



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number DMA250	Course Title Digital Portfolio	Credits 3
Hours: Lecture/Lab/Other 1 / 4 / 0	Co- or Pre-requisite DMA225 or DMA145 or DMA210 or PHO203 or ADV110	Implementation Fall 2022

Catalog description:

Introduction to the culture, technologies, history and theories of new media. Advanced digital media arts students explore topics in digital media while developing a digital portfolio to present their work.

General Education Category:
Not GenEd

Course coordinator:
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Required texts & Other materials: None

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Describe the characteristics of new media and develop a definition of new media. [Supports ILG # 1, 5, 6, 7, 8; PLO # 6]
2. Identify and discuss the historical, theoretical, and cultural implications of new media. [Supports ILG # 1, 5, 7; PLO # 6]
3. Evaluate potential employment or educational opportunities and select opportunities that fit their individual goals and skills. [Supports ILG # 1, 11; PLO # 6, 9]
4. Analyze a body of work and select the pieces that best represent their range of skills. [Supports ILG # 1, 6, 11; PLO # 6]
5. Prepare a digital portfolio that communicates their individual style using current software applications. [Supports ILG # 4, 6, 11; PLO # 9]
6. Present their digital portfolio in a professional environment. [Supports ILG # 1, 6; PLO # 6]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Digital Media Arts (PLO)

1. Understand the pre-production process, for applied design in the areas of animation, multi-media, web design, and digital asset distribution on the internet.
2. Understand and apply storytelling principles applicable in the areas of animation, multi-media, web design, and digital asset distribution on the internet.
3. Produce and manage digital assets for various production scenarios including animation, multi-media, web design.
4. Produce and manage two-dimensional and three-dimensional digital assets containing change over time and throughout pagination using professional software.
5. Use professional 3-D modeling, animation, prototyping, or text editor software applications.
6. Develop and present ideas in both written and oral formats.
7. Use professional software applications to design websites with accessible design and content.
8. Use design principles to develop websites that communicate effectively.
9. Create a professional portfolio to serve in the pursuit of further education or employment.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **New Media and New Technologies [Supports Course SLO # 1, 2]**

Learning Objectives

The student will be able to:

- Identify the defining concepts and characteristics of new media.
- Discuss the role of newness and change within the definition of new media.
- Identify the theoretical movements and figures that were influential in defining old media.
- Identify the theoretical movements and figures that were influential in responding to and shaping the new media genre.

Unit II **New Media and Visual Culture [Supports Course SLOs # 1, 2]**

Learning Objectives

The student will be able to:

- Develop a definition of visual culture.
- Discuss the role of digital visual culture and describe its similarities and differences to visual culture.
- Discuss virtual reality's position within an art historical tradition and describe how it relates to older technologies used to create art.
- Define virtual realism and discuss the implications for virtual realism in digital cinema.

Unit III **Network Users and Economics [Supports Course SLOs # 1, 2]**

Learning Objectives

The student will be able to:

- Identify the aspects of a networked community that are new or different from a traditional community.
- Discuss and critique the theory of the social network as part of a public sphere.

- Discuss the political and social implications of the digital divide and uneven globalization.
- Identify the potential benefits and difficulties that result from protecting intellectual property rights.

Unit IV **New Media in Everyday Life** [Supports Course SLOs # 1, 2]

Learning Objectives

The student will be able to:

- Describe the function and site of new media consumption in our domestic lives.
- Discuss the aspects of our domestic lives that have changed to respond to the insertion of new media.
- Discuss the role of gender, ethnicity, and class in the development of a digital identity.
- Discuss the identity of the digital other in video games.

Unit V **Cyberculture: Technology, Nature and Culture** [Supports Course SLOs # 1, 2]

Learning Objectives

The student will be able to:

- Identify the aspects of new media that are not explored in new media theory.
- Discuss the drawbacks of new media definitions that employ binary methodology.
- Discuss the theory of determinism and the possibilities for technological determinism.
- Discuss the history of automata and its role in the development of inanimate reasoning
- Discuss the theories of cybernetics and their relationship to the virtual, the body, and science.

Unit VI **Planning your Portfolio** [Supports Course SLOs # 3, 4]

Learning Objectives

The student will be able to:

- Define the parameters of the career or job and compile a list of jobs meeting these qualifications.
- Identify the potential audiences for a portfolio and describe the expectations of this audience.
- Compare and select the appropriate format and software for the creation and delivery of a portfolio.
- Prepare a list of potential pieces for the portfolio.
- Analyze each piece and select the most representative pieces to include in the portfolio.

Unit VII **Producing your portfolio** [Supports Course SLOs # 5]

Learning Objectives

The student will be able to:

- Digitize non-digital work using a scanner or a digital camera.
- Assess the strengths and weaknesses of each piece selected and make revisions where necessary.
- Prepare final versions of each piece by using the crop and color adjustment tools.
- Prepare a resume that accurately communicates a list of technical skills, educational and work experience.
- Demonstrate the ability to design an interface that projects a style and tone using color, type, and imagery.
- Demonstrate the ability to use Adobe Dreamweaver, Adobe Flash or iDVD to create an interactive portfolio containing pieces of artwork.

Unit VIII **Presenting your portfolio** [Supports Course SLOs # 6]

Learning Objectives

The student will be able to:

- Demonstrate an ability to present a portfolio clearly and effectively.
- Demonstrate an ability to employ communication techniques that are respectful and professional.

- Demonstrate an ability to respond to interview questions intellectually and creatively.

Evaluation of student learning:

Final grades will be determined the following weighted areas:

10%	Reading Responses
10%	Participation and Critiques
30%	Projects
20%	Job Materials
30%	Final Portfolio
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100%	Final Grade