

COMM 2310 Media Arts Syllabus Spring 2023

California State University, Bakersfield
Department of Communications

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Section 60
Time and Place:
Tues WSL03 2:30-3:45
Thurs Online TBA

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Office Location: Online
Office Hours: Tues 11am to 1pm in person
Wed 12:00-14:00 online
Thurs 11am to 12pm online

Course Description

An examination of the major elements of film, video, and digital media, and the fundamentals of how these forms are used to communicate messages. Time is shared between lecture/lab.

Course Learning Outcomes

1. Create and define a brand and user experience for use in media content creation to grow an audience.
2. Identify and recall media making terms for photography, film, video, 3D models, and interactive media.
3. Explain the differences between pipeline and workflow, then apply the concepts of pipeline or workflow to the creation of media projects.
4. Apply basic visual design elements to project planning and execution.
5. Discover new technology, including hardware and software, and develop an approach to learning the technology without relying on an immediate supervisor.
6. Organize, plan, and collaborate on the creation of projects with fellow classmates.
7. Critique and evaluate works of professional media makers and peers.
8. Create and demonstrate proficiency in stills, video, and interactive media.
9. Develop time management skills.
10. Develop a personal style of brand.

Texts, Accounts, and Materials

You will need to purchase or acquire the following:

Materials

- Appropriate storage for projects, which may include
 - External Hard Drives
 - SD Storage Cards (32GB U3 are usually the most versatile)
- Studio Headphones (if you are on a budget, it may be worth it to invest in decent gaming headphones at the moment and get studio headphones later)
- 3 Button Mouse
- Batteries as needed
- Other items for projects

Accounts & Software

Please see the Software and Accounts documents in the General Course Resources for exact version numbers, invite links, download links, and other information.

- Google Account - Make one specifically for the Digital Media courses
- Streaming Service Account - YouTube (provided with Google account) or Vimeo
- Social Media Accounts X 2 (your choice as long as one of them can handle video and one can handle images)
- Autodesk Student Account
- Asana (Project Management)
- Epic Games Account for Unreal Engine
- Discord Account
- Kahoot App
- Github

Texts

Texts are provided as part of the course as Open Educational Resources (OER) online through the library.

Texts include:

- GoRoberts-Breslin, Jan. Making Media: Foundations of Sound and Image Production 4th Edition, 2017. 978-1138240391 (Free online through the library - Link on Canvas)
- Lee, Joanna, et al. Unreal Engine: Game Development from A to Z : Develop Fantastic Games and Solve Common Development Problems with Unreal Engine 4 : a Course in Three Modules. Packt Publishing, 2016.
- Rogers, Scott. Level up! The Guide to Great Video Game Design. 2nd Edition, 2014. (Free online through the library - Link on Canvas)

Personal Computers, Software, and Recommended Accounts

To see the most up-to-date software and computer requirements, please check under General Course Information on Canvas. Links to software downloads and requirements should be updated on Canvas.

We will be using several different pieces of software in this course and you will need to have access to a computer with the **minimum** following specs:

Windows

- Windows 7 or higher
- 64-bit Intel OR AMD minimum quad core processor
- Graphics Card - Nvidia 970 or higher OR a AMD 390x or higher
- Webcam
- 8GB of RAM
- 4GB of free space for software
- Three-button mouse

Mac

- Mac OS X 10.13 or higher
- 64-bit quad core processor or higher
- Maya compatible graphics card
- Webcam

- 8 GB of RAM
- 4 GB of free disk space
- Three-button mouse

The following is a list of potential software we will be covering in the course:

- Adobe Creative Cloud - (\$\$) Check Canvas for links to discounted software. Software that may be covered includes but is not limited to Photoshop, Illustrator, Premiere, After Effects, Media Encoder, Audition, and Lightroom
- Unreal Engine (Free)
- Microsoft Visual Studio (Free - log in with student email)
- Autodesk Student Login (Free) - Software that may be covered but not limited to includes Maya, Arnold, Mudbox, Recap Pro (Windows Only), 3D Studio Max (Windows Only), MotionBuilder, SketchBook, and Flame
- Blender
- GitHub Desktop (Free)
- VLC - Free
- Steam - Free

Please note that we may cover additional software.

You will need access to a camera. This can include decent cell phone cameras (on most iPhones and Androids) or a DSLR.

