Media Arts Production Certificate

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)

SASKATCHEWAN POLYTECHNIC

Tomorrow in the making.

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The Media Arts Production certificate program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

Developed by program				
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Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Media Arts Production program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

Option A: Individual course challenge

If you have current successful experience in the media arts production field, within the last 3 years and have learned the skills and knowledge for **one or more** of the Media Arts Production courses, you may apply to be assessed for each applicable course.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the PLAR database or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Media Arts Production program at: 1-866-467-4278.

How many courses can be challenged through PLAR in the Media Arts Production program?

Currently we have 10 certificate courses available for PLAR challenge. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Media Arts Production Program Profile			
COURSE CODE	**COURSE NAME**	**PLAR Challenge(s) *available* through program**	**PLAR Challenge(s) *not available***
AUDI 100	Introduction to Audio		X
AUDI 101	Audio Recording		X
AUDI 102	Audio Production 1		
AV 100	Media Hardware Operation & Maintenance	✓	
BCOM 133	Oral/Interpersonal Communication	*✓	
BCOM 146	Written Communication Skills		X
CNET 140	Electronic Communication	✓	
COMP 102	Computer Foundations	✓	
CRWT 101	Script Writing	✓	
DSGN 101	Design Principles	✓	
DSGN 104	Media Aesthetics I		X
DSGN 105	Media Aesthetics II		X
EMPS 106	Employability Skills	✓	
GRPH 102	Raster Graphics	✓	
GRPH 103	Vector Graphics	✓	
MULT 131	Presentations		X
MULT 132	Electronic Publishing		X
PHOT 100	Still Imaging	✓	
PROJ 105	Media Project		X
VDEO 100	Electronic Field Production Hardware		X
VDEO 101	Videography I		X
VDEO 102	Sequence Creation		X
VDEO 103	Introduction to Non-Linear Editing		X
VDEO 104	Post-Production I		X

Note: Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by associated studies faculty. To see if these shared courses in your program are PLAR-ready, visit the PLAR homepage for links to Candidate Guides for Associated Studies/Communications and for Standardized Computers.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Media Arts Production program at: 1-866-467-4278.

Is PLAR available at any time of the year?

PLAR challenges are on an on-going basis by appointment with the Media Arts Production program head.

Is it *easier* to challenge a course through PLAR or take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a "different" way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- performance evaluations (including skill demonstrations)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: http://saskpolytech.ca/student-services/support/counselling-services.aspx

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: http://saskpolytech.ca/admissions/resources/transfer-credit.aspx

It is the student's responsibility to check with Registration Services for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a Saskatchewan Polytechnic educational counsellor.

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

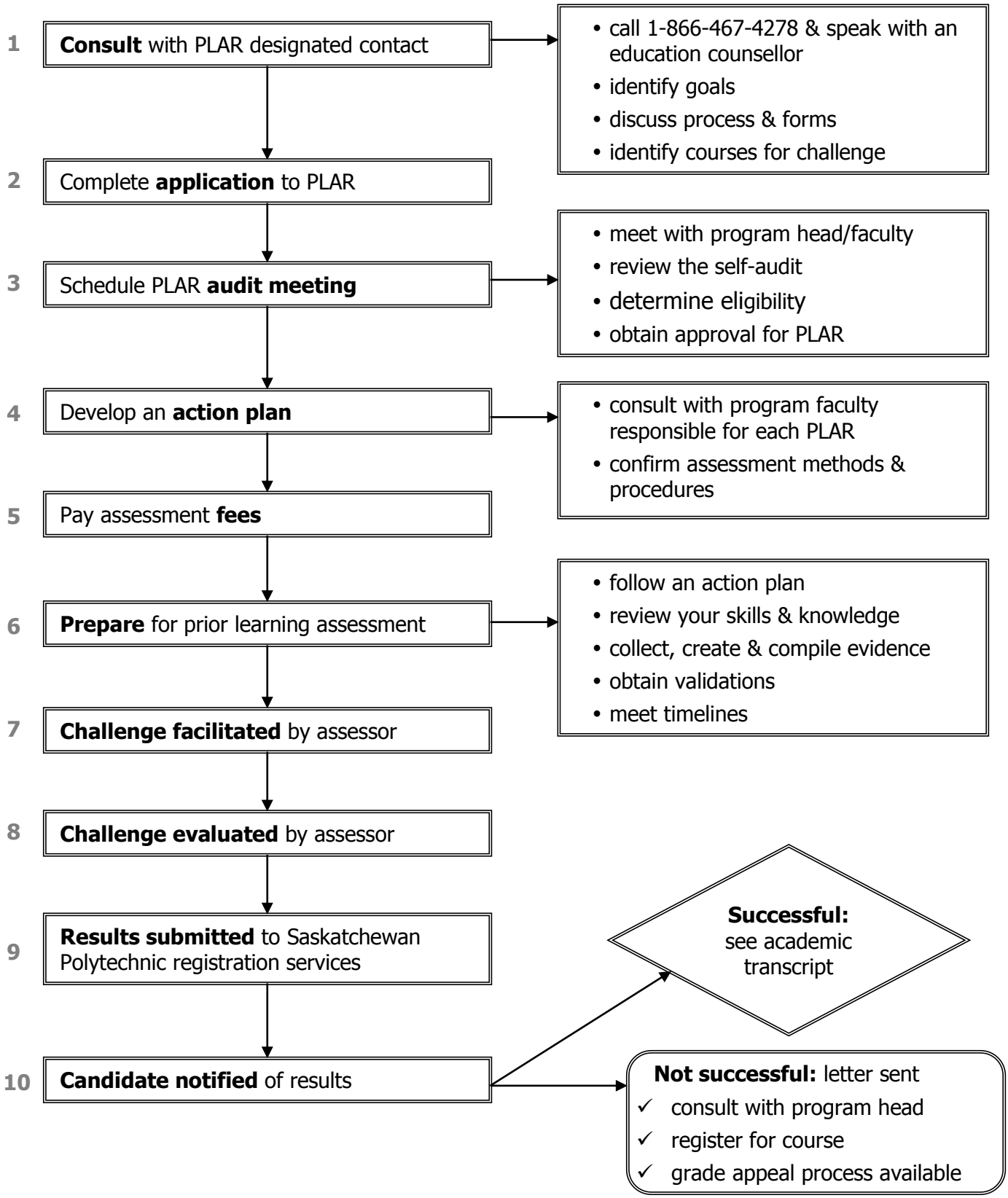
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
pallisercounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
woodlandcounselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
wascanacounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
kelseycounselling@saskpolytech.ca

