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# Course Syllabus

## DIG2000C –Introduction to Digital Media

## Fall 2019

### Instructor Information

Instructor: Denise Gross, Assoc. Professor of Digital Media and Design

Division: Academic Programs

Office Location: Building 21, Office 119

Telephone: 386.754.4366

E-mail: [denise.gross@fgc.edu](mailto:denise.gross@fgc.edu)

Office Hours: Monday & Wednesday 8:15–8:30am, 2:30–3:30pm

Tuesday & Thursday 8:15–8:30am, 12:00–1pm, 2:30–3:30pm *Otherwise by appointment*

### Course Identification

Course Section: 001

Course Location: Building 21 Room 108

Class Times: Monday & Wednesday from 1:00 p.m. – 2:15 p.m.

Prerequisites: None

### Course Description

This course introduces students to computer concepts and industry standard software that are used for digital media creation and design. Students create and manipulate different types of digital images, explore fundamental design concepts, and complete several projects throughout the course. Additionally, the course incorporates a review of historical aspects of computer and communications technologies and their influence on culture and media.

DIG2000C is a 3-credit lecture/lab course.

### Course Objectives

The objectives for this course are to:

* Explain key concepts essential to using a desktop computer for various types of digital media creation.
* Define the terminology and concepts associated with computers, and peripherals, used in the digital media industry.
* Discuss design methodology from concept to production.
* Explain the different digital media formats for target genres of communication.
* Describe the role of teamwork in digital media production.
* Summarize the rules for legal, and illegal, duplication of software, Internet graphics, video,  
  and text.

### Student Outcomes

Students will:

* Acquire the ability to input, output, store and scan documents and visual materials.
* Develop the basic ability to use computer software applicable to the digital media industry.
* Gain a working knowledge of basic file formats, import and export of files, and compression features.
* Create both vector and raster-based computer illustrations and design layouts.
* Understand basic copyright laws.
* Plan and implement a digital media project.

### Required Textbook

The required textbooks are:

* ***The Graphic Designer's Digital Toolkit: A Project-Based Introduction to Adobe Photoshop Creative Cloud, Illustrator Creative Cloud & InDesign Creative Cloud (Stay Current with Adobe Creative Cloud)*** 7th Edition by Alan Wood, Cengage Learning

ISBN-13: 9781305263659

### Required Software

The required software is:

* ***Adobe Illustrator CC (2018 Release) –*** provided for you on every computer in the Mac lab, and on the two Macs in the Student Success Center.
* ***Adobe Photoshop CC (2018 Release) –*** provided for you on every computer in the Mac lab, and on the two Macs in the Student Success Center
* ***Adobe InDesign CC (2018 Release) –*** provided for you on every computer in the Mac lab, and on the two Macs in the Student Success Center

### Required Supplies

Students will need:

* 2 USB drives (one for backing up work and one for turning in assignments)
* 8.5" X 11" Epson photo paper Glossy finish – 3 sheets (this can be purchased at the FGC Bookstore a sheet at a time as needed).
* Pencils, pens, and paper for notes, sketches, and idea generation

### Other Applicable Learning Resources

Other applicable learning resources for this course include:

* Published relevant journal articles that can be accessed in the library or online.
* Handouts given in class.
* Videos that can be found within the course in Canvas or online.
* Presentation slides that can be found within the course in Canvas.

### Learning Activities

Documents outlining learning activities, in detail, are available on the course website in Canvas. The learning activities that you will encounter in this course include:

* Lectures
* Reading and video assignments
* Research
* Textbook Lessons - which are step-by-step exercises that follow instructions in the textbook. These lessons are designed to teach the students specific tools and methods of working with the software.
* Projects - students will be given a design/video problem and will use what they have learned to develop design/video solutions. Projects are a chance to demonstrate what you have learned and the skills you have developed.
* Critiques –Through this method, students are given the opportunity to present and articulate their ideas and concepts for the given problem/project. Students then receive feedback from the instructors and other students on the formal and conceptual validity of their solutions. Students’ homework usually consists of reactions and revisions based on these critiques. Specific guidelines for critiques will be given at the time of critique. All students are expected to participate actively in critiques.
* Discussions – in-class and/or on the discussion board. Part of learning to be a digital media designer is learning to discuss design solutions, your own work, and other’s work. Students will be required to actively participate in discussions. Discussion guidelines will always   
  be given.

### Grading

**Final Exam:**

The final exam for this course will be Wednesday, 12/4/19, from 11:30 a.m. to 2:15 p.m.