Prerequisites

On Canvas there is a list of basic technical skills which you must know as a prerequisite to the course. Failure to understand these concepts may result in you failing the course. Please check Canvas for the current list of prerequisites. These are a base minimum and may mean you will still need to learn other common technical skills in the course. A brief list of the technical skills include:

- Access, send, and reply to messages in the Canvas
- Access, login, and navigate the Canvas
- Upload assignments and properly share to anyone with the link via Box, Google Drive, YouTube, and other sites
- Create, edit, make copies, save, and view Google Docs
- Access and browse websites
- Fill out and submit Google Forms
- Fill out, edit, and alter forms in Adobe PDF
- Work with compressed files in ZIP, RAR, and other compressed formats, including unzipping and zipping
- Install software
- Basic understanding of the operating system you use, including searching for files of specific sizes, working with source executables outside of the App Store or Windows stores, changing control settings, find directories,
- Understand directories, directory layouts, and how file systems work (how do folders work inside of other folders)
- Understand virtual 3D space, meaning you have played games in 3D such as DOTA, COD, Final Fantasy, Animal Crossing, or other virtual three-dimensional space

- Learn basic software through video tutorials, including learning software that may look different due to updates since the creation of the software tutorial
- Pulling up the context menu on different items (It's different for each operating system)
- Understand basic keyboard shortcuts such as copy, paste, select multiple contiguous items in a list, select specific items in a list, and undo.
- Google and discover answer to technical problems that arise
- First thing that one must generally always do when experiencing a computer issue.

Privacy and Terms of Service Agreements

You are responsible for protecting your privacy and reading the Terms of Service agreements for accounts you sign up for in the course. I understand that you may not want to sign up for services due to privacy concerns. You are free to create accounts using credentials that will only be used for the class to skirt privacy concerns. We will only be using Google Drive for file sharing in this class since it offers a large amount of free space and is easy to use. Failure to use the accounts may result in failure of projects or the course.

Grade Calculation

This course is designed to give you multiple options, so that you can choose your path to *earn* your grade. You get to complete what you want to do.

Reaching 1000 points does not guarantee an A. To get an A, you must reach 1000 points and meet the following requirements:

- Professional Portfolio Online
- Developed and posted three stills on social media
- Created a video and posted on social media (may be collab)
- Created one interactive item beyond the portfolio
- Collaborated with at least four classmates total on at least two different projects.
- Miss no more than two classes

Failure to complete the above requirements will result in a full letter grade deduction for each item. For example, if you have 1200 points at the end of the semester, but did not do a portfolio or a video, then you would receive a C in the course.

There is a minimum of 75 points available each week. If the requirements are met, the following are the number of points to receive the grade:

A	1000+
A-	967 - 999
B+	934 - 966
B	892 - 933
B-	860 - 891
C+	828 - 859
C	785 - 827

C-	752 - 784
D+	720 - 751
D	677 - 719
D-	645 - 676
F	Below 644

If Canvas displays percentages, then they are incorrect. You should always go off the total point value.

Grading Policies and Feedback

Grades are based upon the sole discretion of the instructor and are based upon the language laid out in the syllabus and individual assignments. I suggest you read assignment guidelines as if they were contracts with requirements and stipulations. The Project Specifications are the basis of all assessments. Additionally, there are assessment guidelines listed at the bottom of each of the guidelines. If there is a discrepancy, it is your responsibility to ask the instructor.

If a student disagrees with a grade, then the student needs to send an email to the instructor outlining why the grade given was incorrect or miscalculated within two school weeks of receiving the grade. Please be specific when outlining issues. Failure to communicate with the instructor within two school weeks may result in the grade not being changed. A school week is any week in which school is in session, including half weeks or partial weeks.

I highly suggest you focus on the learning and accomplishing what you think interests you in the course. It is near impossible to complete everything that awards points in the course by design. This mimics real-life situations where one needs to manage their time and skills wisely.

Throughout the course, we will both make mistakes with scoring. Students are free to ask why something was marked incorrectly during my office hours. Some students get caught up in the habit of arguing every incorrect answer, which is a waste of class resources. Repeated grade grubbing behavior may result in a lowered grade for the student, as well as, hurt the class as a whole.

Assessments, including large exams, are taken online and questions are chosen randomly from a large database of questions on each subject. At the end of the exam, I monitor the pass/fail rate for each question. Scores are sometimes adjusted based upon statistics and if we properly covered the topic in the course. The decision of the exam scoring is at the sole discretion of the instructor.

Immediate grade feedback is available on some items via Canvas, including assessments. The majority of assignments are due at midterm and final exam time. Barring extraneous circumstances, most items submitted will be returned with a score within two weeks of the due date. Sometimes items will not be graded until students with extensions submit their work too.

