

COURSE COM3005: CREATIVE WRITING

Level: Advanced

Prerequisite: COM2105: AV Preproduction 1

Description: Students focus on honing the techniques and skills involved in story development, character pre-visualization and conceptualization for various genres of media production.

Parameters: None

Supporting Course: COM3105: AV Preproduction 2

Outcomes: The student will:

- 1. identify the different genres of media production; i.e., character development, film pre-visualization, product or service promotion, animation and interactive gaming**
 - 1.1 identify the elements of a written composition in each genre; e.g., written description, plot summary, concept development, structure, logic and sequence development
 - 1.2 compare the writing requirements for each genre of media production; e.g., narrative point of view, fact, fiction
- 2. examine the elements of a written composition in each of the different genres of media production**
 - 2.1 describe character development, including:
 - 2.1.1 the character's background
 - 2.1.2 the character's personal history and nuances
 - 2.1.3 the character's appearance, features and traits
 - 2.1.4 the character's motivation
 - 2.2 describe film pre-visualization, including:
 - 2.2.1 a list of characters involved
 - 2.2.2 a detailed description of at least five scenes
 - 2.2.3 the primary props
 - 2.2.4 the interaction between characters and the scenes in which the action takes place
 - 2.2.5 the appearance of characters; e.g., costumes, time, style
 - 2.3 describe product or service promotion, including:
 - 2.3.1 a description of the concept to promote a product or service
 - 2.3.2 copy used in various media; e.g., brochure, commercial, magazine advertisement
 - 2.4 describe animation, including:
 - 2.4.1 the style and concept for animation
 - 2.4.2 a description of plot summary or primary events
 - 2.4.3 a description of each of the main characters involved in the animation
 - 2.4.4 a detailed description of the scenes or locations involved
 - 2.5 describe interactive gaming, including:
 - 2.5.1 a description of each of the main characters involved in the game
 - 2.5.2 a description of the logic and sequence in the primary plot story
 - 2.5.3 a list of possible outcomes in following each of the paths; e.g., critical path
 - 2.5.4 a detailed description of the scenes or locations involved
 - 2.5.5 the game's narrative, dialogue, commentary, cutscene narrative, rules and hint system

- 3. produce a written composition in a minimum of two separate genres**
 - 3.1 identify key tasks and time frames for each step to be completed; e.g., creation of a concept board will be completed prior to a rough draft
 - 3.2 use the proper written language conventions; e.g., grammar, sentence structure, spelling
 - 3.3 create a storyboard or equivalent representation of the pre-planning process for each genre selected
 - 3.4 plan and organize each composition in a sequential, logical manner
 - 3.5 produce a rough draft of each composition for formative assessment; e.g., teacher review, peer review
 - 3.6 manage each project to completion; e.g., time, resources, files, equipment
 - 3.7 present the finished, revised written compositions
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. present and discuss a selection of work to an audience; e.g., project plan, visual representations of character design or a segment of an edited written work**
 - 5.1 assess the work, considering:
 - 5.1.1 how the format enhances or detracts from the overall written work
 - 5.1.2 the technical and creative aspects of the work; e.g., grammar, spelling, sentence structure
 - 5.1.3 areas of concern/difficulty (if applicable)
 - 5.1.4 visual representations
 - 5.1.5 the quality of the completed project
 - 5.1.6 whether it met school and community standards; e.g., appropriate language
 - 5.2 participate in peer/teacher assessment
 - 5.3 revise and re-present the work, if necessary, based on feedback
 - 5.4 add this selected work to an ongoing portfolio
- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE COM3025: ELECTRONIC LAYOUT & PUBLISHING 2

Level: Advanced

Prerequisite: COM2025: Electronic Layout & Publishing 1

Description: Students build on the knowledge and practice gained in Electronic Layout & Publishing 1 and continue to work with desktop publishing software and hardware. Students expand their publication design, layout and print production skills by planning and creating customized, professional, multipage documents for a client.

Parameters: Access to a computer, storage medium, appropriate software and support resources.

Note: Students who have completed the outcomes in COM2025: Electronic Layout & Publishing 1 and COM3025: Electronic Layout & Publishing 2 using Adobe InDesign CS4 will have met the objectives specified by Adobe Certified Expert (ACE) for certification in Adobe InDesign CS4.

Outcomes: The student will:

1. demonstrate advanced publishing software competence to produce professional documents (e.g., print/electronic) while managing project constraints and timelines

- 1.1 create a project plan for a document, considering:
 - 1.1.1 client needs; e.g., message/purpose, audience, content, media type, electronic, print, graphics, images, cost, time constraints, consistency
 - 1.1.2 current trends in page layout industries; e.g., fonts, colours, style in magazines, newspapers, books, Web publications
- 1.2 layout a document by:
 - 1.2.1 applying elements and principles of design in page layout
 - 1.2.2 differentiating between master and working pages; e.g., page numbering, headers and footers
 - 1.2.3 using guides and/or grid; e.g., baseline
 - 1.2.4 creating, editing and manipulating text on a path
 - 1.2.5 importing vector images and manipulating paths
- 1.3 work with text by:
 - 1.3.1 creating/using advanced styles; e.g., global regular expression print (GREP) styles, nested styles
 - 1.3.2 creating user dictionary and populating it; e.g., custom words, acronyms
 - 1.3.3 identifying and avoiding widows, orphans and other typographic problems
 - 1.3.4 inserting a running head and page numbers
- 1.4 create and manipulate long documents by:
 - 1.4.1 inserting and formatting footnotes
 - 1.4.2 creating a book
 - 1.4.3 paginating the documents
 - 1.4.4 creating a table of contents across one or more documents
 - 1.4.5 synchronizing master pages, styles and swatches
 - 1.4.6 creating and applying cross-references

- 1.5 use graphics by:
 - 1.5.1 determining current resolution for a placed image
 - 1.5.2 locating metadata; e.g., extensive metadata platform (XMP)
 - 1.5.3 discussing how image transparency is handled; e.g., hide or show layers
- 1.6 demonstrate understanding of colour and transparency by:
 - 1.6.1 describing how and why to mix inks
 - 1.6.2 choosing the best course of action to manage colour, based on client needs
- 1.7 import, export and work with other media types by:
 - 1.7.1 selecting appropriate options for exporting to other file types
 - 1.7.2 creating hyperlinks/interactivity for document when exported to .pdf
 - 1.7.3 selecting appropriate options for exporting for use on a Web site
- 1.8 prepare for prepress and printing by:
 - 1.8.1 troubleshooting common printing issues; e.g., preflight, separations preview
 - 1.8.2 conforming to international conventions for registration placement
 - 1.8.3 choosing appropriate .pdf settings
- 1.9 present document(s) to a client for feedback/revision, based on outlined needs
- 2. identify copyright restrictions and permissions and put them into practice**
- 3. present a selection of work completed in this course to an audience**
 - 3.1 assess work regarding:
 - 3.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 3.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 3.1.3 areas of concern/difficulty (if applicable)
 - 3.1.4 meeting school and community standards; e.g., appropriate language
 - 3.1.5 the use of tools and equipment
 - 3.2 participate in peer/teacher assessment
 - 3.3 add the selected work to a portfolio
- 4. apply consistent and appropriate work station routines**
 - 4.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 4.2 demonstrate security for hardware, software, supplies and personal work
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE COM3035: RASTER GRAPHICS 2

Level: Advanced

Prerequisite: COM2035: Raster Graphics 1

Description: Students build on the knowledge and skills acquired in Raster Graphics 1 by using raster editing software to create advanced raster graphics.

Parameters: Access to a computer, electronic storage equipment, graphic creation/manipulation software, image-capture devices.

Note: Students who have completed the outcomes in COM2035: Raster Graphics 1 & COM3035: Raster Graphics 2 using Adobe Photoshop CS4 will have met the objectives specified by Adobe Certified Expert (ACE) for certification in Adobe Photoshop CS4.

