyclables.

Academic Integrity

Current and prospective students at Onondaga Community College are expected to adhere to the values of intellectual and academic honesty and integrity. Violations of academic honesty will not be tolerated. Policies and penalties for violations of academic honesty are established by each academic department.

Academic dishonesty describes a wide range of behaviors; the following is offered as a working definition. Academic dishonesty includes but is not limited to:

Cheating.

Intentionally using unauthorized materials, information, or study aids in any work submitted (e.g. using crib notes, copying another's work during tests, or collaborating with others on out-of-class assignments without permission).

Fabrication.

Intentionally falsifying or misrepresenting information derived from another source in an assignment (e.g., making up sources for the bibliography of a paper or faking the results of a laboratory assignment).

Plagiarism.

Deliberately adopting or reproducing ideas, words, or statements of another person as one's own without acknowledgement (e.g., paraphrasing or summarizing a source without acknowledgement, turning in a paper written by another person, buying a paper from a commercial source, failing to properly attribute quotations within a paper, or submitting the same paper for credit in more than one course without the instructor's permission [self-plagiarism]).

Facilitating Academic Dishonesty.

Intentionally helping another engage in academic dishonesty.

Misrepresentation.

Providing false information to an instructor concerning an academic exercise (e.g., giving a false excuse for missing a test or deadline or falsely claiming to have submitted a paper).

Failure to Contribute.

Taking credit for participation in a collaborative project while failing to do one's fair share.

Sabotage.

Preventing others from completing their work (e.g., disturbing someone's lab experiment or removing materials from a reserved reading file so that others may not use them).

For more information, visit <http://students.sunyocc.edu/index.aspx?menu=942&id=24576>

Course Supplies:

- Textbook: A Short Course in Digital Photography, 2nd Edition, London and Stone
- A digital camera with either automatic or manual features
- Memory card – 16GB or larger
- One – 16 gig thumb drive, or several smaller capacity thumb drives
- One – 24 X 36 piece of form board
- One large roll of aluminum foil

Some available suppliers are:

- The Art Store (Commercial Art Supply) - 474-1000
- OCC Bookstore - 498-2246
- SU Bookstore – 443-9900
- Johnson Camera – 446-0290
- Ra-Lin Discount – 472-7886
- Best Buy, Staples, Office Max, etc.....

Online Suppliers:

- B&H Photo – www.bhphotovideo.com
- KEH Camera – www.keh.com
- Amazon – www.amazon.com

Assignment List

- Six photos from six different categories – 6 photos (one grade)
- Lighting: North, South, East and West – 8 photos (one grade)
- Metamorphosis – (one grade)
- Photo Restoration – 2 photos. (before and after, one grade)
- Composition - Beauty of Central New York – 6 photos. (one grade)
- Image Control using a DSLR
 - Shutter Speed - (one grade)
 - Depth of Field - (one grade)
- Frame It! – 3 photos (one grade)
- Photoshop: History Brush, Color Replacement and Filters – (one grade)
- Clashing Colors (one grade)
- Andy Warhol Technique – (one grade)
- Using Layers – (three different assignments, one grade)
- Celebration of Community – 6 photos (one grade)
- History of Photography presentation – (one grade)
- Scavenger Hunt – (one grade)
- Portraits - Studio (two different assignments, two grades)
- Architecture using HRD – (one grade)
- Midterm - Two-page written critique of a digital photo, or web-based photo gallery.
- Final Portfolio – Presented digitally on your class blog. Must include of all critiqued projects and an additional five photos shot during the semester.

Standards Crosswalks

CCTC Standards	NYS Standards
Career Ready Practices CRP 1,2,4,6,8,11	ELA 11-12R 1,2,4,7 11-12W 2,4,57 11-12SL 1,2,5,6 11-12L 1,2,3,6
Cluster Standards AR 3,4,6	
Pathway Standards AR-AV 1,2,3,4	
	Literacy RST 1,2,4,7,8,9 WHST 2,4,6,7

MTC 400: Media Communications 400, Part II

ART 123: Digital Design for the Non-Designer

Course Description

This course offers an introduction to the fundamental design concepts and software techniques used by graphic designers to produce printed communications. Students will achieve a proficiency in the software used for computer aided graphic design as well as in the process of organizing 2-dimensional space. This course may be used as an elective course for non-art majors only. No MAC experience necessary.