#### Grading Scale

|  |  |  |
| --- | --- | --- |
| ***Letter Grade*** | ***Percentage*** | ***Points*** |
| **A** | 90 - 100 | 900 - 1000 |
| **B+** | 87 - 89 | 870 - 899 |
| **B** | 80 - 86 | 800 - 869 |
| **C+** | 77 - 79 | 770 - 779 |
| **C** | 70 - 76 | 700 - 769 |
| **D+** | 67 - 69 | 670 - 699 |
| **D** | 60 - 66 | 600 - 669 |
| **F** | 59% and below | 0 - 599 |

#### Grading Policy

Grades will be based on the following:

|  |  |
| --- | --- |
| Attendance / Participation – 10% | 100 |
| Textbook Lessons – 12 @ 50 points each – 60% | 600 |
| Unit Review Projects – 3 @ 100 points each – 30% | 300 |
| **Total Points** | **1000** |

#### Evaluation

* All exercises, textbook lessons, and projects will be evaluated throughout the semester.
* All exercises, textbook lessons, and projects will be evaluated digitally.
* Files must have your name on them and the chapter number, i.e. ***JaneSmith\_ Chapter 3.*** For chapters with multiple files, create a folder with your name on it and the chapter number. Then place all the files in the folder. Turn in the folder.
* If the file cannot be found, the student will receive a zero for the assignment.
* Each student is advised to save computer work on a USB drive identified with first and last name and to a folder with his/her name in the *Student Folder* on the classroom computer they are using. It is the student’s responsibility to back-up their work to protect it from computer crashes and deleted or corrupted files.
* Classroom participation, exercises, textbook lessons, and projects will be used to evaluate student performance. Students will critique their work, as well as those of classmates, throughout the term. Critiques are very important as they offer an exchange of information between both the creators of the work and the viewers. Explanation of methods employed, learned experiences, as well as strengths and weaknesses evident in the piece with suggestions for alternative directions of the work are all aims of critiques.
* *Please note*: If you work on a project or assignment on a Windows computer, be aware that cross-platform problems may occur. **Fonts will not be the same from Windows to Macintosh** unless you convert type to outlines or embed fonts. It is the student’s responsibility for the readability of all digital files. If the instructor is unable to evaluate a digital assignment from within the software application, the assignment will receive a zero.

#### Late Assignments

* If you know in advance that you will miss a class when an assignment is due, you should turn it in ahead of time to receive full credit.
* A late textbook lesson will lose 10% of the total possible points as a late penalty and must be received by 1 p.m. seven calendar days after it was due. After this, the exercise will not be accepted and the grade will become a zero.
* A late unit review project will lose 15% of the total possible points as a late penalty and must be received by 1 p.m. seven calendar days after it was due. After this, the project will not be accepted and the grade will become a zero. Unit 4 Review Project will not be accepted late.
* If you have accessibilities accommodations for extended time on an in-class exercise you must bring me your official accommodation form to receive that extra time. This can be done in person. Or you can have the accessibilities office email me your form. Extended time for accessibilities accommodations only applies to in-class exercises. It does not apply to textbook lessons or projects. Extended time means that you will receive one extra hour without any penalty. After this the late assignments policy will kick in.

### Course Policies

**Learning is a process not a product.** To enhance your learning process students are expected to follow certain guidelines of behavior in this course.

#### Work Ethic

* Students are expected to work in class each session and to invest efforts outside of regularly scheduled class time in order to produce acceptable results. **This class takes many outside hours of work in the Mac lab to be successful.**
* Students are asked to work quietly during class studio time. Conversations are distracting and break the concentration needed to produce quality work.
* Always come to class prepared to work on projects, with materials and needed supplies.

#### Attendance

Class attendance is an important factor in college success. This is a combination lecture/studio class. The information presented in classroom discussions, project explanations, and media demonstrations cannot be adequately repeated when they are missed. Class time will often be used for working on projects. Since there is no substitute for time spent working in class with your peers and instructor, attendance and actively working in class is required of every student with no exceptions.

Excessive absenteeism will negatively impact student success in this class. Students will be monitored for regular attendance according to the following criteria:

* Any time a student is not in class it will be considered an absence no matter what the reason. There are no “excused” absences, whether for illness or a vacation. It is advised that you reserve your absences for real illness or emergencies.
* Students are responsible for all materials presented in class, discussion of the readings, and contributing dialogue during critiques. It is the student’s responsibility to make up all work missed due to absences.
* **You are allowed two absences without penalty.**
* Three absences will result in a 25-point deduction from the total points earned for the semester. There will be an additional 25-point deduction for each additional absence beyond this third absence.
* Arriving late to class, taking breaks, and/or leaving class early three times will result in a 25-point deduction from the total points earned for the course. There will be an additional 25-point deduction for each tardy, break, or early departure over three occurrences.

**Student Conduct Policy**

This course is "rated G."

This means that any word, comment, image, sound, or video that wouldn't be allowed in a Rated G film will NOT be tolerated in this class. This policy therefore prohibits ALL profanity and ALL derogatory comments in regards to any person's race, religion, gender, age, color, creed, size, nationality, ethnicity, sexual orientation, socio-economic status, political views, academic status or performance.