Outcomes: The student will:

1. create raster images using graphic applications

- 1.1 set up a document, considering:
 - 1.1.1 bit size
 - 1.1.2 colour profile
 - 1.1.3 pixel aspect ratio
- 1.2 organize and manage image files using correct file conventions, including:
 - 1.2.1 compression methods
 - 1.2.2 colour support
 - 1.2.3 adding metadata to an image
- 1.3 correct, paint and retouch images by:
 - 1.3.1 correcting tonal range
 - 1.3.2 adjusting colour range
- 1.4 use a painting tool by creating, editing and using a custom brush
- 1.5 work with selections by:
 - 1.5.1 modifying selections
 - 1.5.2 previewing selections
- 1.6 create and use layers, explaining the use of layer comps and comparing to layer groups
- 1.7 work with masks and channels to:
 - 1.7.1 explain the use of channels
 - 1.7.2 create, view and edit channels
 - 1.7.3 differentiate between a layer mask and a vector mask
 - 1.7.4 use a clipping mask
 - 1.7.5 convert to or from a selection, a channel and a mask
- 1.8 work with vector tools to:
 - 1.8.1 manage paths
 - 1.8.2 alter properties of type

- 1.9 automate tasks by:
 - 1.9.1 creating and using automated actions; e.g., batch action
 - 1.9.2 describing the difference between actions and scripting
 - 1.9.3 creating variables
- 1.10 manage colour by:
 - 1.10.1 discussing colour management issues and proper actions to take
 - 1.10.2 discussing the relationship between the colour gamut and rendering intents
- 1.11 create, edit and convert a high dynamic range (HDR) image
- 1.12 prepare an image for output by:
 - 1.12.1 explaining the relationship between the application and the print driver
 - 1.12.2 setting correct colour management options
 - 1.12.3 creating output for the Web and/or mobile devices
- 2. identify copyright restrictions and permissions and put them into practice**
- 3. present a selection of work completed in this course to an audience**
 - 3.1 assess work regarding:
 - 3.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 3.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 3.1.3 areas of concern/difficulty (if applicable)
 - 3.1.4 meeting school and community standards; e.g., appropriate language
 - 3.1.5 the use of tools and equipment
 - 3.2 participate in peer/teacher assessment
 - 3.3 add the selected work to a portfolio
- 4. apply consistent and appropriate work station routines**
 - 4.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 4.2 demonstrate security for hardware, software, supplies and personal work
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE COM3045: VECTOR GRAPHICS 2

Level: Advanced

Prerequisite: COM2045: Vector Graphics 1

Description: Students build on knowledge and skills acquired in Vector Graphics 1 by using vector editing software to create advanced vector graphics.

Parameters: Access to a computer, electronic storage, graphic creation/manipulation software, image capture devices.

Note: Students who have completed the outcomes in COM2045: Vector Graphics 1 and COM3045: Vector Graphics 2 using Adobe Illustrator CS4 will have met the objectives specified by Adobe Certified Expert (ACE) for certification in Adobe Illustrator CS4.

Supporting Course: COM1025: Typography

Outcomes: The student will:

1. create raster images using graphic applications

- 1.1 set up document, considering:
 - 1.1.1 colour mode
 - 1.1.2 resolution
- 1.2 draw and transform objects by:
 - 1.2.1 creating and applying pattern swatch
 - 1.2.2 using macros
- 1.3 manage colour and transparency by:
 - 1.3.1 re-colouring and fine tuning the work
 - 1.3.2 exploring colour combinations using colour theory
 - 1.3.3 using appropriate tools to create, modify, save and apply colour gradients to objects
- 1.4 use type tools by:
 - 1.4.1 formatting a story
 - 1.4.2 locating or replacing fonts inside a document
 - 1.4.3 applying hyphenation
- 1.5 control effects, appearance and styles by using the colour-select tool to copy attributes between elements
- 1.6 build objects by:
 - 1.6.1 creating and using a symbol
 - 1.6.2 preparing and creating artwork by using variables
- 1.7 work with images by:
 - 1.7.1 turning a bitmap image into a vector object
 - 1.7.2 managing assets
- 1.8 prepare an image for print output by:
 - 1.8.1 flattening the image
 - 1.8.2 choosing the correct print options and creating custom print presets
 - 1.8.3 choosing the correct .pdf presets or customizing options

2. identify copyright restrictions and permissions and put them into practice

- 3. present a selection of work completed in this course to an audience**
 - 3.1 assess work regarding:
 - 3.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 3.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 3.1.3 areas of concern/difficulty (if applicable)
 - 3.1.4 meeting school and community standards; e.g., appropriate language
 - 3.1.5 the use of tools and equipment
 - 3.2 participate in peer/teacher assessment
 - 3.3 add the selected work to a portfolio
- 4. apply consistent and appropriate work station routines**
 - 4.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 4.2 demonstrate security for hardware, software, supplies and personal work
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE COM3055: RICH MEDIA – BASICS

Level: Advanced

Prerequisite: COM2055: Web Design 2

Description: Students learn to create online animations and interactive Web elements and applications to enhance an existing Web site.

Parameters: Access to a computer work station and the Internet.

Outcomes: The student will:

1. set project requirements

- 1.1 identify the purpose, audience and audience needs
- 1.2 identify rich media content that is relevant to the purpose of the media in which it will be used; e.g., Web sites, mobile devices
- 1.3 consider options for producing accessible rich media content
- 1.4 identify project management tasks and responsibilities
- 1.5 communicate with others about design and content plans; e.g., client, teacher, audience

2. identify rich media design elements

- 2.1 identify general and program-specific standard practices for designing rich media content for a Web site
- 2.2 identify general and program-specific techniques to create rich media elements that are accessible and readable
- 2.3 demonstrate knowledge of design elements and principles

3. build rich media elements

- 3.1 identify elements/tools of the program interface
- 3.2 use time lines
- 3.3 use motion editors
- 3.4 identify standard practices for managing the file size of a published document
- 3.5 use a storyboard to map, organize and produce rich media elements
- 3.6 adjust document properties
- 3.7 use guides and rulers
- 3.8 use tools to select, create, and manipulate graphics and text
- 3.9 import and modify graphics
- 3.10 use symbols and the library
- 3.11 create objects and convert them to symbols
- 3.12 edit symbols and instances
- 3.13 create animations; e.g., changes in shape, position, size, colour, transparency
- 3.14 add simple controls through programming
- 3.15 import and use sound
- 3.16 publish documents
- 3.17 export in various file formats
- 3.18 make document accessible
- 3.19 demonstrate project management tasks and responsibilities

4. evaluate rich media elements

- 4.1 conduct basic technical tests
- 4.2 identify techniques for basic usability tests
- 4.3 outline tasks and alternative strategies for Web site maintenance; e.g., in-house Webmaster, contract services

- 5. identify copyright restrictions and permissions and put them into practice**
- 6. present a Web site to an audience**
 - 6.1 make Web site development decisions based on the analysis and interpretation of design specifications
 - 6.2 consider multiple assessments; e.g., after initial creation, revisions, final version
 - 6.3 add the Web site to a portfolio
- 7. enhance a Web site**
 - 7.1 update data
 - 7.2 modify text and text properties
 - 7.3 modify images and image properties
 - 7.4 add or modify rich media
- 8. apply consistent and appropriate work station routines**
 - 8.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 8.2 demonstrate security for hardware, software, supplies and personal work
- 9. demonstrate basic competencies**
 - 9.1 demonstrate fundamental skills to:
 - 9.1.1 communicate
 - 9.1.2 manage information
 - 9.1.3 use numbers
 - 9.1.4 think and solve problems
 - 9.2 demonstrate personal management skills to:
 - 9.2.1 demonstrate positive attitudes and behaviours
 - 9.2.2 be responsible
 - 9.2.3 be adaptable
 - 9.2.4 learn continuously
 - 9.2.5 work safely
 - 9.3 demonstrate teamwork skills to:
 - 9.3.1 work with others
 - 9.3.2 participate in projects and tasks
- 10. create a transitional strategy to accommodate personal changes and build personal values**
 - 10.1 identify short-term and long-term goals
 - 10.2 identify steps to achieve goals

COURSE COM3065: RICH MEDIA – PROGRAMMING

Level: Advanced

Prerequisite: COM3055: Rich Media – Basics

Description: Students develop programming skills for creating more complex interactive Web sites. Students also develop skills such as understanding the event model and object-oriented environment.