Course Objective

The student will achieve a general proficiency in the software used for professional computer graphic design concentrating on the following criteria:

1. Software application for Page Layout. The ability to create artwork in a page layout software application (InDesign) with a basic understanding of the software's functions, tools, menus and panels.
2. Software application for Illustration. The ability to create artwork in an illustration software application (Adobe Illustrator) with a basic understanding of the software's functions, tools, menus and panels.
3. Software application for Photo Manipulation The ability to create artwork in a photo manipulation software application (Adobe Photoshop) with a basic understanding of the software's functions, tools, menus and panels.
4. 2-Dimensional Design. The ability to organize 2-dimensional space with a basic understanding of design concepts. (e.g. ads, brochures etc.)
5. Critiquing. The ability to discuss and evaluate the class's and the student's own work as well as, demonstrating an understanding of constructive criticism and self-analysis.

Grading

Class assignments will be critiqued and graded as projects are due. Late assignments will have 10 points deducted from the grade. If you do not like a grade you received on any project, you have the option to redo your project and submit it with your original project before the last session. You may only submit a project once for reevaluation. The following chart shows letter grades and the point values that will be used in calculating your grade:

A = 95-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59
A- = 94-90	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

Additional Course Policies

Copyrighted Images: It is illegal to use another artist's or designer's images without permission; this includes scanning photos from magazines, or capturing images on the Internet. All images used in whole or in part for this class must:

- be images you create
- be images from the stock photography books or websites
- be images you have obtained the rights to use

Required Texts and Materials

- *InDesign CS5, Visual QuickStart Guide*, Sandee Cohen, Peachpit Press
- *Illustrator CS5, Visual QuickStart Guide*, Elaine Weinmann and Peter Lourekas, Peachpit Press
- *PhotoShop CS5, Visual QuickStart Guide*, Elaine Weinmann and Peter Lourekas, Peachpit Press
- Thumb Drive-for storing all work completed as well as assignments in progress
- Mac lab with Creative Suite (InDesign, Illustrator and PhotoShop), color printer and scanner

Course Schedule

(This schedule is based on 3-hour sessions. Adapt timeframes as necessary Required content for Onondaga Community College's Art 123. Sample projects are shown. Instructor may vary projects as long as content is maintained.)

Week 1	Introductions, class structure and responsibilities Review course content. Mac OSX Desktop	
Week 2	InDesign CS5- Toolbox/Menus- Part I	SoundBox Ad
Week 3	InDesign CS5- Toolbox/Menus- Part II	Orchids Project / SoundBox Due
Weeks 4-5	InDesign CS5- Character styles, formatting, charts	Woods Flyer / Orchids Due
Week 6	Illustrator CS5- Toolbox/Menus- Part I	Illustrator Exercises / Woods Flyer Due
Week 7	Illustrator CS5- Toolbox/Menus- Part II	Illustration TV trace / Exercises Due

Weeks 8-9	Illustrator CS5- Type, Compound paths	Book Cover Project / Illustration Trace Due
Week 10	PhotoShop CS5- Toolbox/Menus- Part I	Montage Project / Book Cover Due
Week 11	PhotoShop CS5- Toolbox/Menus- Part II Scanning, Cloning, Drawing Tools, Color	Cartoon/Scan Project / Montage Project Due
Week 12	PhotoShop CS5- Ghosting, Combining Images	Cartoon/Scan Project Due
Weeks 13-14	Bringing it all together. Creating documents that utilize one or more programs, transferring images between programs	Final Project
Week 15	Final Projects	Final Projects Due

Standards Crosswalks

CCTC Standards	NYS Standards
Career Ready Practices CRP 1,2,4,6,8,11	ELA 11-12R 1,2,4,7 11-12W 2,4,57 11-12SL 1,2,5,6 11-12L 1,2,3,6
Cluster Standards AR 3,4,6	
Pathway Standards AR-AV 1,2,3,4	Literacy RST 1,2,4,7,8,9 WHST 2,4,6,7