Additionally, any lewd or violent content (words, images and all other media) is also not tolerated. Again, if it's something that can't be seen in a rated-G cartoon for young children, it isn't tolerated in this class.

Any such profanity or aforementioned comment will be documented and forwarded to the Academic Dean, as well as resulting in the loss of all Participation points for this course. This will cause the offending student's final grade to drop by at least one letter grade.

Students are expected to behave professionally and courteously in all interactions with the instructor, clients, and other students. Students behaving in a way that is not courteous and professional will be asked to leave class and will be reported to the Academic Dean.

**Disruption-free Learning Environment**

Discussion and expression of all views relevant to the subject matter are recognized as necessary to the educational process, but students have the right to a classroom free from disruptions that interfere with learning. The instructor sets the standard of acceptable behavior in the classroom. In the interest of preserving the rights of others, a student may be dismissed from a class for unacceptable behavior.

**Internet / Technology Use Policy:**

As a student at Florida Gateway College, you will be given access to wireless Internet. Wireless Internet privileges are to be used for academic purposes only while in the classroom setting. **\*Please turn ringers off on cell phones and other devices upon entering the classroom. Cell phones should be kept stored away in book bags. No texting during class is allowed.**

#### Computer Lab Procedures

* The computer lab for digital media is in building 21, room 108.
* The lab computers are to be used for academic purposes only.
* The lab computers are for current students in digital media /game design courses only.
* Computer lab hours are: Monday - Thursday: 8am – 4:30pm
* You are welcome to come in and work when classes are in session provided a computer station is available for your use and you work quietly.
* **No food or drinks are allowed in the computer lab.**
* Please use headphones when listening to music during open lab hours. Loud music is disruptive to these working environments.
* Individuals not enrolled in classes meeting in building 21 room 108 are not permitted to use the computers.
* There are two Mac computers in the Student Success Center that are reserved for digital media and video game design students.

### Course Resources

#### FGC Student Canvas Account

* You will be able to review all course documents (syllabus, calendar, project specifications, evaluation rubrics, etc.) in Canvas.
* You will also be able to review your grades for the course projects in Canvas.
* To log into your FGC Student Canvas Account:
  + Go to the college’s homepage: <https://www.fgc.edu/>.
  + Click on the *My Courses* link at the top of the page.
  + Enter your FGC student e-mail address and MyFGC password

**Student E-mail Account**

Your FGC e-mail address is *firstname.lastname@wolves.fgc.edu.*

This e-mail account will be the one used by the instructor to e-mail you. You are advised to check this e-mail account several times a week. **You should check your college email frequently. Your professors, as well as other areas of the college will contact you during the term. This is the official means of communication from the college.**

The procedure for accessing the e-mail account is:

* Click on MyFGC from the College’s homepage.
* Click on Enter Secure Area
* Log in using Student ID and PIN
* Click on Personal Information
* Click on View E-mail Addresses
* Copy email address containing @wolves.fgc.edu
* Sign out of MyFGC
* Go to <https://www.outlook.com/fgc.edu>.
* Enter entire email address copied from MyFGC. example: john.doe@wolves.fgc.edu
* Enter PIN (same PIN as above)

Student email accounts can be synced to both Android and iOS devices. The instructions to do this are at: <https://www.fgc.edu/students/student-resources/email-account-instructions/>.

### Relevant Support For Learning

**The Student Success Center (SSC)**

The Student Success Center is located in Building 059. SSC offers a variety of resources for students and faculty.  The Success Center has over 60 computers with internet and limited free printing for students.  Copies of reference books, textbooks, access to course specific software, and access to tutors for all levels of math and writing are available in the Success Center.  Students may submit academic papers to be reviewed by an in-house tutor by emailing to [college.success@fgc.edu](mailto:college.success@fgc.edu). Tutoring for other subjects such as Chemistry, Accounting, Anatomy and Physiology, Physics, Spanish, and Public Speaking is available.  Please stop by Building 059 for the current tutor schedule.  The center also provides space for students to study in subject specific Learning Groups, which provide opportunities for students to work with a Tutor on particular competencies and to focus on strengthening their foundational skills. Proctored tests are available in the SSC by instructor approval only.  SSC offers a PERT preparation Boot Camp for students to strengthen their skills with a personalized study plan.  If you have any questions please call (386)754-4479 or 754-4413, or email [sandi.tomlinson@fgc.edu](mailto:sandi.tomlinson@fgc.edu).

SSC also provides 24 hour online tutor services through Tutor.com.  This service is accessed directly through students’ Canvas courses. Online tutoring is limited to five hours per student per semester. If additional online tutoring time is needed, you must contact Robert Dawson in the Student Success Center by email: [robert.dawsonjr@fgc.edu](mailto:robert.dawsonjr@fgc.edu). Extensions will be granted on a case-by-case review of online tutoring sessions.