Harsh criticism does not always mean a low grade and light criticism doesn't always indicate a high grade.

After taking the midterm exam, grades are calculated and checked by the instructor for the first half of the semester. Students are responsible for checking the grades for the first half of the semester by two school weeks after receipt of the midterm grades. Any assignments that may have the incorrect grade should be

submitted to the instructor in electronic writing via text or email within the specified time. Failure to submit the correction in writing may result in the grade not being changed.

Incompletes are not given unless dictated by extreme circumstances. Before receiving an incomplete, the student must arrange in writing with the instructor when the unfinished work will be submitted. Incompletes are given at the sole discretion of the instructor.

Extra Credit does not exist in this course due to the gamified nature. Sometimes additional assignments will be given. These will usually be announced in class and posted on the announcements board in the Canvas.

Deadlines are strictly enforced. Anything marked with (HARD DUE DATE) is due at the due date time. Only in *documented* excused circumstances approved by the instructor may the student have extended time. **There are multiple ways to earn the points needed in the course to reach the highest grade, thus extensions will only be given in extraneous circumstances as decided by the instructor or law.**

Items not marked with a due date are soft due dates and may be turned in any time up until the final due dates (at the time of final portfolio or final exam).

Late assignments will not be accepted unless agreed upon in electronic communication BEFORE the project due date. If a project is due at 23:55 (11:55 pm), and you submit it at 23:56 (11:56), you will fail the assignment. It must be uploaded and submitted by the due date. Exceptions may apply as defined by law, which usually includes things like hospitalization. Last minute issues due to technical difficulties, such as power outages or a server down, will not be accepted.

If an assignment is due at the beginning of class, you are still responsible for it if you are absent. Absences are not excuses for late work.

Course Format

This is a hybrid course. We will usually meet in person one day a week on Tuesday, though that may vary week to week. We may meet synchronously on Thursday via Discord or Zoom, but it varies week to week. Each week's meeting place will be listed on Canvas.

This course is gamified and based on game theory, you are awarded for the work that you do. You choose the projects you want to do, the assessments you want to take, and other work. There are required items in the course to receive specific grades, including required group projects. This is a survey course that covers a wide variety of media topics and you will not be an expert in any specific area. The purpose of a survey course is to introduce you to a variety of topics in the field.

I've tried to keep the course up-to-date, but it covers a large amount of material and disciplines. I consider myself well informed on many of the areas, but I am not an expert in every area since this is a survey course. I will make mistakes. I will state things wrong from time to time. Things will change and often what you learn in class is outdated by the time you reach the field.

There is a great deal of material to cover in this course and we have a very limited amount of time. This course moves fast and so do I. I move quickly through the material that I find integral to your success in future digital media courses. I teach this course as if everyone is a major, because this is a prerequisite for almost every Digital Media course in the emphasis. There will be additional lectures available, assessments, and projects related to those lectures that I will not cover in class. They are there for you to use for learning and having a different route to the grade you want to earn.

Most of the concepts covered in class are found in the readings or other course materials, such as podcasts, online lectures, movies, and games. You will need to cover the lectures and assessments for the week before you come to class if you wish to understand what is happening. We will often review this material via Kahoot. I seldom lecture in class.

Tuesdays will often be an in-class assignment for you to complete in class. You may also need to show what work you were working on for the week or work in groups. Thursdays, if we meet, will be critiques with a group or review of concepts.

This course requires a great deal of participation, collaboration, and viewing. You will be collaborating with peers on group projects. You should be using your peers to work together and get ahead. When you run into problems, check with your peers before you check with the instructor. This course is about teamwork, which the entire field of media is about teamwork. You cannot succeed without a network and a team to create projects. Most people in the class become friends and I encourage you to socialize outside of the classroom.

The course has a Discord channel. It is the preferred method of communication. This channel gives you access to your peers and your instructor. There are additional channels on Discord to help with much of the software too. For example, if you're stuck in Unreal with a coding issue, you can hop on the Game Dev's channel and ask for help. People will be happy to help. I found Discord to be an outstanding resource.

Tutorial videos are often PC based, but the lab we currently have is Mac based. You will need to be able to understand some of the differences as you work, if you work on the Macs. If you haven't bought a PC, I suggest buying a gaming computer if you are continuing in Digital Media. I'm happy to suggest a couple to you within your budget (if it's reasonable).

A 3-button mouse is required for this course. Failure to have one may lead to not receiving assistance during lab time since some items cannot be completed without a 3-button mouse.