Course Scope and Sequence

Time	Key Learning Targets (Students will know and be able to)
Week 1 The Mac OSX Desktop Setting up the Desktop and Suitcase	<ul style="list-style-type: none"> • Use Dock, Finder, Edit, View, Go, Window, Help, Trash and Empty, Eject, Force Quit Application • Use File/Folder concept • Create new folders- making, filing, storage • Save a document to a specific place • Access the server and setting up a folder • Move files from hard drive to Zip drive (or other storage unit) • Mount/eject disks • Use pull-down Desktop menus <ul style="list-style-type: none"> ○ Apple- Shut Down, Log Out, Force Quit, Restart ○ Finder- Empty Trash ○ File- New Folder, Open, Duplicate, Find ○ Edit- Undo, Copy, Paste ○ View- ○ Go- Computer, Connect to Server, Recent Folder ○ Window ○ Help • Use Dialog Boxes that pop up when a command is selected • Open an application- using the Dock • Open a file • Review work produced in the 3 software packages: InDesign CS5, Illustrator CS5, and PhotoShop • Make Disk icons show up on the Desktop. • Check Hard Disk and Connected Server. • Set personal Desktop preferences including desktop background and screen saver, mouse and dock preferences. • Set up Suitcase. • Load the 'Basic' Folder in Suitcase. • Enable global font activation for individual applications. • Select which applications globally auto-activate fonts
Week 2 InDesign: Toolbox and Menus, Part I	<ul style="list-style-type: none"> • Open, minimize, and dock Panels (Palettes) • Use InDesign Tools including Selection and Direct Select, Pen, Type Tool (Palette), Pencil, Line, Frame and Rectangular Frame, Rotate, Scale, Free Transform, Eyedropper, Gradient (Palette), Scissors, Hand, Zoom, Fill and Stroke Boxes, Pull Out Menus, Tool Palette Dialog Window at Top • Use Pull-Down Menus including Apple: Recent Items, Force Quit, Restart, Shut Down, Log Out and InDesign: Hide InDesign (Dock), Quit InDesign and other menu commands: <ul style="list-style-type: none"> ○ File- New, Open, Document Set-Up, Print, Save, Save As, Place ○ Edit- Undo/Redo, Cut, Copy, Paste, Clear (delete), Duplicate ○ Layout- Margins and Columns, Rulers ○ Type- Tabs, Glyphs, Show Hidden Characters, Using the Character Panel ○ Object- Transform, Arrange, Fitting, Drop Shadow, Feather, Corner Effects ○ View- Zoom (Navigator), Fit Page in Window, Actual Size, Show Rulers, Snap ○ Window- Tools, Control, Color, Character, Paragraph, etc. ○ Dialog boxes- activated by certain commands. • Use InDesign tools <ul style="list-style-type: none"> ○ Make text/photo boxes and get texts, photos using x and y coordinates ○ Select a Box- activate a box (Photo or Text) with the arrow selection tool ○ Use the Character palette- Fonts (serif vs. sans-serif), size, leading ○ Edit color- CMYK, RGB, Pantone Spot Color ○ Copy a text ○ Create picture box with tool ○ Print and Page Set-up • Save frequently • Drag and drop files to copy to another location. • Read Chap. 1 and 2 <i>InDesign CS5</i>, Sandee Cohen. • Complete Project 'SoundBox Ad'.
Week 3 InDesign: Toolbox and Menus, Part II	<ul style="list-style-type: none"> • Review Picture Tool and Text Tool. • Use Character Palette - Character Styling, Sizing, Scaling, Baseline Shift. • Use Paragraph Palette - Left, Right, First Line Indents, Space Before, Space After, Drop Cap. • Select New Colors (Color and Swatches Panels). • Use Eyedropper to sample a color. • Perform Gradient Color Blend with Swatch Palette/Editing Gradient by double clicking Gradient Swatch Tool. • Place Picture/Text.