The TRiO program is also housed in the Student Success Center offering coaching to enhance, navigate, and simplify the college experience.  Qualified students may participate in workshops, travel, individualized tutoring sessions and other educational experiences.

The SSC is open during the following hours:

* Monday – Thursday       8 am to 6 pm (All year)
* Friday                  9 am to 4:30 pm (Fall/Spring)
* Saturday                 10 am to 2 pm (Fall/Spring)

If you have any questions, you may contact the center by phone at (386)754-4437, 754-4305, or 754-4307, or by email at [robert.dawsonjr@fgc.edu](mailto:robert.dawsonjr@fgc.edu)

**GradesFirst**

* The Student Success Center, located in Bldg. 59, offers early alert to the entire campus through GradesFirst/EAB. Twice during the semester we provide instructors with the opportunity to ALERT students of their course progress. This is done through the FGC Wolves email account. Students may receive an email stating their success may be at risk in in a specific course. If you receive this email, DO NOT PANIC. Please contact your instructor directly, your Academic Advisor, and the Student Success Center. Your instructor’s information is provided in the email.
* Please do not allow yourself to struggle. We are here to help you achieve success. The mission of the Student Success Center is to help encourage and promote your educational journey here at FGC and beyond.

**Resource Information**

If you think you might benefit from the guidance of a professional counselor for any school, work, or life issue, take advantage of the **free, confidential resources of BayCare Behavioral Health.** If you would like to speak to a Counselor over the phone, please call **(800) 878-5470**.  It is a safe and secure way to get short-term counseling (up to 3 sessions) on issues including: managing stress/ school, work or life issues/ relationship issues/ family concerns/ anxiety, depression/ grief, trauma, loss/ self-esteem/ substance abuse. **Counseling sessions are completely confidential.** If you are in the need of additional resources please contact the Director of Student Life, Building 7.

**Academic Appeal; Grievances; General Complaint**

If a student wishes to file an academic appeal, grievance, or general complaint, please visit the college’s website ([www.fgc.edu](http://www.fgc.edu)) for more information. Under Student Resources and Student Complaints/Appeals, information regarding policy, procedure, and forms related to these topics is provided.

### College Policies

College Course Withdrawal & Drop Procedures

The last day to withdraw for Fall Term is Wednesday is 11/06/19.

Students who register for classes are responsible for all fees associated with those classes. Students who decide not to attend or wish to withdraw from a class are responsible for dropping or withdrawing from class by the appropriate published date (see [Academic Calendar](https://www.fgc.edu/students/academic-resources/academic-calendar/)). Students, who have not been identified by their instructor as never attending, will not be automatically dropped or withdrawn. Any student not dropped or withdrawn by the published dates will remain officially registered, liable for all fees, and assigned an earned grade at the end of the semester.

A course may be dropped only during the published add/drop period. The student may drop the course online through MyFGC or by submitting a form through the office of Enrollment Services. Dual Enrollment students should follow the established dual enrollment drop process.

To withdraw from a course, the student must complete the following before the published withdrawal deadline:

1. Complete the Withdrawal form and submit it to your instructor. The instructor should sign the form and fill in the last date of attendance.
2. The student must then meet with an academic advisor, who will sign the form. (Advising Services, Building 014).
3. Submit the form to the Director of Financial Aid or one of the Director’s designees for signature.
4. Take the signed Withdrawal form to the Office of Enrollment Services for processing before the deadline for withdrawal.

A student will be permitted a maximum of two (2) withdrawals per course. Upon the third attempt, the student will not be permitted to withdraw and will receive a grade for the course. Students, who take courses off campus or have extenuating circumstances that prevent submission of Withdrawal form in person, must:

1. Obtain the instructor's authorization and last date of attendance via email
2. Email the advisor a statement requesting a withdrawal from the course and include the instructor's email with the last date of attendance.
3. The advisor will complete a withdrawal form, attach the emails from the student and instructor in lieu of signatures and forward the form to Financial Aid.
4. A Financial Aid representative will complete and sign the form and forward the form to Enrollment Services to be processed.

It is the student's responsibility to ensure that the required documents are submitted to the advisor prior to the designated withdrawal deadline and to understand all financial and academic implications of the withdrawal.  Absence from class or merely notifying the professor does not constitute withdrawal. A student who stops attending class without withdrawing will receive a grade from his/her instructor.

**Academic Honesty**

Cheating, plagiarism, bribery, misrepresentation, and fabrication are not permitted and will be dealt with severely. Students should make themselves aware of the student code of conduct found in the Student Handbook.

**Equity and Diversity**

Florida Gateway College does not discriminate in education or employment related decisions on the basis of race, color, ethnicity, national origin, gender, religion, disability, age, marital status, genetic information, sexual orientation, pregnancy, or any other legally protected status in accordance with the law. The equity officer is Sharon Best, executive director of human resources, 149 SE College Place, Lake City, FL  32025, and may be reached at (386) 754-4313.