Participation Policy

There are two ways to participate in this course:

1. Participate in the live action "voice" version of the course. There will be meetings via the Digital Media Discord server on a near weekly basis where we will talk about topic(s), review course assignments, and generally talk about media. We will review course materials for the week via Kahoots during this time as well.
2. Participate in Discord text discussions. There will be weekly topics, chances to ask questions, and other items on the 2310-media-arts-S23 channel in the Discord Media Server. You need to participate at least three times over the course of the week in the text chat. Quality does count on the participation, meaning it shouldn't just be "Hi!" If you have questions on quality, feel free to inquire with the instructor. Text chat in the class will be reviewed at midterm and final exams, so please do not delete your conversations until after your final grade is received.

Events or other issues may block you from participating in the voice part of the course. I am not planning on recording the discussions since it potentially violates privacy. If an issue arises that blocks you from participating in the text portion and the voice portion of the course, then you need to notify the instructor immediately. Documentation may need to be provided depending on the issue.

Those that participate in the majority of BOTH the text and voice will be considered for grade bumps if their scores rest near the border of a grade. It is in your best interest to participate in both voice and text. It will not always be possible, due to items such as tech issues or illness. Communication is key to your participation.

If you miss a voice session, please do not ask me what you missed. It is your responsibility to know what you missed. You may ask another classmate to help you due to your absence.

Readings

You are expected to obtain a copy of the required texts and fulfill reading assignments by the required due dates. Readings are to be completed BEFORE you come to class on the week on which the readings are assigned (besides Week 1). That means if under Week 2, it says READ Chapter 2, then you must READ Chapter 2 BEFORE coming to class that week. Readings are college-level readings and may contain subject matter that may be different from your point of view. I do not agree with all of the readings and in no way do I expect you to agree with all of the readings. Readings may contain sensitive subject matters, such as sex, politics, violence, religion, or other topics that may be offensive. Please complete all readings and approach them as an academic looking at them as a learning experience.

Readings not available in the books are available through links on Canvas. Please be sure to check Canvas for the readings. If for some reason the link is not working, please contact me immediately. If you show up to class and say the reading is not available, you are still liable for the reading. If the reading link becomes unavailable, I may provide a different link or provide a different reading.

You are responsible for the information in assigned readings even if it is not discussed in class.

If there is a topic or subject in the reading that you do not understand, please bring it up during class time. Some of the readings are difficult and may contain subject matter you have not covered in previous school work. I'm happy to go over the basics to understand some of the readings, but it is your responsibility to bring it up in class, during office hours, or via electronic communication.

Screenings and Interactive Media

Screenings and interactive media will contain strong language, nudity, scenes of sexuality, acts of violence, animal cruelty, and other subjects that may offend some people. You are adults in a college course that is examining the elements of a medium. I expect you to approach these screenings as analytical documents and treat it as subject matter from any other course.

You may, and probably will, disagree with viewpoints, acts, events, language, or other aspects of the fiCanvas or readings. You are expected to respect the artist and experience the work in full, meaning either watch the film, interact until the end, or play the game for the specified amount of time.

You are expected to experience media with your undivided attention, and I implore you to not use electronic devices while viewing fiCanvas.

When criticizing or debating issues in class, please approach the works with credible academic sources and arguments. This includes using detailed examples to back up your opinion or using other academic works from recognized peer-reviewed sources. Some of the articles, readings, and fiCanvas may be dated and may use archaic language. The material covered in this course is selected from a wide selection of what many see

as historic stepping stones in the course of film studies. Values change over time and we must keep in mind the time and place where the works were created.

You are not excused from work in the course, so if you believe you will have an issue with any of these subjects, please decide whether this is the right course for you before continuing.

As with the readings, if a work is listed under “Experience” in the course schedule then you are to experience the work BEFORE the first class meeting of the week. If the sources for a film are not working, please contact me immediately, preferably via text. If I am not notified about an issue with a film or video before the due date, you will still be responsible for the viewing.

Media may be changed or updated due to availability or other unforeseen reasons. Please pay attention to Canvas for any changes. Assignment Policies & Guidelines

Be sure to read all directions for assignments as listed on the Canvas. All assignments will be submitted via the Canvas to reduce paper waste and clutter. If you do not know how to use the Canvas, ask me BEFORE the assignment is due. Most of the submissions will require you to upload to your Google Drive, then submit the shared project. You may also seek support from student services on how to use the Canvas.