Prior Learning Assessment and Recognition process



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your action plan. Check with the PLAR designated contact **before** you begin to gather evidence.

2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
   - It is your responsibility to create, collect and compile relevant evidence – if required.

3. Learning must be current within the last 3 years.

4. The evidence should demonstrate the skills and knowledge from your experiences.

5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Media Arts Production faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- resource lists
- workplace validations
- work samples
- photos or videotapes

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery:	I am able to demonstrate the learning outcome well enough to teach it to someone else.
Competent:	I can work independently to apply the learning outcome.
Functional:	I need some assistance in using the outcome.
Learning:	I am developing skills and knowledge for this area.
None:	I have no experience with the outcome.

Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.

3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.

4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:

   - How do I currently use this outcome?
   - What previous training have I had in this outcome: workshops, courses, on-the-job?
   - What personal development or volunteer experience do I have in this area?

   Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in step 3 – PLAR process of the candidate process for prior learning assessment.

Self-audit guide(s)

PHOT 100 – Still Imaging

You will explore and develop techniques that will result in rich, meaningful images. Using a 35mm film and digital equipment, you will learn basic camera skills as well as an appreciation for the process of acquiring analogue and digital images.

Credit unit(s): 3.0
Prerequisite(s): DSGN 104

PHOT 100 – Still Imaging **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe image acquisition instruments.					
▪ Describe the characteristics of light					
▪ Describe basic camera components					
▪ Describe scanners					
▪ Describe digital graphic file types					
2. Operate controls on imaging equipment.					
▪ Describe lenses					
▪ Describe focus					
▪ Describe aperture					
▪ Describe shutter					
▪ Describe exposure meters					
▪ Explain the procedure for determining exposure					
▪ Operate basic exposure controls					
3. Describe image storage media.					
▪ Describe the major characteristics of film					
▪ Describe the major characteristics of digital image sensors					
▪ Identify characteristics of digital storage mediums					
▪ Explain the advantages/disadvantages of film vs. digital image storage					
4. Produce images using a 35mm film camera.					
▪ Describe basic lighting techniques					
▪ Describe basic image composition					

PHOT 100 – Still Imaging **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
▪ Recognize and remedy basic exposure, contrast, and printing problems					
▪ Produce images using a 35mm film camera					
5. Produce images using a digital camera.					
▪ Describe the digital image (pixel, resolution, pixel dimensions, bit (colour) depth, dynamic range, file size, compression)					
▪ Identify common digital camera file types					
▪ Describe features and functions unique to digital cameras					
▪ Acquire images using a digital camera					
6. Produce images using a scanner.					
▪ Explain the basic capabilities and specifications of the various types of scanning devices currently available					
▪ Identify digital image file types and their appropriate uses					
▪ Describe basic scanner settings (source type, output type, resolution, etc)					
▪ Produce images using a flatbed scanner and a film scanner					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Learning outcomes 4, 5 & 6 and an interview to discuss the evidence as provided for learning outcomes 4, 5 & 6.