**Disability Statement**

The Office of Accessibility Services (OAS) is a resource for both students with disabilities as well as faculty. Students with disabilities in need of academic accommodations must first be registered with the Accessibility Services Office to verify the disability, establish eligibility, and determine reasonable academic accommodations.

After registering with the OAS, students must request their academic accommodation letters be sent each semester to their instructors. Upon receipt of the letter, the instructor will be available during office hours or via email to discuss the accommodations a student will need during the course.

Students with disabilities who are not registered with the OAS or faculty who may have questions or concerns regarding an accommodation, please contact the office at the following:

In person: Building 14, Room 102  
Phone: (386) 754-4393  
Email: [disability.services@fgc.edu](mailto:disability.services@fgc.edu)

**FERPA Statement**

The Family Educational Rights and Privacy Act (FERPA) provides certain privacy rights to students related to educational records.  This information can be found in the College Catalog, at the Office of Enrollment Services in Building 015 or on the College Web site.

**SACS Statement**

Florida Gateway College is accredited by the Southern Association of Colleges and School Commission on Colleges to award the baccalaureate and associate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of Florida Gateway College.

# Course Calendar and Due Dates

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| --- | --- | --- | --- |
| Date |  | | Due |
| **Unit 1** | | | |
|  |  | Week 1 |  |
| 8/19 M | Class 1 |  |  |
|  | Lecture: | Overview of Syllabus and of Macintosh OS X |  |
|  | Reading: | Chapter 1: Welcome to the Land of OS |  |
|  | In-Class Lab: | Walk students through basic operations of Macintosh OS X |  |
|  | Homework: | Go over Chapter 1 and get comfortable working in the Mac environment. Use the labs at school. |  |
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| 8/21 W | Class 2 |  |  |
|  | Lecture: | Review Chapter 1. Discuss the importance of file management procedures |  |
|  | Reading: | Chapter 1: Welcome to the Land of OS |  |
|  | In-Class Lab: | **Project:** Test Drive Mac OS X - Copy textbook files from the *Textbook Files – Fall 2019* folder to your student folder. Download an image off of the Web. Go through the process of creating a slide show of images using the Mac platform. |  |
|  | Homework: | Use labs at school to get comfortable. Read Chapter 2 for the next class. |  |
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|  |  | Week 2 |  |
| 8/26 M | Class 3 |  |  |
|  | Lecture: | Discuss elements of design, principles of design, typography basics, and imagery. | **Chapter 1 Lesson due** |
|  | Reading: | Chapter 2: Designing for the Client |  |
|  | In-Class Lab: | Project: Designing Color in B&W  Place students in design teams to research images and fonts to be used for project. |  |
|  | Homework: | Complete work on Designing Color in B&W project. Be ready with completed layout for next class. |  |
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| 8/28 W | Class 4 |  |  |
|  | Lecture: | Review design elements, principles, typography, imagery. Discuss design stages and design process when working for a client. |  |
|  | Reading: | Chapter 2: Designing for the Client |  |
|  | In-Class Lab: | Project: Designing Color in B&W Present thumbnails to instructor. Work on final rough layout of design. |  |
|  | Homework: | Complete work on Designing Color in B&W project. Be ready with completed layout for next class. |  |
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|  |  | Week 3 |  |
| 9/2 | Class 5 | Labor Day holiday – FGC is closed |  |
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| 9/4 | Class 6 |  |  |
|  | Lecture: | Review Chapter 2. Provide critique and discuss design and layouts created by design teams for chapter project. | **Chapter 2 Lesson due** |
|  | Reading: | Unit 1: Review Project Challenge; Chapter 3: Adjusting Images in Photoshop |  |
|  | In-Class Lab: | Unit 1: Review Project Challenge; Improve a Design  This review is in three sections. Complete all. |  |
|  | Homework: | Complete Unit 1 Review Project Challenge. Read Chapter 3 for next class. Find an image that is off color that can be corrected in the next class in Photoshop. |  |
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| **Unit 2** | | | |
|  |  | Week 4 |  |
| 9/9 | Class 7 |  |  |
|  | Lecture: | Discuss Photoshop environment, scanning procedures. Discuss graphic file formats. |  |
|  | Reading: | Chapter 3: Adjusting Images in Photoshop. |  |
|  | In-Class Lab: | Have students scan their own images that need to be adjusted. Learn proper scanning procedures to scan an image for good quality printout. Have students help one another. |  |
|  | Homework: | Read and start to work on Basic Image Correction project. Have students bring in an image that needs correction from home. Read Chapter 3 for next class. |  |
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| 9/11 | Class 8 |  |  |