	<ul style="list-style-type: none"> • Scale of Photos using Command+Shift to scale box and contents. • Use Text Wrap panel. • Use Runaround preferences set in Control Panel. • Explain Leading, the baseline to baseline measurement, tracking, horizontal spacing between letters throughout a line or paragraph and kerning, spacing between a 2-character combination. • Apply drawing rules, changing weight and styles. • Explain and demonstrate layout design, e.g. Big Headline, Intro Copy, Subheads and Copy Block and Photo Arrangement. • Demonstrate how visual organization is accomplished, including: <ul style="list-style-type: none"> ◦ Reading the manuscript to understand the information that will be communicated establishing a hierarchy of information ◦ Establishing a hierarchy of type styling and usage for the document that parallels the hierarchy of information ◦ Treating parallel information consistently throughout. ◦ Thinking how the photos/graphics draw attention to design while visually supporting the content of the copy around it. ◦ Using equal space between paragraphs, after all subheads and around all sides of photos. • Demonstrate how copyfitting is accomplished including adjusting type size, type font style, leading, tracking, column width and/or depth. • Use the Character and Paragraph panels to assign type and spacing specifications. • Keep text(s) within a single thought together, and grouped distinct from other unrelated text(s) • Use more space before and/or after heads- the larger the type, the larger the spacing. Space After on Paragraph panel. • Use more space between paragraphs- i.e. add half the leading measure between paragraphs- Space After on Paragraph panel. • Use one text box with 1, 2, or 3 columns. • Use separate text boxes for columns only when the design necessitates it. • Read Chap. 5, Working in Color, <i>InDesign CS5</i>, Sandee Cohen
Weeks 4-5 InDesign: Character Styles, Formatting, Charts	<ul style="list-style-type: none"> • Demonstrate page layout- using copy, heads, tabs, background options, including: <ul style="list-style-type: none"> ◦ Text Wrap ◦ Typing on curve with the Type on a Path tool ◦ Gradient fill ◦ Effects (fx) • Make a chart, establish the width of the chart and place a background box, fill chart with a light color or image and copy and paste table text into a separate type box on top of the background box. • Read Chapter 5- Working with Color and Chapter 6- Fills, Strokes and Effects • Complete Woods Flyer Project
Week 6 Illustrator: Toolbox and Menus Part I	<ul style="list-style-type: none"> • Demonstrate use of Illustrator toolbox. • Use Illustrator Drawing tools: <ul style="list-style-type: none"> ◦ Ellipse and Rectangle tools and options / dialog boxes- (with <i>option</i> / <i>shift</i> keys). ◦ Pen tool menu- anchor points for corners; and vectors for curves. ◦ Add / Delete / Convert anchor points. ◦ Pencil / Brush tool. • Use Illustrator Selection tools: <ul style="list-style-type: none"> ◦ Selection and Direct Selection (Shift select for selecting multiple items). ◦ Lasso. ◦ Fill and Stroke, Stroke width (on Stroke panel). • Use additional Illustrator tools: <ul style="list-style-type: none"> ◦ Zoom (magnifying glass) - use with <i>option</i> key to zoom out or use the keystrokes <i>Command</i> + and <i>Command</i> - . ◦ Type tools. ◦ Knife / Scissors / Eraser tools. ◦ Rotate / Reflect. ◦ Scale/ Reshape / Shear. ◦ Shear tools. • Use Illustrator Panels: <ul style="list-style-type: none"> ◦ Color Swatches. ◦ Pathfinder- add / subtract from selection (expand into one shape with <i>Option</i> key). ◦ Stroke. ◦ Color. ◦ Layers. ◦ Transparency. • Delete an item or point. • Use Illustrator Menus: <ul style="list-style-type: none"> ◦ Edit > Undo, Cut, Copy, Paste, Paste in front, Clear. ◦ Object > Transform, Arrange, Path > add anchor point. ◦ Type > Font, Size, Character.