I often alter small items in assignments or deadlines based upon feedback from students in the course to better help everyone. I use the Canvas extensively and strive to keep the most up-to-date guidelines/requirements for all assignments on the Canvas. Please check the LCanvas, announcements, and email on a regular basis for possible small alterations or clarifications on assignments.

Spelling, grammar, and mechanics are part of your grade, so be sure you have copyedited your assignments before submitting. If you need help with writing, please see the Writing Resource Center in Admin East Room 105. Projects with extensive grammatical, mechanical, and/or spelling mistakes will automatically fail.

Since all work is submitted via the Canvas, I highly advise you to save a copy on your own computer and make a backup. If you lose an assignment to a hard drive failure, corruption, or some other technical difficulty, you’ll need to redo it. You are responsible for your backups.

Some of the projects are group work. The project guidelines are usually written in a detailed manner. The guidelines are a framework for you and your group to apply critical thinking skills demonstrating an understanding of the course topics. Many students will ask what I “want” or what I am “looking for” in the assignment. I will probably reply with, I don’t know.

Classroom Policies

We are adults. I expect you to behave professionally during the class. If you treat me with respect, I will treat you with respect. For the in-person course, please do not use electronic devices during discussion portions.

For online portions, please follow all rules for netiquette and Discord servers. I reserve the right to change classroom policies based upon class behavior.

When meeting online, you should keep your mics muted unless you are saying something. If your mic is not muted, I will mute it for you. If you continue to be a disruption, you will be kicked from the course meeting. If it happens more than once, you will be kicked until a meeting can be set up to discuss your behavior.

Recurring inappropriate behavior may result in a drop by the instructor for the course. If there is a serious infraction, then a Student Code of Conduct violation will be filed as outlined in the CSUB Student Conduct Manual. Please refer to the Student Conduct Manual on the CSUB website.

Recording class is not permitted without my prior authorization. California is a two-party consent state for audio recording. Since there is a reasonable expectation of privacy in a classroom between the instructor and students, any recording of the lecture without proper consent may be referred to legal authorities according to Cal. Penal Code § 632. Taking images of the notes is not permitted without permission. The reason is that media can be manipulated and it is often used to target people. This is not only to protect me, but to protect everyone in the course.

Policy Changes

Each classroom is a different personality and sometimes policy changes need to occur to better accommodate classroom participants. Though policy changes are rare, they do occur. Policy changes will be announced in class and the amended policy changes will be posted to the Canvas.

Group Work

There are few jobs that could be completed by the work of a sole individual. Networking is the number one way to secure a job and networking should be part of your goal while in college. Groups are an integral part to your success in this course. You will work in groups if you want to score higher in the course. Your group should divvy work up amongst different members depending on each person's weaknesses and strengths. Groups are about sharing burdens and working together to accomplish goals.

Since I am aware that some people do not participate in groups and others are extremely controlling in group situations, I have found peer evaluations a great way to remedy uncooperative group members. Each group project will require peer evaluations of your group members. Based upon an algorithm, students will receive group grades based upon their peer evaluations. Peer evaluations are confidential and will not be shared with the affected group member. Peer evaluations will only be seen by the instructor except in the case of a grade appeal, in which the evaluations may be handed to proper administrators deciding the grade. In most cases, this would be the Chair and the Dean.

If you do your part and fully participate in your group, there is nothing to worry about.

Once groups are chosen for video and image projects, then cannot be revised until midterm. At that point, you will be able to change groups once.

Please alert me of any major group issues via email or text as the issues occur. Please document any issues and keep a copy of all communication. Documentation is important.

Copyright and Fair Use

I encourage you to be mindful of copyright issues while working on your projects. Fair Use may apply in some cases, but copyright can cause several legal issues hindering people from seeing your projects. If a project is altered or removed from a streaming service for violation of copyright, then you may fail the project. Some projects may result in you being sued for copyright violation since the projects may be submitted for public performance. You and your group are legally responsible and will be responsible for paying all legal fees if you violate copyright.

Project Content

Academic freedom is an integral part of a learning institution. I believe freedom of speech is part of who we are. I strive not to limit project content. Unfortunately, there needs to be some regulations set to promote safety and prevent major disruptions in the learning process. Violating content restrictions may void insurance policies if you are on campus, thus making you financially liable for your actions.