|  | Lecture: | Review Photoshop environment, scanning procedures. Discuss some of the basic image correction commands. |  |
|  | Reading: | Chapter 3: Adjusting Images in Photoshop |  |
|  | In-Class Lab: | Project: Scanning and Basic Image Correction. Complete project to learn about Photoshop’s basic image correction commands. Have students attempt to correct their own images |  |
|  | Homework: | Complete project and image brought in from home. Read Chapter 4 for next class. |  |
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|  |  | Week 5 |  |
| 9/16 | Class 9 |  |  |
|  | Lecture: | Review image correction and scanning using Photoshop. Have students show images that they corrected on their own. Discuss selection tools and Tool Options bar settings. | **Chapter 3 Lesson due** |
|  | Reading: | Chapter 4: Working with Selections |  |
|  | In-Class Lab: | Students find an image to practice the various selection tools on. |  |
|  | Homework: | Read Chapter 4 for next class. |  |
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| 9/18 | Class 10 |  |  |
|  | Lecture: | Review Photoshop’s selection tools and editing selections. Discuss the procedure to save selections permanently as channels in the Channels panel. |  |
|  | Reading: | Chapter 4: Working with Selections |  |
|  | In-Class Lab: | Project: Replacing Color in a Sports Car |  |
|  | Homework: | Complete project assignment. Read Chapter 5 for the next class. |  |
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|  |  | Week 6 |  |
| 9/23 | Class 11 |  |  |
|  | Lecture: | Review Photoshop’s selection tools and channels. Discuss the importance of layers, the Layers panel, and the Layers menu in Photoshop. | **Chapter 4 Lesson due** |
|  | Reading: | Chapter 5: Using Layers |  |
|  | In-Class Lab: | Project: Creating a Multicolor Product Ad; Have students create the three colored kayaks in the ad. |  |
|  | Homework: | Read Chapter 5 layer styles section and working with type. |  |
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| 9/25 | Class 12 |  |  |
|  | Lecture: | Review layers, the Layers panel, and the Layer menu. Discuss creating Layer style effects and placing type on images on their own separate layers. Demonstrate using Layer Comps. |  |
|  | Reading: | Chapter 5: Using Layers |  |
|  | In-Class Lab: | Project: Creating a Multicolor Product Ad |  |
|  | Homework: | Use Layer style effects to create realistic shadows. Working with type elements. Complete project assignment. Read Chapter 6 for next class. Bring an image that has cracks in it or imperfections to try and restore. |  |
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|  |  | Week 7 |  |
| 9/30 | Class 13 |  |  |
|  | Lecture: | Discuss Photoshop’s retouching tools. Demonstrate using Dust & Scratches and Gaussian Blur filters as image correction tools. Review selection tools for project. Discuss the History panel. | **Chapter 5 Lesson due** |
|  | Reading: | Chapter 6: Restoring and Retouching Photographs |  |
|  | In-Class Lab: | Project: Retouching and Coloring a B&W Photograph  Work on project until B&W image is restored. Scan in personal image to restore. |  |
|  | Homework: | Work on project until B&W image is restored. Restore personal image brought in. |  |
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| 10/2 | Class 14 |  |  |
|  | Lecture: | Review retouching tools. Critique attempts to restore personal images. Discuss applying color to B&W images such as changing to RGB color mode and using a wide enough low-opacity brush for realistic effects. Demonstrate use of Color Sampler tool to sample colors from other images. |  |
|  | Reading: | Chapter 6: Restoring and Retouching Photographs |  |
|  | In-Class Lab: | Project: Retouching and Coloring a B&W Photograph |  |
|  | Homework: | Complete project. Go over Chapters 3-6 for Unit Review Project Challenge next class. |  |
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|  |  | Week 8 |  |
| 10/7 | Class 15 |  |  |
|  | Lecture: | Review Photoshop tools, techniques, and panels used in Chapters 3-6. | **Chapter 6 Lesson due** |
|  | Reading: | Unit 2: Review Project Challenge: Creating a Music CD Cover |  |
|  | In-Class Lab: | Unit 2: Review Project Challenge: Creating a Music CD Cover; This review ties in operations and tools from Photoshop chapters and also introduces the Magic Eraser tool. It demonstrates the ease of combining images into one composite image. |  |
|  | Homework: | Complete the Unit 2 Review Project Challenge if not completed in class. Read Chapter 7 for next class. |  |
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| **Unit 3** | | | |
| 10/9 | Class 16 |  |  |
|  | Lecture: | Discuss the Illustrator environment. Compare vector and bitmap images. Demonstrate how to use the Fill and Stroke colors and the use of the Align and Stroke panels. Discuss how Illustrator tools create paths with anchor points, line segments, and direction lines. Demonstrate using the Illustrator Selection and Shape tools. Discuss how Illustrator combines shapes to create composite shapes. Demonstrate the difference between Preview View displaying artwork with its colors, and Outline View for shape outlines to check for precise alignment. | **Unit 2 Review Project due** |