Parameters: Access to a computer work station and the Internet.

Outcomes: The student will:

- 1. set project requirements**
- 2. identify rich media design elements**
 - 2.1 identify general and program-specific standard practices for designing rich media content for a Web site
 - 2.2 identify general and program-specific techniques to create rich media elements that are accessible and readable
 - 2.3 demonstrate knowledge of design elements and principles
- 3. build rich media elements**
 - 3.1 identify elements/tools of the program interface
 - 3.2 use a storyboard to map, organize and produce rich media elements
 - 3.3 adjust document properties
 - 3.4 edit symbols and instances
 - 3.5 use an appropriate programming language, being sure to:
 - 3.5.1 create variables using appropriate data types
 - 3.5.2 assign data to the variables
 - 3.5.3 use appropriate selection structures; e.g., if, if ... else, switch
 - 3.5.4 use appropriate looping sequences
 - 3.5.5 use output commands, e.g., methods or operators, to display processed data in an appropriately formatted form
 - 3.5.6 maintain the input, processing and output structure of the algorithm
 - 3.5.7 use appropriate internal and external documentation; e.g., comments
 - 3.5.8 use pre-configured program-specific functions to manipulate on-screen activity
 - 3.5.9 use custom scripts to manipulate on-screen activity
 - 3.5.10 use program-specific event handler to manipulate on-screen activity; e.g., onClick, onComplete, onFocus
 - 3.6 test an application
 - 3.7 create masks
 - 3.8 use advanced controls through programming
 - 3.9 add and export video
- 4. evaluate rich media elements**
 - 4.1 conduct basic technical tests
 - 4.2 identify techniques for basic usability tests
 - 4.3 outline tasks and alternative strategies for Web site maintenance; e.g., in-house Webmaster, contract services
- 5. identify copyright restrictions and permissions and put them into practice**

- 6. present the Web site to an audience**
 - 6.1 make development decisions based on analysis and interpretation of design specifications
 - 6.2 consider multiple assessments; e.g., after initial creation, revisions, final version
 - 6.3 add the Web site to a portfolio
- 7. enhance the Web site**
 - 7.1 update data
 - 7.2 debug and revise code as required
- 8. apply consistent and appropriate work station routines**
 - 8.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 8.2 demonstrate security for hardware, software, supplies and personal work
- 9. demonstrate basic competencies**
 - 9.1 demonstrate fundamental skills to:
 - 9.1.1 communicate
 - 9.1.2 manage information
 - 9.1.3 use numbers
 - 9.1.4 think and solve problems
 - 9.2 demonstrate personal management skills to:
 - 9.2.1 demonstrate positive attitudes and behaviours
 - 9.2.2 be responsible
 - 9.2.3 be adaptable
 - 9.2.4 learn continuously
 - 9.2.5 work safely
 - 9.3 demonstrate teamwork skills to:
 - 9.3.1 work with others
 - 9.3.2 participate in projects and tasks
- 10. create a transitional strategy to accommodate personal changes and build personal values**
 - 10.1 identify short-term and long-term goals
 - 10.2 identify steps to achieve goals

COURSE COM3075: CASCADING STYLE SHEETS

Level: Advanced

Prerequisite: COM2055: Web Design 2

Description: Students develop accessible and standards-compliant Web pages using current techniques for advanced cascading style sheets (CSS).

Parameters: Access to a computer work station and the Internet.

Note: Validation of work can be done at <http://validator.w3.org>.

Outcomes: The student will:

1. **differentiate among the use of inline, embedded and external style sheets**
2. **demonstrate standard CSS coding practices for design, navigation, images, forms, tables, positioning, accessibility and cross-browser issues**
3. **show that CSS syntax is made up of selectors and declaration blocks**
 - 3.1 identify commonly used style declarations and selectors; e.g., type, class, id, child, adjacent, pseudo-class, and first-child pseudo-class
 - 3.2 explain when to use appropriate selectors
4. **determine when to import or link a style sheet**
5. **understand how the browser differentiates among the different styles; e.g., hierarchy**
6. **identify and understand the types of rendering; e.g., quirks mode and compliance mode**
7. **create navigation for a Web site using either a vertical, horizontal or tab-based system**
8. **determine whether to use inline, embedded and/or external style sheets in a Web site**
 - 8.1 incorporate appropriate properties, values and unit identifiers regarding:
 - 8.1.1 fonts
 - 8.1.2 anchors
 - 8.1.3 text
 - 8.1.4 lists
 - 8.2 create/modify images to be used as both stand-alone and background, using:
 - 8.2.1 borders, background and padding properties
 - 8.2.2 float and margin properties to enhance image
 - 8.3 apply the following properties to tabular data to ensure that what is being viewed is accessible and attractive:
 - 8.3.1 border
 - 8.3.2 caption
 - 8.3.3 font
 - 8.3.4 text
 - 8.3.5 padding
 - 8.3.6 colour
 - 8.3.7 the :nth-child pseudo-class notation
 - 8.3.8 the “hover” value applied to the “tr” tag
 - 8.4 modify/create a form that accepts user input using input and text areas, radio button, check boxes, drop-down lists and buttons, considering:
 - 8.4.1 labels
 - 8.4.2 fieldset
 - 8.4.3 legends

- 8.5 use appropriate styles on each of the form elements to ensure the form is accessible and attractive to the user/client
- 8.6 test the Web site in more than one browser, or in a different version of the current browser, to check for cross-browser compatibility and fix all incompatibility issues using appropriate cross-browser techniques; e.g., getting .png image transparency in IE6
- 8.7 use appropriate id and class attributes appropriately
- 8.8 use enhanced layout properties: clear and position

9. identify copyright restrictions and permissions and put them into practice

10. present a selection of work completed in this course to an audience

- 10.1 assess work regarding:
 - 10.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 10.1.2 the technical and creative aspects of the work; e.g., clean coding, attractive
 - 10.1.3 areas of concern/difficulty (if applicable)
 - 10.1.4 meeting school and community standards; e.g., appropriate language
 - 10.1.5 the use of tools and equipment
- 10.2 participate in peer/teacher assessment
- 10.3 add the selected work to a portfolio

11. apply consistent and appropriate work station routines

- 11.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
- 11.2 demonstrate security for hardware, software, supplies and personal work

12. demonstrate basic competencies

- 12.1 demonstrate fundamental skills to:
 - 12.1.1 communicate
 - 12.1.2 manage information
 - 12.1.3 use numbers
 - 12.1.4 think and solve problems
- 12.2 demonstrate personal management skills to:
 - 12.2.1 demonstrate positive attitudes and behaviours
 - 12.2.2 be responsible
 - 12.2.3 be adaptable
 - 12.2.4 learn continuously
 - 12.2.5 work safely
- 12.3 demonstrate teamwork skills to:
 - 12.3.1 work with others
 - 12.3.2 participate in projects and tasks

13. create a transitional strategy to accommodate personal changes and build personal values

- 13.1 identify short-term and long-term goals
- 13.2 identify steps to achieve goals

COURSE COM3085: CONTENT MANAGEMENT SYSTEMS

Level: Advanced

Prerequisite: COM2055: Web Design 2

Description: Students expand their skills from Web Design 2 by learning how to install and administer a content management system (CMS).

Parameters: Access to a computer work station and the Internet.