	<ul style="list-style-type: none"> ○ Effects. ○ View > Guides (hide, lock, make), Smart Guides, Rulers, Outline vs. Preview. ○ Window > Access to all the panels (palettes). <ul style="list-style-type: none"> • Read Illustrator CS5 Chapter 4 - Panels and Chapter 6 - Geometric Objects. • Complete Illustrator Exercises.
Week 7 Illustrator: Toolbox and Menus Part II	<ul style="list-style-type: none"> • Demonstrate use of Illustrator toolbox, including: <ul style="list-style-type: none"> ○ Gradient Fill Palette ○ Gradient Tool- sets the direction of the gradient within a selected item ○ Eyedropper Tool- samples colors that are present in a piece of art or photo ○ <i>Option-click</i> with the Eyedropper tool to apply the current attributes to another shape ○ Pathfinder Palette - joining shapes ○ Pen Tool - for irregular shapes ○ Shift Key - for perfect circles, squares and stars ○ Layers Palette - Arranging, effecting, locking and viewing ○ Arrange - Bring to front/send to back (Object menu> Arrange>) ○ View > Outline (vs. Preview) ○ Navigator - Work in Close on fitting ○ Transform Palette • Read Chapter 10- Fill and Stroke and Chapter 12- Reshape • Complete Illustration Trace Project
Weeks 8-9 Illustrator: Type, Compound Paths	<ul style="list-style-type: none"> • Review and use Illustrator Tools, including: <ul style="list-style-type: none"> ○ Rotate/Reflect ○ Free Transform- ○ Scale/Shear/Reshape tools ○ Twist ○ Liquify (Distortion) Tools ○ Mesh Warping ○ Mesh Tool ○ Object-Arrange, Transform (Tool), Group, Envelope Distort, Text Wrap ○ Filter-Distort, Stylize ○ Effect-Distort and Transform, Stylize (shadows, etc.), Warp ○ Creating a shadow ○ Type as outline (ungroup to alter individual letters) ○ Compound paths ○ PathFinder palette- ○ Transform palette ○ Live Trace ○ Live Paint -Selection Tool and PaintBucket • Read Illustrator CS5 Chapter 11- Transform and Chapter 19- Create Type • Complete Book Cover Project
Week 10 PhotoShop: Toolbox and Menus Part I	<ul style="list-style-type: none"> • Describe the uses of PhotoShop CS professional-level software. • Explain the relationship between pixels and resolution. • Explain how the needed level of resolution is determined depending on output and use. • Explain and demonstrate use of color modes including: <ul style="list-style-type: none"> ○ RGB - Red/Green/Blue. ○ CMYK - Cyan/Magenta/Yellow/Black. ○ Grayscale. ○ Bitmap. • Explain and demonstrate use of PhotoShop tools, including Selecting: Marquee, Lasso, Magic Wand Drawing: Paintbrush, Pencil, Airbrush, Eraser, Type Transforming: Scale, Rotate, etc. Changing view: Hand, Zoom • Explain and demonstrate use of PhotoShop MENUS- File: New, Open, Close, Save Edit: Undo, Copy, Paste, Transform Image: Mode, Adjustments Filters Window: Show Color, Swatches, Layers • Explain and demonstrate use of PhotoShop PALETTES- Color, Swatches, Layers • Select/Move layers, including selecting, stacking order, opacity, Foreground/Background colors • Print a PhotoShop image • Read Photoshop CS5, Weinmann and Lourekas, Read Chapter 5, Workspaces and Chapter 6, Panels • Complete montage project
Week 11 PhotoShop: Toolbox/Menus, Part II – Scanning, Cloning, Drawing Tolls, Color	<ul style="list-style-type: none"> • Open Scan in Photoshop. • Change Mode from Bitmap to Grayscale. • Use <i>Adjust Image>Brightness/Contrast</i> to achieve bright Black and White Image. • Use the Eraser tool to eliminate unwanted items. • Use <i>Image> Image Size</i> to set dpi. • Find a photo from a stock photo supplier and save image. • Open Photo in Photoshop. • Use Magic Wand to select Image and save to Photo file. • Use <i>Edit>Transform>Scale</i> to size art.

	<ul style="list-style-type: none"> • Use the Move Tool to place art. • Color an image. • Add Shading, Highlights, and Drop Shadow with brush to an image. • Make a mask or to add a custom colored shape to an image using Paths palette. • Complete Cartoon/Scan Project.
Week 12 PhotoShop: Ghosting, Combining Images	<ul style="list-style-type: none"> • Ghost a photo. • Create a vignette or feathering. • Create a silhouette. • Use filters. • Making a color photo a duotone • Review Text Wrap • Type on curve
Weeks 13-14 Bringing It All Together	<ul style="list-style-type: none"> • Create documents that utilize one or more programs, transferring images between programs. • Complete Final Project: An ad or brochure utilizing Illustrator to create a logo, PhotoShop to create the main image, and InDesign for layout and type setting/design.
Week 15 Complete Final Project	<ul style="list-style-type: none"> • Complete Final Project