|  | Reading: | Chapter 7: Creating Shapes with Illustrator |  |
|  | In-Class Lab: | Practice creating paths applying stroke and fill colors. Practice creating shapes  and combining to create composite shapes. |  |
|  | Homework: | Get comfortable with the Illustrator environment. Read Chapter 7 for the next class. |  |
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|  |  | Week 9 |  |
| 10/14 | Class 17 |  |  |
|  | Lecture: | Review the Illustrator environment. Compare vector and bitmap images. Demonstrate how to use the Fill and Stroke colors and the use of the Align and Stroke panels. Demonstrate using the Illustrator Selection and Shape tools. Demonstrate using the Align panel to align and create composite shapes. |  |
|  | Reading: | Chapter 7: Creating Shapes with Illustrator |  |
|  | In-Class Lab: | Project: Creating an Electronic Checkerboard Game  This demonstrates the use of aligning shapes to create a checkerboard. |  |
|  | Homework: | Complete the project assignment. Get comfortable with the Illustrator environment. Read Chapter 8 for the next class. Have students create a simple sketch and scan it in Photoshop at 300 dpi to practice on in the next class. |  |
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| 10/16 | Class 18 |  |  |
|  | Lecture: | Demonstrate using the Pencil tool in Illustrator for freeform drawing. Discuss how cartography is an occupation of creating map illustrations with various symbols for specific purposes. Discuss template layers and how Illustrator can use various tools to trace any scanned image. Demonstrate using the Place command in Illustrator to bring in Photoshop scanned images. | **Chapter 7 Lesson due** |
|  | Reading: | Chapter 8: Working with Brushes, Symbols, and Layers |  |
|  | In-Class Lab: | With students having their images scanned already in Photoshop, bring the sketch image into Illustrator using the Place command. Bring the image in as a template layer. Place in Illustrator as a template layer. Use the Pencil tool to trace over the sketch to practice. Join endpoints together to create closed paths. |  |
|  | Project: | Creating a Tourist Map - Students should complete the outline of the map using the Pencil tool. |  |
|  | Homework: | Complete the project up to outlining the map. Read Chapter 8 for the next class. |  |
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|  |  | Week 10 |  |
| 10/21 | Class 19 |  |  |
|  | Lecture: | Discuss the use of Illustrator’s brushes, the Tool Preset panel to create customized brushes. Demonstrate using layers and creating symbols, using symbols from the symbol libraries, and editing symbols with the symbolism tools. Working with type and importing text. |  |
|  | Reading: | Chapter 8: Working with Brushes, Symbols, and Layers |  |
|  | In-Class Lab: | Project: Creating a Tourist Map; Creating and saving custom brushes. Creating, saving, and editing symbols. Importing text and working with type. |  |
|  | Homework: | Complete the project assignment. Read Chapter 9 for the next class |  |
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| 10/23 | Class 20 |  |  |
|  | Lecture: | Discussion of using Illustrator’s Pen tools to create straight lines, corners, and Bézier curves. Discuss anchor points, using direction lines to determine the shape of a curve, and using the Direct Selection tool to select individual path components. | **Chapter 8 Lesson due** |
|  | Reading: | Chapter 9: Precision with the Pen Tool |  |
|  | In-Class Lab: | Open the *Pentools* file in Chapter 9 as a guide to practice making “C” and “S” curves, corner points, and straight lines with Pen tools. |  |
|  | Project | Creating a Logo; Use the Pen tool to create the outline of the dolphin logo. Make sure all endpoints are joined by using Average and Join commands in the Object menu. |  |
|  | Homework: | Practice using the Pen tool. Complete up to outlining the dolphin image. |  |
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|  |  | Week 11 |  |
| 10/28 | Class 21 |  |  |
|  | Lecture: | Discuss applying color using the Transparency panel, and combining paths created by the Pencil and Pen tools. Demonstrate using the Path Type tool. |  |
|  | Reading: | Chapter 9: Precision with the Pen Tool |  |
|  | In-Class Lab: | Project: Creating a Logo - Complete the logo project. |  |
|  | Homework: | Complete the logo project if not in class. Read Chapter 10 for the next class. |  |
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| 10/30 | Class 22 |  |  |
|  | Lecture: | Discuss gradients in Illustrator. Designing for Web pages involving use of color and Web page sizes. Discuss graphic file formats and their purpose. Use the Place command to import Photoshop images into Illustrator. Demonstrate the use of text on paths in Illustrator with stroke and fill effects and creating clipping masks. | **Chapter 9 Lesson due** |
|  | Reading: | Chapter 10: Integrating Photoshop and Illustrator Files for Web Use |  |