Supporting Course: COM3075: Cascading Style Sheets

Outcomes: The student will:

1. define and analyze characteristics of content management systems (CMS)

- 1.1 identify technical features that contribute to effective CMS installation, design and user satisfaction regarding:
 - 1.1.1 ease of installation for the administrator
 - 1.1.2 administration of users
 - 1.1.3 administration of site design and layout
 - 1.1.4 administration of add-ins to enhance the site
 - 1.1.5 administration of user-added content
 - 1.1.6 administration of multimedia files
 - 1.1.7 user registration and security
 - 1.1.8 user ability to control how content is presented
 - 1.1.9 identifying hosting criteria

2. prepare a detailed plan for a multipage content management system Web site

- 2.1 select an informational Web site to design, and describe the purpose of the Web site and the target audience
- 2.2 use a flowchart or storyboard to map out the home page and subsequent pages, indicating links between the pages
- 2.3 use thumbnail sketches to show proposed page design (including graphics) and sequencing
- 2.4 select consistent colour swatches, font styles, headings and text sizes, and highlighting features appropriate to the target audience
- 2.5 outline links and navigation tools
- 2.6 propose several domain names and check for availability

3. implement a plan for content management systems Web site

- 3.1 install and/or modify server services; e.g., IIS, Apache
- 3.2 install and/or modify a server-side scripting language; e.g., PHP, ASP.NET, Ruby
- 3.3 install and/or modify database software; e.g., MySQL, SQLite, Firebird, Drizzle
- 3.4 install and/or modify database administration software; e.g., phpMyAdmin, SQL Maestro
- 3.5 install a CMS package; e.g., Joomla, Moodle, WordPress, Drupal, Mambo

4. test, prepare, refine and document the Web site (this may be done on a stand-alone storage device—it does not have to go live to the Web)

- 4.1 test the Web site, using various browsers, to check for compatibility
- 4.2 debug the Web site by:
 - 4.2.1 modifying the default page layout to meet audience needs, based on a detailed plan
 - 4.2.2 modifying default cascading style sheets (CSS), based on a detailed plan

- 4.3 present the Web site for review
- 4.4 analyze viewer/client issues, concerns and recommendations, and outline adjustments and refinements that will be made to the Web site
- 4.5 implement Web site adjustments by:
 - 4.5.1 creating and installing a custom template
 - 4.5.2 identifying and installing add-on packages
 - 4.5.3 modifying data and revising text
 - 4.5.4 revising design; e.g., format, fonts, graphics, colours, mood
 - 4.5.5 modifying organization and/or sequences of Web pages
- 4.6 present the enhanced Web page for additional review and recommendations
- 5. identify copyright restrictions and permissions and put them into practice**
- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE COM3105: AV PREPRODUCTION 2

Level: Advanced

Prerequisite: COM2105: AV Preproduction 1

Description: Students refine planning skills used in an audio and video project.

Parameters: No specialized facilities or equipment required.

Outcomes: The student will:

1. identify and describe the components, goals and challenges of preproduction

- 1.1 analyze professionally developed production plans; e.g., story concept, storyboard, shot list, script
- 1.2 examine the considerations of a production plan; e.g., time line with key benchmarks, cost, sequence, equipment, creation of mood, human resources, on-location/studio-based requirements and permissions
- 1.3 compare and contrast student plans with other samples; e.g., professionally produced plan

2. apply appropriate knowledge and skills to a specific production plan

- 2.1 identify the project needs and prepare a proposal and treatment plan to meet the identified needs; e.g., story concept, storyboard, shot list, script
- 2.2 complete a plan for at least one of the following projects: public service announcement, commercial, news story, documentary, action event, animation, music video, radio play, live recording, screen play

3. identify copyright restrictions and permissions and put them into practice

4. present and discuss the production plan; e.g., project plan, shot list or storyboard, edited project

- 4.1 assess the work regarding each of the following, if applicable:
 - 4.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 4.1.2 the technical and creative aspects of the work; e.g., theme, style, shot list
 - 4.1.3 areas of concern/difficulty
 - 4.1.4 the use of tools and equipment
 - 4.1.5 the relationship of the short outline/script to the final product
 - 4.1.6 the quality of the completed project
 - 4.1.7 meeting school and community standards; e.g., appropriate language
- 4.2 participate in peer/teacher assessment
- 4.3 add the selected work to a portfolio

5. apply consistent and appropriate work station routines

- 5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
- 5.2 demonstrate security for hardware, software, supplies and personal work

6. demonstrate basic competencies

- 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems

- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE COM3115: AV PRODUCTION 2

Level: Advanced

Prerequisite: COM2115: AV Production 1

Description: Students expand on intermediate audio and video production techniques.

Parameters: Access to audio and video equipment suitable for production, including a basic studio facility; e.g., lights and green screen

Supporting Course: COM3105: AV Preproduction 2

Outcomes: The student will:

1. apply advanced production techniques and strategies to produce an audio and video project

- 1.1 follow a preproduction plan
- 1.2 apply appropriate skills and demonstrate refinement
- 1.3 investigate emerging audio and video technologies or formats
- 1.4 explore refined, unique and innovative shot selections

2. use correct terminology in describing equipment, techniques, processes and procedures

3. apply production elements, such as lighting, sound and special effects, to the production

- 3.1 enhance equipment operation skills by producing an audio/video project using:

- 3.1.1 composition
- 3.1.2 varying focal length and focal distance
- 3.1.3 adding and subtracting light (artificial and natural)
- 3.1.4 postproduction editing, including cutting on movement
- 3.1.5 special effects through the use of sound
- 3.1.6 keying; e.g., green screen
- 3.1.7 shooting to edit

- 3.2 analyze and apply an appropriate camera shot for the situation

4. watch ‘daily’s’ for review and recommendations

5. identify copyright restrictions and permissions and put them into practice

6. present a selection of work completed in this course to an audience

- 6.1 assess the work regarding each of the following, if applicable:

- 6.1.1 how the elements and principles of design help facilitate good composition
- 6.1.2 the technical and creative aspects of the work; e.g., quality, ‘daily’s’, camera use
- 6.1.3 areas of concern/difficulty
- 6.1.4 the use of tools and equipment
- 6.1.5 the relationship of the storyboard to the story told in the ‘daily’s’
- 6.1.6 quality of the completed project
- 6.1.7 meeting school and community standards; e.g., appropriate language

- 6.2 participate in peer/teacher assessment

- 6.3 add the selected work to a portfolio

7. apply consistent and appropriate work station routines

- 7.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
- 7.2 demonstrate security for hardware, software, supplies and personal work

8. demonstrate basic competencies

- 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
- 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
- 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks

9. create a transitional strategy to accommodate personal changes and build personal values

- 9.1 identify short-term and long-term goals
- 9.2 identify steps to achieve goals

COURSE COM3125: AV POSTPRODUCTION 2

Level: Advanced

Prerequisite: COM2125: AV Postproduction 1

Description: Students expand on digital editing software skills to edit and process audio and video, and continue working with motion graphics and audio/video effects to enhance a product.

Parameters: Access to video and computer equipment suitable for postproduction.

Supporting Courses: COM3105: AV Preproduction 2
COM3115: AV Production 2
COM3135: Audio Techniques

Outcomes: The student will:

- 1. apply advanced postproduction techniques to produce a completed audio and video project**
 - 1.1 prepare a list regarding how edits will be carried out, using prepared production plans and storyboards and produce an audio and video project based on outlined criteria
 - 1.2 add video transitions
 - 1.3 create dynamic titles
 - 1.4 apply editing tools, considering:
 - 1.4.1 multicamera editing
 - 1.4.2 replacing clips and footage
 - 1.4.3 appropriate footage and audio syncs
 - 1.5 add video effects; e.g., filters, lighting, key framing
 - 1.6 use change time techniques; e.g., slow motion, reverse motion, time remapping
 - 1.7 use audio mixer to enhance the sound
 - 1.8 demonstrate composite techniques
- 2. manage the project to completion; e.g., time, resources, files, equipment**
- 3. export the edited project in an appropriate format; e.g., digital video (DV), digital video disc (DVD), compact disc (CD), common Internet video formats**
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. present a selection of work completed in this course to an audience/client; e.g., project plan, shot list or storyboard, edited project**
 - 5.1 assess work regarding:
 - 5.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 5.1.2 the technical and creative aspects of the work; e.g., transitions, syncing
 - 5.1.3 areas of concern/difficulty (if applicable)
 - 5.1.4 the use of tools and equipment
 - 5.1.5 the relationship of the storyboard to the story told in final product
 - 5.1.6 the quality of the completed project
 - 5.1.7 meeting school and community standards; e.g., appropriate language
 - 5.2 participate in peer/teacher assessment
 - 5.3 based on feedback, revise and re-present the project, if necessary
 - 5.4 add the selected work to a portfolio

- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE COM3135: AUDIO TECHNIQUES

Level: Advanced

Prerequisite: COM2115: AV Production 1

Description: Students expand on audio production techniques to plan, develop and produce specific audio projects.