I reserve the right to limit project content in the class and alter what content is allowed at any time during the semester. The following content is prohibited:

1. Anything endangering one's self or another human being. This would be actions such as pulling a real gun on people, one person's bodily fluids on another person's body or orifices, hanging off of tall buildings without stunt coordinators and proper safety equipment, or pretty much anything that Johnny Knoxville would do.
2. Illegal activities. This would include underage drinking, partaking of illegal narcotics, or filming underage nudity. Filming of illegal activities may be reported to the authorities.
3. Violations of the Code of Conduct outlined in the University Handbook.

While capturing your content, please be aware of all legal issues too. On several occasions, I have received calls from students, parents, or authorities with students doing something that violated legal statutes or endangered people. For example, do not run through a populated area with a gun chasing people or push random people into bodies of water.

Controversial content that affronts contemporary community standards may result in the project not being screened on campus.

Naming Conventions

Due to a large number of assets in this course, you will be required to conform to strict naming conventions. Information on the naming conventions is listed in detail on the Canvas. Video assets will be named differently than interactive and gaming assets. Failure to follow the naming conventions may result in a failing assignment, points deducted, or impact your course grade.

Code of Conduct

This is the CSUB statement on "Civility and Respectful Conduct": "The classroom is essential for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students are expected to exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom whenever they are in the classroom." (CSUB Catalog)

We are a learning community; it is imperative that we treat one another with civility and respect. This is a film course which deals with a powerful medium that often influences history, society, and our everyday lives. You will disagree with the subject matter and others in the course, so you must treat your classmates and instructor with respect. If your classroom behavior changes from one of respect to one of disrespect, you will be asked to leave the course. If it happens a second time, then you will not be allowed back into the course until there is a meeting with the Department Chair and me. Violations will also adversely affect your grade and warning will not be given.

Expectations

One of the biggest issues with this course is students do not spend the appropriate amount of time working on their projects. You are expected to spend approximately six to nine hours outside of class each week. As stated in the 2018 - 2020 Student Catalog on page 60:

Out-of-Class Preparation

Course instructors generally structure their courses so that the “average” student will need to devote two to three hours outside of class each week for each unit of course credit. In other words, students should expect to spend 6 to 9 hours outside of class each week for a 3-unit class in completing assigned readings, performing library or internet searches, doing homework assignments, writing papers or reports, studying for quizzes/exams, etc.

If you are slower than an average student, you may need to spend more than nine hours a week. If you notice you are taking a longer amount of time to accomplish a project than your peers, then talk to the instructor. Some students need work with difficult concepts or may be attempting the task wrong. The instructor is there to assist you when complications arise.

There are times that there will be direct answers in this course, especially when dealing with technical elements. When dealing with aesthetics and creative elements, answers are not always apparent. Using the guidelines and aesthetical qualities taught in the course, I will guide you to what I believe is a better approach to creative concepts. You may agree or disagree with what I suggest. If you disagree with me, you should be able to back up your answers with research.

I will not always provide answers to you in the course. I am looking for you to put in your best effort and develop your own thoughts and approach to understanding and analyzing fiCanvas. I am here as a guide and I am not here to hold your hand. Sometimes I will not know the answer and I will say so. It is your job to find the answer for yourself.

Risks are encouraged, but taking risks does not mean breaking specific requirements. Some requirements are extremely strict, such as time limits. In the Industry, a Completion Bond guarantees specific delivery requirements such as duration, rating, and content. Violating the terms of the agreement results in loss of ownership of the project. Do not violate requirements and if you are not sure, then ask. The gamification of the course allows you, actually encourages you to take risks with your projects.

This course is the first stepping stone for the Digital Media emphasis in the Department of Communications. I will teach the course as if all of you are planning on going into the industry. This is part of a training regimen, and just like training for the gym, you need to keep practicing and working on a consistent basis. You will sometimes be frustrated, upset, flustered, lost, or other emotions that we don't like to feel. That's okay, and in my opinion, it's a good thing. I try to make this class as fun as possible while still reaching our training goals. My advice is don't be afraid of taking risks that may result in failure and have fun while you work.

General Course Policies

The Instructor has the right to change or alter the syllabus based on analysis of class progress or scheduling difficulties. Always refer to Titanium for the updated schedule.

Services for Students with Disabilities

"To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class."

Academic Dishonesty

"The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance." For a complete statement on the University's policy on academic honesty, go to

http://www.csub.edu/osrr/_files/Academic%20Integrity%20Policy.pdf

Emergency Preparedness

Students should familiarize themselves with the "Campus Emergency Preparedness" information:

<http://www.csub.edu/bas/police/emergency/preparedness/>

Schedule

Please note that there are Weekly Overview documents for each week on Canvas. If any items differ between the Weekly Overview and the schedule listed below, please refer to the Weekly Overview as the most up-to-date document.