|  | In-Class Lab: | Project: Creating Web Banners  Create the first Web banner in Illustrator. Placing Photoshop images and creating text on path and clipping masks. |  |
|  | Homework: | Create the first Web banner in Illustrator. Read Chapter10. |  |
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|  |  | Week 12 |  |
| 11/4 | Class 23 |  |  |
|  | Lecture: | Discuss gradients in Photoshop. Review graphic file formats and their purpose. Use the Export command in Illustrator to bring layered images as PSD files into Photoshop. Demonstrate the use of Layer style effects on Illustrator images in Photoshop. |  |
|  | Reading: | Chapter 10: Integrating Photoshop and Illustrator Files for Web Use |  |
|  | In-Class Lab: | Project: Creating Web Banners; Create the second Web banner in Photoshop. Exporting Illustrator files into Photoshop as PSD file maintains layers that can be edited with Layer styles effects. |  |
|  | Homework: | Complete the project. Read Chapters 7-10 for Unit 3 Review Challenge Project. |  |
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| 11/6 | Class 24 |  |  |
|  | Lecture: | Review Chapters 7-10. Overview of integrating Photoshop and Illustrator files. Discuss the importance of both. Discuss the new 3-D mapping in Illustrator CS. | **Chapter 10 Lesson due** |
|  | Reading: | Unit 3: Review Project Challenge: Making a Promotional Mug Logo |  |
|  | In-Class Lab: | Create 3-D Shapes with Illustrator’s 3-D mapping function. |  |
|  | Homework: | Read Unit 3 Review Project Challenge: Making a Promotional Mug Logo for next class. |  |
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|  |  | Week 13 |  |
| 11/11 | Class 25 | Veteran’s Day holiday – FGC is closed |  |
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| 11/13 | Class 26 |  |  |
|  | Lecture: | Review Chapters 7-10. |  |
|  | Reading: | Unit 3 Review Project Challenge: Making a Promotional Mug Logo |  |
|  | In-Class Lab: | Unit 3: Review Project Challenge: Making a Promotional Mug Logo |  |
|  | Homework: | Complete project. Read Chapter 11 for next class. Have students bring in examples of menus. |  |
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| **Unit 4** | | | |
|  |  | Week 14 |  |
| 11/18 | Class 27 |  |  |
|  | Lecture: | Discuss designing advertisements. Discuss and demonstrate InDesign environment, tools, and panels. Desktop publishing terminology. Importing text and graphics into frames. Control panel, Pages panel, and use of master pages. Layout of elements in Coupon Ad using guides. | **Unit 3 Review Project due** |
|  | Reading: | Chapter 11: InDesign Fundamentals |  |
|  | In-Class Lab: | Project: Creating a Coupon Ad  Using InDesign tools and techniques, layout guides for graphics and text. |  |
|  | Homework: | Read and complete the Coupon Ad assignment. Complete Review questions. |  |
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| 11/20 | Class 28 |  |  |
|  | Lecture: | Review InDesign tools, panels, and layout of elements. Discuss using the Color panel to create a blend of colors. Discuss set up for creating multi-page documents. Layout of graphics, creating continuing banner on all pages, creating master pages. Discuss and demonstrate the various printing options. | **Chapter 11 Lesson due** |
|  | Reading: | Chapter 12: Creating a Multi-Page Document (Newsletter) |  |
|  | In-Class Lab: | Project: Creating a Multi-Page Document (Newsletter)  Create continuing banner, layout guides and import graphics onto all four pages of the newsletter. |  |
|  | Homework: | Complete the graphics, continuing banner, and nameplate of the project. Review Chapter 12 and read about importing text for the next class. |  |
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|  |  | Week 1 |  |
| 11/25 | Class 29 |  |  |
|  | Lecture: | Review InDesign fundamentals. Discuss methods of importing text, tab alignment, and text formatting using styles. Discuss requirements for getting project ready for the service provider for print. Demonstrate Preflight and Package menus. |  |
|  | Reading: | Chapter 12: Creating a Multi-Page Document (Newsletter) |  |
|  | In-Class Lab: | Project: Creating a Multi-Page Document (Newsletter) |  |
|  | Homework: | Complete project and provide required job package to instructor. Read Unit 4 Review Project Challenge for next class. |  |
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| 11/27 |  | Thanksgiving holiday – FGC is closed |  |
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|  |  | Week 16 |  |
| 12/2 | Class 30 |  |  |
|  | Lecture: | Layout of tri-fold setting, importing text and graphics, apply styles formatting. | **Chapter 12 Lesson due** |
|  | Reading: | Unit 4: Review Project Challenge: Creating a Tri-fold Brochure |  |
|  | In-Class Lab: | Unit 4: Review Project Challenge: Creating a Tri-fold Brochure. Complete the project to help understand design layout in creating tri-fold brochure for a client. Determine set up for sending final package to the printer. |  |
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| 12/4 | Final Exam | Mandatory attendance during final exam period. | **Unit 4 Review Project due** |
|  |  | 11:30am – 2:15pm |  |