Parameters: Access to audio equipment (e.g., microphones, mixer, amplifier, speakers), a basic studio facility and audio editing equipment/facility.

Supporting Course: COM3105: AV Preproduction 2

Outcomes: The student will:

- 1. apply preproduction, production and postproduction techniques and strategies to complete an audio project**
 - 1.1 create a project proposal for an audio production, for a target audience, that recognizes and includes elements of preproduction, production and postproduction
 - 1.2 devise a treatment for the proposal outlining project details/criteria; e.g., project concept (script, genre) on-location/studio-based requirements, recording list, sound effects/clips, anticipated technical requirements, time line with key benchmarks, final file type
 - 1.3 follow production plans (e.g., script, storyboard, playlist, sheet music) to produce an audio project (e.g., radio drama, music tracks, video voiceovers, soundtracks)
- 2. use correct terminology in describing equipment, techniques, processes and procedures**
- 3. use audio equipment and various sound-recording techniques to enhance the production**
 - 3.1 select and implement postproduction techniques; e.g., fade, filters
 - 3.2 enhance audio equipment operation skills through producing audio projects; e.g., on-location recording and studio recording, microphone placement for recording, sound layering, dubbing, editing, special effects
 - 3.3 investigate new audio technologies; e.g., capture, manipulation, translation
 - 3.4 produce a separate audio project that is experimental in nature, concentrating on exploring the properties of sound and various sound-recording, editing and manipulation techniques
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. present a selection of work completed in this course to an audience**
 - 5.1 assess work regarding:
 - 5.1.1 the technical and creative aspects of the work; e.g., sound quality, effects, volume
 - 5.1.2 areas of concern/difficulty (if applicable)
 - 5.1.3 the use of tools and equipment
 - 5.1.4 relationship of the script to the story told in final product
 - 5.1.5 the quality of the completed project
 - 5.1.6 meeting school and community standards; e.g., appropriate language
 - 5.2 participate in peer/teacher assessment
 - 5.3 based on feedback, revise and re-present the project, if necessary
 - 5.4 add the selected work to a portfolio

- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE COM3145: ANIMATION 3

Level: Advanced

Prerequisite: COM2145: Animation 2

Description: Students apply production planning techniques to produce a sophisticated animation for a client that tells a story, communicates an idea or a message, and creates a mood or establishes a theme.

Parameters: Access to animation equipment and/or a computer with animation software.

Outcomes: The student will:

1. prepare an animation project for a client

- 1.1 research and develop animation ideas based on client needs
- 1.2 prepare and present a client proposal that includes a storyboard and a short synopsis describing the story or idea and animation technique(s) to be used
- 1.3 receive client approval before proceeding to production phase

2. produce an animation project with advanced production elements that communicates a story, idea, theme or mood

- 2.1 create and use a variety of animation production elements; e.g., visuals or models, backgrounds and/or sets, movement, beginning and/or end credits/titles, audio components such as voiceover, music and/or sound effects
- 2.2 refine animation skills by demonstrating advanced production elements; e.g., multilayered animation, action script, special effects, modelling, character animation, motion graphics

3. identify copyright restrictions and permissions and put them into practice

4. present a selection of work completed in this course to an audience

- 4.1 assess work regarding:
 - 4.1.1 how the elements and principles of design help facilitate good composition
 - 4.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 4.1.3 areas of concern/difficulty (if applicable)
 - 4.1.4 the use of tools and equipment
 - 4.1.5 relationship of the storyboard to the story told in the animation project
 - 4.1.6 quality of the completed project
 - 4.1.7 meeting school and community standards; e.g., appropriate language

4.2 participate in peer/teacher assessment

4.3 add the selected work to a portfolio

5. apply consistent and appropriate work station routines

5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture

5.2 demonstrate security for hardware, software, supplies and personal work

6. demonstrate basic competencies

6.1 demonstrate fundamental skills to:

- 6.1.1 communicate
- 6.1.2 manage information
- 6.1.3 use numbers
- 6.1.4 think and solve problems

- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE COM3155: DESIGN – ADVERTISING CAMPAIGNS

Level: Advanced

Prerequisite: COM2155: Design – Brand Identity

Description: Students develop advertising skills through projects and activities in conceptualization, campaign development and copy writing. The delivery and presentation of an ad campaign is also a major focus. Students enhance their abilities to integrate various media for the purpose of producing a multimedia message for a target audience.

Parameters: Access to a computer and/or audio and/or video equipment or digital media production equipment and a computer with appropriate software.

Supporting Courses: COM2035: Raster Graphics 1
COM2045: Vector Graphics 1
COM2105: AV Preproduction 1
COM2115: AV Production 1
COM2125: AV Postproduction 1
MAM2090: Promotion – Print Advertising
MAM3100: Promotion – Broadcast Advertising

Outcomes: The student will:

1. develop a strategy for an advertising campaign to promote a product, using two or more types of media

- 1.1 identify a product and/or client (e.g., personal grooming product/producer) and create a brief and/or client parameters (e.g., cost, time line, print, audio, video)
- 1.2 understand the product and what makes it unique and valuable by:
 - 1.2.1 learning about the product; e.g., history, background, environmental impact, use, key features
 - 1.2.2 studying the competition
 - 1.2.3 translating features into benefits
- 1.3 understand consumer behaviour by:
 - 1.3.1 identifying consumer needs
 - 1.3.2 conducting and applying research
- 1.4 analyze the marketplace for the product
- 1.5 identify and critique various types of advertising strategies using examples
- 1.6 explain the difference between product-oriented and consumer-oriented strategies
- 1.7 write the campaign strategy, including the following:
 - 1.7.1 set an objective
 - 1.7.2 propose appropriate media to convey consistent messages, justifying the selection based on the appropriateness of the media to the task; e.g., print, Web, billboard, television, radio
 - 1.7.3 identify the target audience and the general characteristics
 - 1.7.4 identify preferred media and justify the selection
 - 1.7.5 consider campaign resource requirements; e.g., equipment, facility, personnel, applications
- 1.8 assess the strategy based on client parameters

- 2. design a message to be communicated to a target audience as outlined in the strategy**
 - 2.1 devise message(s) appropriate to using a combination of two or more media
 - 2.2 devise a plan for delivering a message, using a combination of at least two different media, including:
 - 2.2.1 the statement of the message to be delivered and working title
 - 2.2.2 a time line with key delivery dates, including interim review and critique and final presentation
 - 2.2.3 a professional copy should be written to meet accepted industry standards
 - 2.2.4 storyboards illustrating connections and consistency
- 3. produce and present the message, using two or more media linked through technology**
 - 3.1 produce messages following a plan, modifying the plan as required
 - 3.2 make use of technological advances in media production; e.g., program integration
 - 3.3 combine media in a visually appealing composition and effective manner, where applicable
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. present a completed campaign to a stakeholder and/or audience**
 - 5.1 assess the effectiveness of the campaign regarding:
 - 5.1.1 message suitability for the target audience
 - 5.1.2 message clarity
 - 5.1.3 media suitability for the message delivered
 - 5.1.4 how the elements and principles of design help facilitate good composition in his or her work
 - 5.1.5 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 5.1.6 meeting school and community standards; e.g., appropriate language
 - 5.2 participate in peer/teacher assessment
 - 5.3 add the selected work to a portfolio
- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE COM3165: AV BROADCASTING

Level: Advanced

Prerequisite: COM1105: Audio/Video

Description: Students work through the sequential steps of audio/video production, including shooting, writing, editing and performance. Group work, peer-collaboration and deadlines make this a real-life experience culminating in a broadcast that is entirely produced by students.

Parameters: Access to audio and video equipment suitable for production, including a basic studio facility; e.g., lights, green screen and computer equipment/software suitable for postproduction.