Each week will have a list of topics, lecture reading, assigned reading, view, and what is due. If an "Assigned Reading" is listed under Week 2, it means that it is due Week 2 by the time you come to class. **If an assignment is listed under Week 2's "Due," then that assignment is due by the time you arrive to class on Week 2.** "Lecture Readings" are not required readings and exist to provide written information for those who seek it. "Assigned Readings" are readings that are required before you come to class, and often before you finish the weekly workbook. "View" refers to viewings you are required to watch outside of class, usually for the workbook or quiz. Quizzes and workbooks are not listed in the syllabus, but are due almost weekly and listed in the Canvas.

Quest 01 Course Introduction and Brand

Topics

- Review of Syllabus
- Brand
- Brand Worksheet

Read

- Neumeier, Marty. The Brand Gap : How to Bridge the Distance Between Business Strategy and Design : a Whiteboard Overview / by Marty Neumeier. Rev. ed., New Riders, 2006.

Deliverables

- Branding Worksheet
- Social Media Networks
- Brand Gap Notes

Quest 02 Framing, Lightroom, and Profile Pics

Topics

- Framing and Composition
- Creating Branded Photos
- Demonstration of the Camera
- Lightroom

Read

- Taking the Best Profile Pics

Deliverables

- Lightroom Pics
- Brand Images
- Brand Profiles

Quest 3 User Experience, Project Management, and Photoshop

Topics

- User Experience
- Project Management
- Asset Management
- Photoshop

Read

- Covert, Abby. How To Make Sense of Any Mess. <https://www.howtomakesenseofanymess.com/>

Deliverable

- User Experience Response
- Work Report 01
- Photoshop Challenge

Quest 4 Video Image and Lighting

Topics

- Video Image
- Lighting
- Lighting Equipment

Read

- Chapter 5. Bowen, Christopher J., and Roy. Thompson. Grammar of the Shot. Third ed. Burlington, MA: Focal, 2013. Web.
https://csb-primo.hosted.exlibrisgroup.com/permalink/f/17s38dp/01CALS_ALMA997933533402903

Deliverable

- Lightroom and Photoshop In-Class Challenge
- Work Report 2

Quest 5 Editing and Sound Design

Topics

- Editing Basics
- Continuity
- Sound Design

Read

- Chapter 4. Bowen, Christopher J., and Roy. Thompson. Grammar of the Shot. Third ed. Burlington, MA: Focal, 2013. Web.
[https://csub-primo.hosted.exlibrisgroup.com/permalink/f/17s38dp/01CAL\\$ALMA997933533402903](https://csub-primo.hosted.exlibrisgroup.com/permalink/f/17s38dp/01CAL$ALMA997933533402903)
- Chapter 7 & 8. Rose, Jay. Producing Great Sound for Film and Video: Expert Tips from Preproduction to Final Mix. 4th ed. Burlington, MA: Focal, 2015. Web.
[https://csub-primo.hosted.exlibrisgroup.com/permalink/f/17s38dp/01CAL\\$ALMA51506285410002901](https://csub-primo.hosted.exlibrisgroup.com/permalink/f/17s38dp/01CAL$ALMA51506285410002901)

Deliverable

- Video for In-Class
- Premiere In-Class Challenge
- Stills Exam
- Work Report 3

Quest 6 Visual Effects and Lens

Topics

- Visual Effects
- Lens Physics

Read

- Chapter 2. Finance, Charles, and Susan Zwerman. The Visual Effects Producer. 1st ed. Focal, 2015. Web.
https://csup-primo.hosted.exlibrisgroup.com/permalink/f/1boqqeq/TN_sbo_s1_9780240812632
- Chapter 9. Wadsworth, Chris. The Editor's Toolkit : A Hands-On Guide to the Craft of Film and TV Editing. Abingdon: Taylor & Francis Group, 2015.
Web.https://csup-primo.hosted.exlibrisgroup.com/permalink/f/1boqqeq/TN_pg_ebook_centralEBC4355056

Deliverable

- In-Class Adobe After Effects
- Work Report 4

Quest 7 Livestreaming and Sound Recording

Topics

- Livestreaming
- Sound Recording

Deliverable

- In-Class Livestream
- Work Report 5
- Video Exam

Quest 8 3D User Interface and Web Design

Topics

- User Interface
- Web Design Concepts

Read

- Chapter 6 & 7. Chopine, Ami. 3D Art Essentials : The Fundamentals of 3D Modeling, Texturing, and Animation. Saint Louis: CRC, 2011. Web.

