



**Interactive Multimedia – 2017-2018  
College Tech Prep Course Syllabus**

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**Course Description**

Students will become proficient in creating, designing, and producing multimedia products and services. This College Tech Prep program will focus on digitally generated or computer enhanced media. Students will use multimedia technology to develop products and programs for business, training, entertainment, communications, and marketing.

**Instructional Philosophy**

Students will learn the basic knowledge of visual design principles as well as technical art skills. Students will be given challenging real-world projects from area businesses in order to demonstrate the skills that they have learned. They will be required to work on individual assignments as well as team projects. All projects will incorporate skills in technical content standards as well as mathematics and language arts.

There will also be a strong emphasis on participation in regional, state, and national competitive events for fun and to strengthen the overall student development. Students will learn critical workplace skills, technical skills, business processes, problem solving, critical thinking and specific occupational knowledge and skills for a seamless pathway to college and the workplace.

**Course Goals**

- 1) Utilize high-end technology to produce professional graphics as well as digital SLR photography cameras to produce dramatic brochures, billboards, etc.
- 2) Create, design, and produce audio and video projects with the use of digital editing systems and state of the art software programs.

- 3) Plan, design, and create a marketing campaign for a company including all areas of multimedia. (Billboard, brochures, flyers, logo, web site, radio, television, etc)
- 4) Utilize mathematical skills and language arts on a daily basis when creating all projects relating to multimedia.
- 5) Demonstrate a thorough understanding of Web Site design fundamentals.
- 6) Utilize in-depth research and technical writing skills to gain the necessary knowledge of a product or service.
- 7) By utilizing all of the necessary competencies, we plan to raise the bar on a daily basis.

## **Grading Scale**

A 92 – 100/ B 83 – 91/ C 74 – 82/ D 66 – 73/ F 0 - 65

## **Job Shadowing**

To increase student awareness of career opportunities, TCTC multimedia **junior** students will be required to either participate in a “Job Shadowing Day” or complete a written career exploration. To meet this requirement, junior students must make the appropriate arrangements and follow the prescribed procedures as set forth in the “Job Shadowing Handbook”. Further information on job shadowing will be available in the 3<sup>rd</sup> 9 weeks.

## **Career Technical College Transfer**

Students enrolled in Interactive Multimedia will have an opportunity to earn a number of college credits. Using the Ohio Department of Education course structure, students who complete the course requirements and receive a qualifying score on the “End of Course” examination will be eligible for the following credits:

### **Animation (ODE Course 145115) College Course: 2D Animation (CTIM001)**

- Students should be able to create animations using software such as Adobe Flash and have some basic knowledge of scripting.
- Credits: 3

### **Creating and Editing Digital Graphics (ODE Course 145100) College Course: Raster Graphics (CTIM002)**

- This class will commonly be taught using Adobe Photoshop
- Credits: 3

### **Video and Sound (ODE Course 145110) College Course: Digital Video Production (CTIM006)**

- This course may use any number of editing platforms and equipment relevant to the industry
- Credits: 3

**Design Techniques (ODE Course 145095)** College Course: Electronic Publishing (CTIM008)  
Credits: 3

To check your intended Ohio University transfer classes:  
<https://transfercredit.ohio.gov/>

### **Sample Skills in Interactive Multimedia**

Animation, Media Design, Interactive Digital Media Graphical User Interfaces (GUI) Instructional Application, Application Design, Authoring, Languages, Audio/Visual Production, Digital Imaging Assessment/Evaluation, Marketing, Network, (Basic and Storage) Personal Information Privacy

### **Sample Job Titles in Interactive Multimedia**

Usability Specialist, Digital Asset Manager, Animator, Imaging Specialist, Audio/Visual Specialist, Media Designer, Multimedia Specialist, Production Assistant, Interactive Digital Media Specialist, 3-D Designer, Web Designer, Graphic Designer, Multimedia Programmer, Graphics Technician, Visual Design Consultant, Web Content Designer, Instructional Designer, Writer, Project Manager, Multimedia Technician, Quality Assurance Technician, Video Specialist, Web Development Programmer

### **Capstone (Senior Year Only)**

Internships, project-based instruction and additional industry certifications will be utilized in this course to reinforce skills obtained within any Information Technology Career Major. Students will make final preparations for industry certifications as they master outlined competencies. Students will select from various project options to finalize portfolios that highlight skills and certifications. Students may also undertake special projects, cross-train, or participate in workplace learning opportunities to enhance skills in accordance with industry demands

### **Ohio Information Technology Strands**

Strand 1. Business Operations/ 21<sup>st</sup> Century Skills  
Strand 2. IT Fundamentals  
Strand 3. Information Security  
Strand 5. Programming and Software Systems  
Strand 6. Web Development  
Strand 7. Digital Media

A complete list off all covered competencies can be found on the Ohio Department of Education Website.