Supporting Courses: COM3105: AV Preproduction 2
COM3115: AV Production 2
COM3125: AV Postproduction 2
COM3135: Audio Techniques

Outcomes: The student will:

1. identify and examine the various roles involved in a typical broadcast team

- 1.1 identify the responsibilities of each role, including:
 - 1.1.1 writer; e.g., selects story ideas and interview topics, creates a storyboard, writes the script
 - 1.1.2 anchor; e.g., narrates, reads from prompter or cue cards, demonstrates appropriate inflection and delivery of the script
 - 1.1.3 reporter; e.g., interviews, tells a story with beginning, middle and end
 - 1.1.4 videographer; e.g., captures the scene, demonstrates camera skills, works from shot list
 - 1.1.5 director; e.g., selects camera angles and locations, guides the filming process
 - 1.1.6 editor; e.g., edits footage, synchronizes audio effects and adds visual effects, transitions, credits, titles and graphics
 - 1.1.7 graphic artist; e.g., prepares graphic elements (logos, banners, overlays)
 - 1.1.8 production designer; e.g., determines sets, props and costumes in accordance with the script, ensures continuity
 - 1.1.9 producer; e.g., oversees details, production schedule and deadlines of the overall production
- 1.2 examine and compare the responsibilities of each of the roles in the overall completion of a broadcast

2. produce a series of 5- to 10-minute broadcasts as a member of a broadcast team

- 2.1 select, with broadcast team members, an appropriate production format for each broadcast; e.g., newscast, journal, round table discussion, tabloid, telethon
- 2.2 assume a minimum of three roles in the production of the broadcasts

3. produce, with broadcast team members, a production plan for each broadcast that outlines all tasks and responsibilities

- 3.1 follow the preproduction process for each broadcast, with broadcast team members; e.g., identify a topic, conduct research, choose the medium/format and justify the selection, develop a content/story line, develop a draft plan, collect and use feedback to further the planning process

- 3.2 develop, with broadcast team members, a final production plan for each broadcast, including:
 - 3.2.1 topic
 - 3.2.2 medium/format
 - 3.2.3 roles, tasks and responsibilities
 - 3.2.4 location; e.g., sets, environment, green screen
 - 3.2.5 time line with deadlines for each task
 - 3.2.6 storyboard
 - 3.2.7 script
 - 3.2.8 shot list
 - 3.2.9 graphic elements
 - 3.2.10 audio
 - 3.2.11 editing requirements
- 4. complete the broadcasts, with broadcast team members (e.g., through classroom broadcasting, school Web site vodcast, video streaming), fulfilling the responsibilities of his or her roles**
- 5. identify copyright restrictions and permissions and put them into practice**
- 6. present to an audience a selection of work completed in this course; e.g., project plan, shot list or storyboard, broadcast**
 - 6.1 assess the work, considering:
 - 6.1.1 how the elements and principles of design help facilitate good composition in the work
 - 6.1.2 the creative aspects of the work; e.g., transitions, syncing, style
 - 6.1.3 areas of concern/difficulty (if applicable)
 - 6.1.4 the use of tools and equipment
 - 6.1.5 the relationship between the storyboard and the story told in the final product
 - 6.1.6 the quality of the completed project
 - 6.1.7 the school and community standards being met; e.g., appropriate language
 - 6.2 participate in peer/teacher assessment
 - 6.3 revise and re-present the project, if necessary, based on feedback
 - 6.4 add this selected work to an ongoing portfolio
- 7. apply consistent and appropriate work station routines**
 - 7.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 7.2 demonstrate security for hardware, software, supplies and personal work
- 8. demonstrate basic competencies**
 - 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

COURSE COM3205: PHOTOGRAPHY – LIGHTING

Level: Advanced

Prerequisite: COM1205: Photography – Introduction

Description: Students apply various light sources, multiple lighting arrangements and metering techniques with an emphasis on flash and studio lighting.

Parameters: Access to a camera with ability to control aperture and shutter speed independently, access to a studio facility, light meter, lighting equipment, flash, processing and display equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Outcomes: The student will:

1. identify and describe different methods of image capture appropriate to various light conditions

- 1.1 describe various types of cameras and their image-capture format, e.g.; single-lens reflex (SLR), viewfinder, rangefinder, 35 mm, 70 mm, digital, raw, bitmap
- 1.2 discuss the appropriate application of the types of camera in various occupations; e.g., photojournalism, portraiture, product advertising

2. apply the theory and operation of light-metering devices and electronic-flash devices in a photographic assignment

- 2.1 identify and describe various lighting sources (e.g., sunlight, tungsten, fluorescent, electronic flash), their characteristics and their effect on the photographed subject
- 2.2 describe and apply the following concepts:
 - 2.2.1 Kelvin ratings; e.g., white balance
 - 2.2.2 inverse-square law
 - 2.2.3 incident and reflective light
- 2.3 use built-in, hand and/or flash meters and gray cards to determine desired image-capture device settings
- 2.4 use flash lighting device(s); e.g., flash synchronization—medium (M) sync and X sync, aperture calculations
- 2.5 produce photographs using a flash

3. apply studio lighting techniques to a photographic assignment

- 3.1 identify and describe different studio lighting arrangements; e.g., Rembrandt, Paramount
- 3.2 demonstrate mastery of such basic lighting techniques as Rembrandt, bounce, Paramount, three-point lighting (key light, fill light and background light)
- 3.3 apply studio knowledge in still and portrait photography
- 3.4 select and use light sources to achieve desired effects
- 3.5 control and adjust lighting intensity

4. discuss camera stabilization techniques; e.g., tripods

- 5. present a selection of work completed in this course to an audience**
 - 5.1 create a display of photographs
 - 5.2 discuss each photograph regarding:
 - 5.2.1 how the composition guidelines help facilitate good arrangement in his or her work
 - 5.2.2 the technical and creative aspects of the work; e.g., lighting techniques such as Rembrandt, bounce, Paramount, three-point lighting (key light, fill light and background light)
 - 5.2.3 areas of challenge/difficulty (if applicable)
 - 5.2.4 meeting school and community standards; e.g., appropriate language
 - 5.2.5 the use of tools and equipment
 - 5.3 participate in peer/teacher assessment
 - 5.4 add the selected work (e.g., photographs, proofs, log sheets) to a portfolio
- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE COM3215: PHOTOGRAPHY – PHOTOJOURNALISM

Level: Advanced

Prerequisite: COM1205: Photography – Introduction

Description: Students develop skills and explore processes to present a story, primarily through the use of pictures and text.

Parameters: Access to a camera with the ability to control aperture and shutter speed independently, and to processing, display and audio equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Supporting Courses: COM2025: Electronic Layout & Publishing 1
COM2215: Photography – Communication
COM3025: Electronic Layout & Publishing 2

Outcomes: The student will:

- 1. apply knowledge of composition, lighting, ISO, exposure and image processing resolution choice to photographing specified events**
 - 1.1 coordinate picture-taking assignments (e.g., school newspaper, yearbook) with a client (the client can be in school or from the community)
 - 1.2 process and proof all images and develop an appropriate filing system; e.g., processing and file management software
 - 1.3 consult with client(s) and select images that will meet the requirements of a desired layouts
 - 1.4 illustrate representative coverage with long, medium and close-up photographs, having a variety of horizontal and vertical compositions
 - 1.5 review the work with the client and make changes as necessary
- 2. integrate type and photographs to complete a layout that explains a story or situation**
 - 2.1 use common page layout techniques
 - 2.2 add captions and stories to images
- 3. describe the legal and ethical responsibilities of a photojournalist**
- 4. perform interim critiques and make necessary revisions**
- 5. identify copyright restrictions and permissions and put them into practice**
- 6. present the work completed in this course to an audience**
 - 6.1 assess work regarding:
 - 6.1.1 how the composition guidelines help facilitate good arrangement in his or her work
 - 6.1.2 the technical and creative aspects of the work; e.g., quality, focus, interest, writing
 - 6.1.3 areas of challenge/difficulty (if applicable)
 - 6.1.4 meeting school and community standards; e.g., appropriate language
 - 6.1.5 the use of tools and equipment
 - 6.2 participate in peer/teacher assessment
 - 6.3 add the story to a portfolio
- 7. apply consistent and appropriate work station routines**
 - 7.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 7.2 demonstrate security for hardware, software, supplies and personal work

8. demonstrate basic competencies

8.1 demonstrate fundamental skills to:

- 8.1.1 communicate
- 8.1.2 manage information
- 8.1.3 use numbers
- 8.1.4 think and solve problems

8.2 demonstrate personal management skills to:

- 8.2.1 demonstrate positive attitudes and behaviours
- 8.2.2 be responsible
- 8.2.3 be adaptable
- 8.2.4 learn continuously
- 8.2.5 work safely

8.3 demonstrate teamwork skills to:

- 8.3.1 work with others
- 8.3.2 participate in projects and tasks

9. create a transitional strategy to accommodate personal changes and build personal values

- 9.1 identify short-term and long-term goals
- 9.2 identify steps to achieve goals

COURSE COM3225: PHOTOGRAPHY – COLOUR

Level: Advanced

Prerequisite: COM1205: Photography – Introduction

Description: Students are introduced to various techniques used to create high-quality colour photographs through understanding the process, parameters and issues that arise when working on colour photographs.

