

COURSE SYLLABUS Education That Works For a Lifetime

Course Title:	Topics in New Media	Date submitted:	Spring 2014 (AAC: 14-23)	
Department:	Art and Media			
Curriculum:	New Media Communication			
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	NMC*240		
	Course Type:	L		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio			
	Elective Type:	FA/G/HU/LAS		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science			
	Credit Hours:	3		
	Developmental: (yes/no)	No		
	Contact Hours:	Lecture:	3	
		Clinical:	0	
		Lab:	0	
	Studio	0		
	Other:	0		
	TOTAL:	3		
Class Maximum:	20			
Semesters Offered:	F/Sp/Su			
Prerequisites:	C- or better in Digital Narrative (NMC*200) or Writing with Video (NMC* 220), and C- or better in Programming Logic (CSC*105), Design Principles (GRA*101) or Introduction to Computer Graphics (GRA*110)			
Corequisites:	None			
Other Requirements:	None			
Ability Based Education (ABE) Statement:	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
Catalog Course Description:	Provides students opportunity to engage in focused new media research projects or with a new media software environment. Research projects may be individual or team-based depending on the subject for the semester. The course emphasizes problem solving and new media literacy. Students will work on projects online and on-ground. The content for this course changes by semester. Prerequisites: C- or better			

	<p>in Digital Narrative or Writing with Video, and C- or better in Programming Logic and Design with Visual Basic, Design Principles or Introduction to Computer Graphics.</p> <p>This course may be taken twice for credit.</p>
<p>Topical Outline: List course content in outline format.</p>	<p>Possible topics for this course:</p> <ol style="list-style-type: none"> 1. The World Wide Web 2. Video 3. Sound 4. Text 5. Software and new media 6. Design 7. Game and simulation design 8. The metaverse 9. Social software 10. Storytelling and narrative 11. Digital literature 12. Formal specifications and datatypes 13. Server-side scripting languages 14. Client-side scripting languages 15. Asynchronous Communication 16. Frameworks 17. Software Development Kits 18. Independent Development Environments 19. Research 20. Open Source 21. Closed Source 22. Entrepreneurship
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <p>Problem Solving</p> <p>A. Reacts positively and professionally to unscripted problems Level 2: Draws conclusions about problem solving processes</p> <p>C. Articulates processes for solving problems Level 2: Identifies and describes the steps involved in a problem solving process</p> <p>Project Building</p> <p>A. Develops and follows production processes, sequences, and techniques Level 3: Develops and applies a process to a specific project and connects that process to a project's outcome</p> <p>B. Evaluates the complexities and limitations of project development given different information delivery methods, systems, and the needs of multiple audiences Level 2: Compares and evaluates an information delivery method in relation to another and draws inferences about their audiences and use</p> <p>New Media Literacy</p> <p>A. Describes, evaluates, and compares systems Level 2: Analyzes and evaluates the inherent properties of a system in relation to another Level 3: Uses critical strategies to interpret the structural and aesthetic elements of traditional and digital systems</p>

	<p>B. Effectively communicates new media concepts, experiences, and their contexts</p> <p>Level 3: Describes, evaluates, and compares using research processes</p> <p>D. Conceptualizes and manipulates patterns</p> <p>1. Level 3: Infers possible responses to patterns in an interactive context</p>
	<p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p>Problem Solving</p> <p>A. Reacts positively and professionally to unscripted problems</p> <p>C. Articulates processes for solving problems</p> <p>Project Building</p> <p>A. Develops and follows production processes, sequences, and techniques</p> <p>B. Evaluates the complexities and limitations of project development given different information delivery methods, systems, and the needs of multiple audiences</p> <p>New Media Literacy</p> <p>A. Describes, evaluates, and compares systems</p> <p>B. Effectively communicates new media concepts, experiences, and their contexts</p> <p>D. Conceptualizes and manipulates patterns</p>
	<p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>1. Aesthetic Dimensions - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.</p> <p>Demonstrates: Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.</p> <p>Does Not Demonstrate: Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <p>Programming assignments</p> <p>Short writing assignments</p> <p>Self-assessments</p> <p>Oral presentations</p> <p>Portfolio</p>
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: [No special facilities are required. Or list what is required.]</p> <p>Desired:</p>

Textbook(s)

[Check with department chair for list of approved texts.
Or Name the Textbook, which should be underlined or italicized.]