**CMS 226: Media Design 2**
**Credit Hours:**  1
**Scheduled hours per week**
Lecture: 1  Lab:0
Other: N/A

**Catalog Course Description**:  Continuation of CMS 225. Students will assume editorial leadership of the college newspaper.

**Pre-requisites:**  CMS 225

**Co-requisites:** N/A

**Course Learning Outcomes:**
At the conclusion of this course, the student will be able to:
1. design layouts for pages in newspapers and digital mediums
2. use visual elements to complement the written word
3. correct common design mistakes
4. apply rules of thumb to create engaging publication design
5. assist in the publication of a newspaper or digital mediums
6. effectively utilize publishing software programs, such as Adobe InDesign
7. make editorial judgments on copy written by others for publishing
   evaluate his/her own work and that of colleagues in a design environment

**Topics to be studied:**
- Layout/design
- Visual composition
- Publication procedure
- Visual enhancement of written word
- Teamwork
- Delineation of duties

| Relationship of Course to Discipline Learning Outcomes | |
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| Students will demonstrate an ability to select the appropriate channels to communicate effective messages. | X |
| Students will demonstrate an ability to evaluate and critique their own and others' communication. | X |
| Students will exhibit strong listening skills. | |
| Students will demonstrate an ability to produce strategic communication materials that are clear, accurate, thorough, cogent, and fair. | |
| Students will demonstrate an ability to apply communication theory and mass communication principles to real-life situations. | X |
| Students will exhibit creativity and innovation in the delivery of messages. | X |
| Students will competently analyze an audience to create effective messages. | |
| Students will articulate the role of ethics in media and communication. | X |

| Relationship of Course to General Education Learning Outcomes: |
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| **Composition and Rhetoric** Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements. | X |
| **Science & Technology** Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions. | |
| **Mathematics & Quantitative Skills** Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts. | |
| **Society, Diversity, & Connections** Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication. | X |
| **Human Inquiry & the Past** Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills. | X |
| **The Arts & Creativity** Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art. | X |

**Special requirements of the course:**

Student must maintain a portfolio/string book of all work throughout the semester.

**Additional information:**

N/A

**Prepared by**:  Olivia Reeder

**Date**:  10/15/17

**Course Schedule**

| Week | Topics to be Covered (Proposed Assessment Measures) More details provided as the course progresses |
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| One | Design layouts for pages in newspapers and digital mediums Selection of a Theme for *The Chronicle* Theme Issue (Participation-based assessment) |
| Two | Visual composition Planning of Theme issue (Participation-based, project-based assessment) |
| Three | Use visual elements to complement the written word Design project (Project-based assessment) |
| Four | Apply rules of thumb to create engaging publication design |

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| | Design project<br>(Project-based assessment) |
| Five | Publication procedure<br>Design project<br>(Project-based assessment) |
| Six | Layout/design procedure<br>Design project<br>(Project-based assessment) |
| Seven | Importance of teamwork in design projects<br>Design planning project<br>(Project-based assessment) |
| Eight | Delineation of duties in project design<br>Design planning project<br>(Project-based assessment) |
| Nine | Assist in the publication of a newspaper or digital mediums<br>Design project<br>(Project-based assessment) |
| Ten | Correcting common design mistakes<br>Design project<br>(Project-based assessment) |
| Eleven | Effectively utilize publishing software programs, such as Adobe InDesign<br>Design project<br>(Project-based assessment) |
| Twelve | Make editorial judgments on copy written by others for publishing<br>Design project<br> (Project-based assessment) |
| Thirteen | Evaluate his/her own work and that of colleagues in a design environment<br>Design project<br>(Project-based assessment) |
| Fourteen | Final edits on design projects and portfolio creation<br>(Project-based assessment) |
| Fifteen | Fall Break |
| Sixteen | Presentation of projects |

(Presentation rubric)

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| **Exam Week** | Final Exam (project-based assessment and test) |