Parameters: Access to a single-lens reflex (SLR) or Micro Four Thirds system camera with the ability to control aperture and shutter speed independently, and to colour-processing and display equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Outcomes: The student will:

1. identify and describe the additive and subtractive colour process

- 1.1 identify the primary and secondary colours as they apply to additive and subtractive colour theory
- 1.2 describe colour theory as it applies to colour spaces and channels; e.g., red, green and blue colour model (RGB), cyan, magenta, yellow and key black colour (CMYK), lab colour model (LAB)
- 1.3 explore and compare images created with alternative light sources (e.g., fluorescent, tungsten, halogen, natural, flash) to illustrate colour temperature and psychological effects
- 1.4 explore the issue of colour calibration as it relates to the transfer of an image from one medium to another; e.g., monitor to printer, use of a colourimeter
- 1.5 identify various file formats (e.g., not processed [raw], Joint Photographic Experts Group [JPEG], Tagged Image File Format [TIFF], Photoshop Document [PSD], Digital Negative [DNG]) with relation to colour management characteristics

2. capture images controlling a variety of colour parameters

- 2.1 modify white balance in given lighting circumstances to produce a variety of colour casts; e.g., utilize balancing filters if using a film camera
- 2.2 use alternative methods to affect colour capture; e.g., saturation level settings in cameras, colour lens filters, selective lighting

3. process images so that colour is properly displayed for the target medium

- 3.1 manage colour so that images render for a controlled result; e.g., channel control of saturation, brightness curves, balance, postproduction colour filters
- 3.2 review the work and make appropriate continuous adjustments to colour

4. present a selection of work completed in this course to an audience

- 4.1 create a display of photographs
- 4.2 assess each photograph regarding:
 - 4.2.1 the intent and the success in meeting it
 - 4.2.2 technical data; e.g., log sheet
 - 4.2.3 how the composition guidelines help facilitate good arrangement in his or her work
 - 4.2.4 the technical and creative aspects of the work; e.g., colour, quality, format, saturation
 - 4.2.5 areas of challenge/difficulty (if applicable)

- 4.2.6 meeting school and community standards; e.g., appropriate language
- 4.2.7 the use of tools and equipment
- 4.3 participate in peer/teacher assessment
- 4.4 add the selected work to a portfolio
- 5. apply consistent and appropriate work station routines**
 - 5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 5.2 demonstrate security for hardware, software, supplies and personal work
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE COM3235: PHOTOGRAPHY – B/W DIGITAL TECHNIQUES

Level: Advanced

Prerequisite: COM1205: Photography – Introduction

Description: Students develop an understanding of various production and postproduction black-and-white digital techniques and the differences in mood and appeal between colour and monochrome.

Parameters: Access to a digital single-lens reflex (SLR) or Micro Four Thirds system camera with the ability to control aperture and shutter speed independently, and to processing and display equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Outcomes: The student will:

- 1. explain the differences between destructive and nondestructive black-and-white techniques**
 - 1.1 identify destructive black-and-white techniques inside the image-capture device; e.g., setting the device to capture only black-and-white, using specialized lenses such as infrared
 - 1.2 identify destructive black-and-white techniques inside the image-editing software; e.g., converting to grayscale colour space, desaturate command and changes to original image
 - 1.3 identify nondestructive techniques (e.g., not processed [raw] versus Joint Photographic Experts Group [JPEG]) inside the image-capture device
 - 1.4 identify nondestructive techniques inside the image-editing software e.g., include adjustment layers, duplicating original layers and compositing channels or images from separate sources
- 2. identify and describe the two main colour models (cyan, magenta, yellow and key black colour model) [CMYK] and red, green and blue colour model [RGB]**
 - 2.1 identify the purpose of each colour model in relationship to digital photography; e.g., print versus screen, no light versus addition of light
 - 2.2 identify how image-editing software reads and processes colour in the colour model; e.g., black, white and shades of gray
 - 2.3 identify the differences in black-and-white tonal qualities of individual channels—both in CMYK (four-channel) and RGB (three-channel) colour spaces
- 3. identify and demonstrate automatic black-and-white conversion techniques in image-editing software**
 - 3.1 identify the grayscale colour model and compare it to the main two colour models (CMYK and RGB)
 - 3.2 describe the advantages and disadvantages of using the grayscale colour space for black-and-white image conversion
 - 3.3 identify and compare the image software's default black-and-white conversion commands; e.g., grayscale, desaturate, channel mixer
- 4. identify and demonstrate manual techniques for black-and-white conversion in image-editing software**
 - 4.1 describe and demonstrate the infrared technique in image editing software
 - 4.2 describe and demonstrate manual channel selection to create, nondestructively, a finished black-and-white image
 - 4.3 describe and demonstrate layer blending modes in the image-editing software

- 5. present a selection of work completed in this course to an audience**
 - 5.1 create a display of photographs
 - 5.2 assess each photograph regarding:
 - 5.2.1 comparative examples of images that were produced using manual and automatic techniques
 - 5.2.2 the intent of the photographs and their success in meeting the intent
 - 5.2.3 the technical data; e.g., log sheet, picture properties
 - 5.2.4 how the composition guidelines help facilitate good arrangement in his or her work
 - 5.2.5 the technical and creative aspects of the work; e.g., quality, format, interest
 - 5.2.6 areas of challenge/difficulty (if applicable)
 - 5.2.7 meeting school and community standards; e.g., appropriate language
 - 5.2.8 the use of tools and equipment
 - 5.3 participate in peer/teacher assessment
 - 5.4 add the selected work to a portfolio
- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE COM3245: PHOTOGRAPHY – OUTDOOR

Level: Advanced

Prerequisite: COM1205: Photography – Introduction

Description: Students plan and respond to outdoor conditions to capture and produce high-quality outdoor images.

Parameters: Access to a single-lens reflex (SLR) or Micro Four Thirds system camera with the ability to control aperture and shutter speed independently, and to a variety of lens, processing and display equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Outcomes: The student will:

- 1. identify and describe risks and hazards to photographers and equipment in the outdoors**
 - 1.1 discuss common safety issues for a photographer when shooting outdoors (e.g., gravity, temperature, water, footing, wind, dust, wildlife, hunting season), and explore ways to prepare for and respond to them successfully
 - 1.2 discuss care issues for photographic equipment when shooting outdoors (e.g., inclement weather, battery and storage capacity, moisture and condensation) and ways to prepare for and respond to the conditions successfully
- 2. capture images in a variety of lighting conditions, making appropriate exposure decisions**
 - 2.1 capture images in different light conditions; e.g., high-key sunlight, low-key sunlight, clouded afternoon, naturally reflected light (sunrise, sunset, moonlight), artificially produced light (street lights, flash, windows)
 - 2.2 capture images where exposure is managed within the existing dynamic range; e.g., monitoring of the histogram, use of graduated neutral density filters, bracketing, high dynamic range (HDR)
- 3. create compelling creative images outdoors**
 - 3.1 create full-frame subjects in photograph; e.g., lens choice, camera proximity, camera angle, postproduction cropping
 - 3.2 manage horizon placement and other powerful aspects to suit the image; e.g., rule of thirds, use of diagonals, postproduction cropping, design elements and principles
 - 3.3 modify camera settings (e.g., aperture, shutter speed, ISO) to produce appropriate depth of field and image sharpness or blur
 - 3.4 discuss camera stabilization techniques; e.g., tripods, monopods, bean bags, gaffer tape, gorilla pods, clamps
- 4. present a selection of work completed in this course to an audience**
 - 4.1 create a display of photographs
 - 4.2 assess each photograph regarding:
 - 4.2.1 comparative examples of images that were produced using manual and automatic techniques
 - 4.2.2 the intent of the photographs and their success in meeting the intent
 - 4.2.3 the technical data; e.g., log sheet, picture properties
 - 4.2.4 how the composition guidelines help facilitate good arrangement in his or her work
 - 4.2.5 the technical and creative aspects of the work; e.g., colour, quality, format, interest