   OR

2. **Demonstration**
   Learning outcomes 4, 5, & 6 and an interview to discuss the evidence as provided for learning outcomes 4, 5 & 6.

AV 100 – Media Hardware Operation & Maintenance

Your studies will prepare you with the skills and knowledge required to use a variety of presentation equipment. You will learn to perform basic maintenance on the most commonly used equipment.

Credit unit(s): 2.0

AV 100 – Media Hardware Operation & Maintenance **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Explain basic principles of operating and maintaining media equipment.					
▪ Describe hardware					
▪ Describe connecting equipment					
▪ Describe basic electrical concepts					
2. Select media hardware for specific purposes.					
▪ Describe sound systems					
▪ Describe media projection equipment					
▪ Describe VTR equipment					
▪ Identify audiovisual cables and connectors					
▪ Explain basic principles for selecting media hardware					
▪ Select media hardware for specific purposes					
3. Operate a sound reinforcement system.					
▪ Describe components of a standard sound reinforcement system					
▪ Explain suitable speaker placement					
▪ Describe mic selection for specific sound reinforcement situations					
▪ Create and maintain audio cables					
▪ Operate sound reinforcement system					
4. Operate media projection equipment.					
▪ Describe procedures for selecting projection equipment					
▪ Select and locate projection screens					
▪ Connect source equipment to projector					
▪ Create and maintain video cables					
▪ Maintain projection equipment					

AV 100 – Media Hardware Operation & Maintenance **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
▪ Operate media projection equipment					
5. Operate VTR equipment.					
▪ Describe basic VTR functions and controls					
▪ Describe monitor calibration					
▪ Maintain VTR equipment					
▪ Operate VTR equipment					
▪ Configure equipment to dub media					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Learning outcomes 2 to 5 and an interview to discuss the evidence as provided for learning outcomes 2 to 5.

   OR

2. **Demonstration**
   Learning outcomes 2 to 5 and an interview to discuss the evidence as provided for learning outcomes 2 to 5.

CRWT 101 – Scriptwriting

You will plan a production by writing project proposal/treatments, scripts, and storyboards. You will learn to choose a destination for your project, and develop a map for the most efficient route.

Credit unit(s): 3.0

CRWT 101 - Scriptwriting **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Produce a program proposal/treatment.					
▪ Explain the purpose of a proposal/treatment					
▪ Identify the basic steps in developing the "proposal/treatment"					
▪ Explain the goals of research					
▪ Explain objective setting					
▪ Identify the components of an audience profile					
▪ Identify various delivery mediums					
▪ Describe the treatment					
▪ Produce a program proposal/treatment					
2. Describe script formats.					
▪ Explain the purpose of a script					
▪ Identify script elements and text formatting					
▪ Describe the audio script format					
▪ Describe the film script format					
▪ Describe the multimedia script format					
▪ Describe the video script format					
3. Produce a two-column script.					
▪ Describe the procedure for drafting a script					
▪ Use word processing or scriptwriting software to prepare a two-column script document					
▪ Draft a script for a video project					
4. Produce a storyboard.					
▪ Describe the procedure for drafting a storyboard					

CRWT 101 - Scriptwriting **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
▪ Draft a storyboard					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Learning outcomes and an interview to discuss the evidence as provided for learning outcomes 1, 3, & 4.

   OR

2. **Demonstration**
   Learning outcomes 1, 3, & 4 and an interview to discuss the evidence as provided for learning outcomes 1, 3, & 4.

GRPH 102 – Raster Graphics

You will receive an introduction to basic concepts of raster graphics. You will study a variety of techniques used for graphic editing.

Credit unit(s): 3.0
Prerequisite(s): COMP 102

GRPH 102 – Raster Graphics **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe the raster graphics editing environment.					
▪ Explain where images come from					
▪ Describe the Photoshop user interface					
▪ Use the Photoshop interface					
2. Calibrate the monitor for image editing.					
▪ Explain the importance of calibrating the computer monitor					
▪ Describe the monitor calibrating process ➢ set gamma ➢ set the white level					
▪ Calibrate a computer monitor					
3. Describe file types and resolution.					
▪ Identify common graphic file types					
▪ Compare and contrast graphic file types					
▪ Describe image resolution and file size					
4. Use a digital image editing application.					
▪ Demonstrate various selection techniques					
▪ Use painting tools					
▪ Use layers					
▪ Use type					
5. Edit images.					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Learning outcomes 2, 4, & 5, followed with an interview to discuss the evidence file.

