



COURSE OUTLINE REVISED SPRING 2008

DMA250
Course Number

3
Credits

Digital Portfolio Seminar
Course Title

1 lecture/ 4 studio hours
Hours: lecture/laboratory/other (specify)

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.

Prerequisites:

Digital Media Arts: DMA 245, DMA211 or DMA225 with a minimum C grade or divisional permission

Television:

Entertainment Tech:

Co requisites: N/A

Is course New or Modified? New

Required texts/other materials:

New Media: A critical introduction

By Martin Lister

Publisher: Routledge; 1 edition (April 25, 2003)

ISBN-13: 978-0415223775

Designing a Digital Portfolio

by Cynthia Baron

Publisher: New Riders Press (December 18, 2003)

ISBN-13: 978-0735713949

Last revised: Fall 2007

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Information resources:

- Required textbooks
- Digital files from instructor's computer
- Online articles or artifacts
- Artist's websites
- Computer hardware and software
- Lectures and demonstrations in class

Course goals:

The student will be able to:

- Describe the characteristics of new media and develop a definition of new media.
- Identify and discuss the historical, theoretical and cultural implications of new media.
- Evaluate potential employment or educational opportunities and select opportunities that fit their individual goals and skills.
- Analyze a body of work and select the pieces that best represent their range of skills.
- Prepare a digital portfolio that communicates their individual style using a current software application.
- Present their digital portfolio in a professional environment.

Course-specific General Education Core Competencies and Goals.

- B.1. Students will distinguish among opinions, facts, and inferences.
- B.2. Students will identify and critique underlying or implicit assumptions.
- B.3. Students will thoughtfully evaluate diverse perspectives and alternative points of view.
- B.4. Students will ask informed questions and make informed judgments.
- B.5. Students will solve problems by applying discipline-appropriate methods and standards.
- C.1. Students will identify ethical implications of an issue or a situation.
- C.2. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.
- C.3. Students will integrate their knowledge, take a position on an ethical issue or a situation, and defend it with logical arguments.
- D.1. Students will recognize the value of using information to strengthen arguments and articulate a research question.
- D.2. Students will identify resources needed and develop and modify appropriate search strategies to obtain the information required to answer a research question.
- D.3. Students will recognize the factors that affect the quality of information and extract the pertinent information needed for the specific research question.
- D.4. Students will integrate the information located in a cohesive manner that addresses the research question and communicate the information to the appropriate audience.
- D.5. Students will respect the privacy, security, and ownership of the information they locate and use. Students will identify the ethical considerations relevant to the use of information, with a particular focus on how to prevent plagiarism.
- E.1. Students will demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.
- E.2. Students will be proficient in using an interface and managing files.
- E.3. Students will use email and communication software effectively and appropriately.
- E.4. Students will use a web browser and search engines to seek information and will recognize types of information and sources.

- E.5. Students will understand the impact of computers on society.
- 1.2. Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
- 4.1. Students will demonstrate proficiency with electronic communications as appropriate to their program.
- 4.2. Students will demonstrate a working knowledge of a major domain of technological application.
- 4.3. Students will demonstrate the ability to use a particular technology or group of technologies to analyze or solve problems in general and within their academic discipline.
- 7.1. Students will read texts which enable them to identify and critically and creatively engage with significant themes of meaning and value across a range of traditions.
- 7.2. Students will demonstrate an awareness of interactions between significant themes and their contexts. These contexts include history, culture, and definitions of personal and communal identity.
- 7.4. Through their interaction with texts, students will apply their understanding to discovering and articulating connections between the texts and their personal senses of their own past, present, and future.
- 8.1. Students will recognize, analyze, and assess historical and contemporary works using accepted approaches and criteria.
- 8.2. Students will develop foundational skills using art media, music, dance, or dramatic material.
- 8.3. Students will apply skills and synthesize concepts to create and present individual performances and projects.
- 8.4. Students will assess and evaluate their work and that of their peers.

Units of study in detail.

Unit I **New Media and New Technologies**

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

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

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

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

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

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

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

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:

Instructional modes to be used are Integrated lecture and laboratory, studio assignments with specifications and limitations set by the instructor, demonstrations by the instructor, and discussions and critiques of student work.

The student is responsible for his or her regular attendance, participation in classroom discussions and critiques of student work, and for including his or her work to be discussed and evaluated. Diligent work on assignments is essential.

Evaluation of progress and grades are determined by the instructor, based upon the following considerations: attendance, participation, and estimate of quality of class work and homework assignments (by instructor). Values of quality, aesthetics, etc., are based upon the instructor's judgment of the work produced, the effort employed, and the total result achieved. The specific weight of each project is shown in the grade breakdown chart in this section.

To receive full credit, all assignments are due on time. A late assignment will be accepted one class period after due date with a reduced letter grade. After one missed class period, late assignments will receive the grade of "F".

The grade of "A" will be earned by students who demonstrate mastery of the essential elements of the material presented, as well as demonstrating excellence in aesthetics and originality in completing course objectives with at least 90% achievement.

The grade of "B" will be earned by students who demonstrate more than adequate mastery of the essential elements of the material presented and acceptable knowledge of the course content. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 80% achievement.

The grade of “C” will be earned by students who demonstrate adequate mastery of the essential elements of the material presented. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 70% achievement.

The grade of “D” is undesirable, but indicates a minimum passing of the course requirements. All of the course objectives must be fulfilled with at least 60% achievement.

The grade of “F” will be earned by students who do not demonstrate achievement.

Grade Breakdown

Class Attendance and Participation	10%
Research project	25%
Quizzes:	10%
Portfolio: Planning	15%
Portfolio: Production	25%
Portfolio: Presentation	15%

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).