- 4.2.6 areas of challenge/difficulty (if applicable)
- 4.2.7 meeting school and community standards; e.g., appropriate language
- 4.2.8 the use of tools and equipment
- 4.3 participate in peer/teacher assessment
- 4.4 add the selected work to a portfolio
- 5. apply consistent and appropriate work station routines**
 - 5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 5.2 demonstrate security for hardware, software, supplies and personal work
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE COM3275: PHOTOGRAPHY – DIGITAL PROCESSING 2

Level: Advanced

Prerequisite: COM1275: Photography – Digital Processing 1

Description: Students acquire original digital images from a digital camera and extend and refine their knowledge of image-editing software. Students focus on composition principles and more advanced editing techniques to enhance images as well as ways to maintain and organize personal libraries.

Parameters: Access to a camera with the ability to control aperture and shutter speed independently, and to advanced processing software and display equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Supporting Courses: COM2035: Raster Graphics 1
COM2205: Photography – Composition
COM2215: Photography – Communication
COM2225: Photography – Darkroom Techniques
COM2235: Photography – Lenses
COM3035: Raster Graphics 2
COM3205: Photography – Lighting
COM3215: Photography – Photojournalism
COM3225: Photography – Colour
COM3235: Photography – B/W Digital Techniques
COM3245: Photography – Outdoor

Outcomes: The student will:

1. acquire and manage images from a digital camera

- 1.1 discuss current file formats and which is most appropriate, given particular situation; e.g., jpeg, raw, high dynamic range (HDR)
- 1.2 discuss destructive versus nondestructive manipulation
- 1.3 import and organize photographs
- 1.4 create image collections from main library; e.g., folders, smart collections
- 1.5 manage folders
- 1.6 work with and add metadata to photographs; e.g., flags, ratings, attributes, global positioning system (GPS), keywords
- 1.7 back up the library/catalogue

2. manipulate and edit original photographs to enhance composition

- 2.1 apply editing effects to develop interesting and aesthetically appealing compositions, based on composition guidelines, using:
 - 2.1.1 vignetting
 - 2.1.2 sharpening
 - 2.1.3 dodging and burning
 - 2.1.4 temperature adjustment
 - 2.1.5 colour management

- 2.1.6 exposure adjustment
- 2.1.7 lighting—white balance, black
- 2.1.8 brightness
- 2.1.9 contrast adjustment; e.g., light, mid-tone, shadow
- 2.1.10 lens correction
- 2.2 rotate, straighten, frame and crop images
- 2.3 stitch photographs; e.g., panorama
- 2.4 create a black-and-white photograph from a colour original
- 2.5 create a distressed/aged photograph from an original
- 2.6 fix backlit photographs
- 2.7 use camera calibration
- 2.8 apply batch correction
- 2.9 display proficiency using advanced image-editing software
- 3. publish edited photographs**
 - 3.1 create and deliver a digital gallery for presentation of the completed compositions, providing:
 - 3.1.1 thematic or stylistic unity
 - 3.1.2 information on how each finished composition was created; e.g., how solutions to problems were addressed
 - 3.1.3 customized gallery settings; e.g., background, music, stroke, overlays, titles, transitions, colour
 - 3.1.4 use of gallery templates
 - 3.2 print the photographs, considering:
 - 3.2.1 the set-up of photographs for printing
 - 3.2.2 the adjustment of print and colour management settings
 - 3.2.3 the 8-bit versus 16-bit printing
 - 3.2.4 the printing of multiple photographs on one page using templates; e.g., layout packages
 - 3.2.5 the print settings; e.g., cut lines, crop lines, guides, borders
- 4. present a selection of work completed in this course to an audience**
 - 4.1 discuss gallery and/or prints regarding:
 - 4.1.1 editing techniques used
 - 4.1.2 how the composition guidelines help facilitate good arrangement in his or her work
 - 4.1.3 the technical and creative aspects of the work; e.g., effect, focus, interest, music selection
 - 4.1.4 areas of challenge and solutions
 - 4.1.5 meeting school and community standards; e.g., appropriate language
 - 4.1.6 the use of tools and equipment
 - 4.2 participate in peer/teacher assessment
 - 4.3 add the selected work to a portfolio
- 5. apply consistent and appropriate work station routines**
 - 5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 5.2 demonstrate security for hardware, software, supplies and personal work
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems

- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE COM3285: COM TECH CLIENT SERVICES 2

Level: Advanced

Prerequisite: COM2285: Com Tech Client Services 1

Description: Students apply the principles and practices of client services.

Parameters: This course must be taught in conjunction with another specified Com Tech course.

Outcomes: The student will:

- 1. identify client needs and the scope of the project**
 - 1.1 communicate with client; e.g., interview
 - 1.2 identify tasks to standards specified by work to be completed
 - 1.3 identify factors affecting client satisfaction
 - 1.4 identify all resources needed to perform a task, provide a service or complete a project related to selected work area
- 2. demonstrate and document the planning of a client project**
 - 2.1 utilize a documentation system for the purposes of accountability
 - 2.2 prepare and present a draft proposal to the client for feedback
 - 2.3 implement client feedback into the project plan
- 3. demonstrate professional production steps leading to satisfactory completion of a client project**
 - 3.1 prepare a project based on agreed proposal
 - 3.2 track time and resources for the purposes of accountability
 - 3.3 prepare final project deliverables for presentation to client
 - 3.4 prepare feedback mechanism for client response
 - 3.5 review client feedback and implement changes/improvements for future projects
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE COM3910: COM PROJECT D

Level: Advanced

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
 - 1.1. identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
 - 1.2. explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1. identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2. identify and comply with all related health and safety standards
 - 2.3. define assessment standards (indicators for success)
 - 2.4. present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1. complete the project and/or performance as outlined
 - 3.2. monitor the project and/or performance and make necessary adjustments
 - 3.3. present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set

- 3.4. evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. demonstrate basic competencies**
 - 5.1. demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2. demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3. demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1. identify short-term and long-term goals
 - 6.2. identify steps to achieve goals

COURSE COM3920: COM PROJECT E

Level: Advanced

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
 - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
 - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1 identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor the project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE COM3950: COM ADVANCED PRACTICUM

Level: Advanced

Prerequisite: None

Description: Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

Parameters: This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any introductory (1XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
 - 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities/expectations
 - 1.2.3 code of ethics and/or conduct
 - 1.3 describe personal work responsibilities and categorize them as:
 - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 1.3.2 non-routine tasks; e.g., emergencies
 - 1.3.3 tasks requiring personal judgement
 - 1.3.4 tasks requiring approval of a supervisor
 - 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
 - 2.2 evaluate standards of performance in terms of:
 - 2.2.1 quality of work
 - 2.2.2 quantity of work
 - 2.3 evaluate adherence to workplace legislation related to health and safety
 - 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
 - 2.4.1 training and certification
 - 2.4.2 interpersonal skills
 - 2.4.3 technical skills
 - 2.4.4 ethics

3. demonstrate basic competencies

3.1 demonstrate fundamental skills to:

- 3.1.1 communicate
- 3.1.2 manage information
- 3.1.3 use numbers
- 3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

- 3.2.1 demonstrate positive attitudes and behaviours
- 3.2.2 be responsible
- 3.2.3 be adaptable
- 3.2.4 learn continuously
- 3.2.5 work safely

3.3 demonstrate teamwork skills to:

- 3.3.1 work with others
- 3.3.2 participate in projects and tasks

4. create a transitional strategy to accommodate personal changes and build personal values

4.1 identify short-term and long-term goals

4.2 identify steps to achieve goals