Deliverables

- Work Report 6
- XD Design

Quest 9 NFTs and Portfolios

Topics

- NFTs

Read

- Chapter 1. Lee, Joanna, et al. Unreal Engine: Game Development from A to Z : Develop Fantastic Games and Solve Common Development Problems with Unreal Engine 4 : a Course in Three Modules. Packt Publishing, 2016.
https://csub-primo.hosted.exlibrisgroup.com/permalink/f/17s38dp/01CAL5_ALMA51546168190002901
- Chapter 3 & 4. *Level Up! The Guide to Great Video Game Design*. Scott Rogers.
https://csub-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA71373285490002901&context=L&vid=01CAL5_UBA&search_scope=EVERYTHING&tab=everything&lang=en_US
- Game Design Documents - On Canvas -
<https://drive.google.com/drive/folders/1c-R292045KxIlgbyOj8YKeIMDRZEY008?usp=sharing>

Deliverable

- Hashtag Bible
- Brand Design Guide
- Portfolio Midterm
- Work Report 7

Quest 10 Elements of 3D & Immersive Video

Topics

- Elements of 3D
- Immersive Video

Read

- Chapter 5, 6, 7, & 17. *Level Up! The Guide to Great Video Game Design*. Scott Rogers.
https://csub-primo.hosted.exlibrisgroup.com/permalink/f/17s38dp/01CAL5_ALMA71398918500002901
- Chapter 2 & 3. Lee, Joanna, et al. *Unreal Engine: Game Development from A to Z : Develop Fantastic Games and Solve Common Development Problems with Unreal Engine 4 : a Course in Three Modules*. Packt Publishing, 2016.
https://csub-primo.hosted.exlibrisgroup.com/permalink/f/17s38dp/01CAL5_ALMA51546168190002901

Due

- Work Report 8
- Maya In-Class

Quest 11 Lighting, Materials, and Effects

Topics

- Lighting 3D Space
- Materials
- Effects in 3D

Read

- Chapter 4. Lee, Joanna, et al. Unreal Engine: Game Development from A to Z : Develop Fantastic Games and Solve Common Development Problems with Unreal Engine 4 : a Course in Three Modules. Packt Publishing, 2016.
https://csub-primo.hosted.exlibrisgroup.com/permalink/f/17s38dp/01CAL5_ALMA51546168190002901
- Chapter 5 (Level 5). *Level Up! The Guide to Great Video Game Design*. Scott Rogers.
<https://ebookcentral.proquest.com/lib/csub/detail.action?docID=4039506#>

Deliverable

- Substance In-Class
- Work Report 9

Quest 12 Virtual Reality & Immersive Audio

Topics

- Virtual Reality
- Immersive Sound

Assigned Reading

- Chapter 5 & 6. Roberts-Breslin, Jan. *Making Media: Foundations of Sound and Image Production* 4th Edition, 2017.

Read

- Chapter 8 (Level 8). *Level Up! The Guide to Great Video Game Design*. Scott Rogers.
https://csub-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CALS_ALMA71373285490002901&context=L&vid=01CALS_UBA&search_scope=EVERYTHING&tab=everything&lang=en_US

Deliverable

- After Effects VR In-Class
- Unreal In-Class
- Work Report 10
- 3D Exam

Quest 13 Augmented Reality and Immersive UI

Topics

- Augmented Reality
- Immersive UI

Read

- Chapter 8 (Level 8). *Level Up! The Guide to Great Video Game Design*. Scott Rogers.
https://csub-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CALS_ALMA71373285490002901&context=L&vid=01CALS_UBA&search_scope=EVERYTHING&tab=everything&lang=en_US

Deliverable

- Augmented Reality In-Class
- Work Report 11

Quest 14 Rigging & Animation

Topics

- Animation
- Rigging

Assigned Reading

- Chapter 4 & 7. Roberts-Breslin, Jan. *Making Media: Foundations of Sound and Image Production* 4th Edition, 2017.

Deliverable

- Unreal In-Class Animation
- Work Report 12

Quest 15 MoCap

Topics

- Motion Capture

In-Class Challenge

- Rokoko In-Class
- Work Report 13

Final Quest: Final Exam

FINAL EXAM – May 18th, 2023 @ 11:59PM

Deliverables

- Final Portfolio
- Interactive Exam

*Schedule may change and be revised as the semester progresses.