

LINC 79: MULTIMEDIA PROJECT PRODUCTION

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	2
Hours:	2 lecture per week (24 total per quarter)
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity using web browsers, email, bookmarking, searching and downloading; familiarity with multimedia software.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Demonstrate basic video editing techniques to capture, edit, and publish a live-action video or documentary (i.e., Premiere, and After Effects)
- Develop a project implementation plan applicable for producing multimedia projects
- Develop a story to be produced as a live-action video or documentary

Description

This hands-on, project production course demonstrates how to integrate online multimedia production tools and resources (music, audio, images, video, animation) to produce a variety of artistic or communicative media for use in education, business and personal applications.

Course Objectives

The student will be able to:

1. Demonstrate proficiency in basic digital imaging techniques
2. Demonstrate basic video editing techniques to capture, edit, and publish a live-action video or documentary
3. Develop a story to be produced as a live-action video or documentary
4. Develop a project implementation plan applicable for producing multimedia projects

Course Content

1. Demonstrate proficiency in basic digital imaging techniques
 - a. Acquire images from camera or scanner: import, crop, resize image
 - b. Prepare images for the web and print: optimize images and learn resolutions for print and web—what to do for each to have best results

- c. Color correction: levels and color balance, colorization, saturation
- d. Understand work area panels within multimedia software; customize their set-up
- e. Open an existing document
- f. Adjust and enhance color
- g. Crop and resize the image
- h. Save a file for backup, web or print publication
 - i. Create a new document
 - j. Work with layers
 - k. Select and move objects
 - I. Stroke and fill shapes
 - m. Work with type
 - n. Work with paragraph type
 - o. Fill and format text boxes
 - p. Create and move selections: build a layout based on usage of basic design elements
 - q. Create point type and paragraph text
 - r. Create a vignette of multiple images that tell a story
 - s. Use Illustrator type tools for creative typography
 - t. Save and import an Illustrator file into InDesign or Photoshop
 - u. Create a layout in InDesign
2. Demonstrate basic video editing techniques to capture, edit, and publish a live-action video or documentary
 - a. Capture and import video
 - i. Set up a new project
 - ii. Explain capture sets and options
 - iii. Capture from digital video recording device
 - iv. Capture from a screen recorder and/or computer camera
 - v. Import files and folders from other devices
 - b. Edit in the sceneline and timeline
 - i. Trim clips
 - ii. Reorder and delete scenes
 - iii. Add video transitions and effects
 - iv. Add and modify titles
 - v. Create a slideshow
 - vi. Create a soundtrack
 - vii. Record a voice over
 - viii. Adjust audio levels
 - c. Add audio effects
 - i. Reorder and deleting clips in the timeline
 - ii. Match video to audio
 - iii. Add transitions and effects
 - d. Add titles and credits
 - i. Create a lower third
 - ii. Add and modify a title template
 - iii. Create rolling credits from a template
 - e. Work with photos
 - i. Create a slideshow
 - ii. Adjust photos
 - iii. Animate the position of photos
 - f. Publish for distribution
 - i. Export and file types
 - ii. Resolution and file sizes

- iii. Video hosting applications and accounts
 - iv. Comments and credits
- 3. Develop a story to be produced as a live-action video or documentary
 - a. Select storyboard writing tool
 - b. Write storyboard scripts with interactive elements
- 4. Develop a project implementation plan applicable for producing multimedia projects
 - a. Choose project planning, tracking software
 - b. Create work breakdown structure for project with timelines, resources
 - c. Develop a project plan to use in the classroom with students

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with LCD projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with online PCs and/or Macintosh computers, network server access, and printers.
2. When taught via the internet: Students must have current email accounts and/or ongoing access to internet capable computers or tablets.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Developing a multimedia project
 Presentation of the project to peers
 Making constructive contributions to class discussions

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations delivered in student-centered learning style
 Facilitated discussions of readings or video presentations
 Student presentations in small group and whole class meetings

Representative Text(s) and Other Materials

Ritchhart, Ron. [The Power of Making Thinking Visible: Practices to Engage and Empower All Learners](#). 2020.

Laang-Rad, Nathan D.. [WeVideo Every Day: 40 Strategies to Deepen Learning in Any Class](#). 2019.

Instructor-assigned notes and materials.

When course is taught online: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be delivered via the course learning management system, and discussion may be handled with internet communication tools.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Each week requires the student to read and analyze selected websites or student projects related to that week's topic
2. Each week's topic requires a written response to a prompt that is turned in to the instructor for review. Each prompt is designed to be a draft of a section of the student's completed project. Instructor feedback should be reflected in the final product
3. Each week's topic requires the student to participate in a weekly discussion prompt based on that week's readings and assignment. Students are to respond to other students responses offering support, suggestions, alternative ideas, and resources

Discipline(s)

Instructional Design/Technology