# Certified Associate

## PROGRAM PROVIDER

### **Certification**

Students enrolled in the TCTC Interactive Multimedia course will have the opportunity become certified as through Certiport in Adobe Certified Associates in Adobe Photoshop, Adobe Premiere, Adobe InDesign and Adobe Illustrator. For more information visit: [www.certiport.com](http://www.certiport.com)

### **Certification Test Eligibility**

For a student to be eligible to take a certification test and have the test paid by TCTC the student must have met each of the following requirements.

1. They must have an A or B in lab, 90% attendance rate and the recommendation of their lab teacher.
2. All Fees must be paid.
3. The students must have passed 2 out of 3 versions of the intended practice exam with a score of at least 80%. This must be done for each specific test.

### Video/ Technical Skill Rubric

Category	0 – Does not meet expectations	3 – Meets expectations	5 – Exceeds expectations
Editing	Video is poorly edited, not always using appropriate techniques and tools.	Videos are edited sufficiently, using a range of techniques and tools such as transitions, audio cross fades, supers, and chroma key.	Videos are cleanly edited, using a full range of techniques and tools such as transitions, audio cross fades, supers, and chroma key.
Effects	Effects are poorly created, not always using appropriate effects tools.	Effects are created sufficiently, using a range of effects tools.	Effects are cleanly and clearly created, effectively using the full range of effects tools.
Audio	Audio is not consistently applied and usually does not match the appropriate action.	Audio is consistently applied most of the time and matches the appropriate action.	Audio is consistently applied and matches the appropriate action.
Output	The quality of videos is not sufficient, or the file size is too large.	Videos are exported using satisfactory settings and configurations to create final products, usually in the appropriate file size, for various media outputs.	Videos are exported using excellent settings and configurations to create quality final products, in appropriate file size, for various media outputs.
Tool Use	Student frequently has to ask what tool to use to create desired elements and effects. Does not independently use available information about the tools. Does not use tools efficiently.	Student usually knows what tool to use to create desired elements and effects but may need to be reminded to use available information about the tools. Uses most tools efficiently.	Student knows what tool to use to create desired elements and effects or uses resources effectively and independently to find out. Uses tools efficiently.

## Visual/ Technical Skill Rubric

Category	0 – Does not meet expectations	3 – Meets expectations	5 – Exceeds Expectations
Image Manipulations	Images are poorly manipulated and do not always represent appropriate techniques and tools.	Images are sufficiently manipulated, using a range of techniques and tools such as color correction, filters, retouching, transforming, and blending.	Images are cleanly manipulated, using a full range of techniques and tools such as color correction, filters, retouching, transforming, and blending.
Drawing	Illustrations are poorly drawn and do not always represent appropriate drawing and effects tools.	Illustrations are sufficiently drawn, using a range of drawing and effects tools.	Illustrations are cleanly and clearly drawn, effectively using the full range of drawing and effects tools.
Color	Color is not consistently applied and is usually not configured for print, web, or video.	Color is consistently applied most of the time and is usually configured for print, web, or video.	Color is consistently applied and is configured for print, web, or video.
Optimization	The quality of images is not sufficient or the file size is too large.	Images have a satisfactory balance of quality and file size.	Images have an excellent balance of quality and file size.
Tool Use	Student frequently has to ask what tool to use to create desired elements and effects. Does not independently use available information about the tools. Does not use tools efficiently.	Student usually knows what tool to use to create desired elements and effects but may need to be reminded to use available information about the tools. Uses most tools efficiently.	Student knows what tool to use to create desired elements and effects or uses resources effectively and independently to find out. Uses tools efficiently.