2. **Challenge exam**
   Knowledge based test (learning outcome 1)

3. **Interview**
   Learning outcomes 2 & 4

The PLAR candidate may be interested in accessing the following websites prior to attempting the knowledge based tests for learning outcomes 1, 2, & 3.

Learning outcome 1:
You may find it helpful to research these concepts on line.

Learning outcome 2:
http://www.luminere.com

http://www.computer-darkroom.com/ps7-colour/ps7_2.htm

Learning outcome 3:
http://members.aol.com/arendsart/pages/infopgs/filetype.html

GRPH 103 – Vector Graphics

You will receive an introduction to basic concepts of vector graphics. You will study a variety of techniques used for formatting, editing, and manipulating graphics.

Credit unit(s): 3.0
Prerequisite(s): COMP 102

GRPH 103 – Vector Graphics **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe the vector graphics editing environment.					
2. Format a new document.					
3. Organize art with layers.					
4. Create primitive shapes & paths.					
5. Edit text.					
6. Paint objects.					
7. Use gradients.					
8. Use transformation tools.					
9. Manipulate images and objects.					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Learning outcomes 2 to 9, and an interview to discuss the evidence file.

COMP 102 – Computer Foundations

The course provides an introduction to computer operating platforms, hardware and software applications, file management and using peripherals (including scanners and digital cameras). You will also become familiar with computer related terminology, file types, file formats and basic file management.

Credit unit(s): 3.0

COMP 102 – Computer Foundations **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe the use of computers in New Media.					
2. Describe computer operating systems.					
3. Use the Macintosh operating system.					
4. Use the Windows operating system.					
5. Describe the hardware components of a desktop workstation.					
6. Configure the hardware components of a desktop workstation.					
7. Describe basic file formats and types.					
8. Use basic file management for Windows and Macintosh OS.					
9. Set up peripherals and device drivers for use on Windows and Macintosh OS.					
10. Use media players on a desktop computer.					
11. Use file storage devices on Windows and Macintosh OS.					

PLAR requirements

One or more of the following as assigned.

- Candidate demonstrates a thorough understanding of the language and concepts of computer hardware, software, file management and basic troubleshooting skills.
- Candidate has completed the computer hardware performance skills test and meets or exceeds the prescribed outcome.
- Candidate has completed the written test and meets or exceeds the prescribed outcome (must achieve a grade of 60%).

PLAR assessment tools

Learning outcome 1: Describe the use of computers in New Media.

Assessment Instructions: Identify the three types of computer software – operating system (OS), application or utility.

Identify computer software applications for the following areas:
- Graphics – photoshop, corel draw, painter, etc.
- Audio – soundforge, audacity, soundedit, etc.
- Video – premiere, final cut, avid mcxpress, etc.
- Animation – flash, lightwave, carrara, poser, after effects, bryce, maya, etc
- Office Tools – word, exel, office suite.

Resources

You can find any computer manual and computer operating system manual a very useful resource for identifying terminology, hardware component identification, process for installation of hardware expansion components and basic troubleshooting skills.

Kinkoph, Sherry, Fulton, Jennifer, Oliver, Kelly. *A Visual Encyclopedia.* Alpha Books, Macmillan Computer Publishing – ISBN # 1-56761-464-7

Any book on introductory computing would be recommended as a useful reference.

Learning outcome 2: Describe computer operating systems.

Assessment instructions: What are the binary digits? Describe the term gamma and how it relates to Mac and PC display. Identify the following file types by their extension:

.aiff
.gif
.zip
.hqx
.psd
.qt
.mp3
.avi
.pdf
.doc
.txt

Learning outcome 3: Use the Macintosh operating system

Assessment instructions: Complete a practical skills test by using a computer and doing the following operations:
- start the computer
- open word doc
- launch Safari or another web browser
- force quit the browser application
- copy a file from the folder to the desktop
- rename the file you just copied
- create an alias for an application
- shut down the computer

Learning outcome 4: Use the Windows operating system

Assessment instructions: Complete a practical skills test by using a computer and doing the following operations:

- start the computer
- open word doc
- launch Safari or another web browser
- open task manager and force quit the browser application
- copy a file to another computer using Network Neighbourhood
- rename the file you just copied
- create a shortcut for an application
- shut down the computer

Learning outcome 5: Describe the hardware components of a desktop workstation.

Assessment instructions: Identify and describe the following items:

- cpu
- pci slot
- hard-drive
- usb
- firewire
- ram
- v-ram
- flash ram
- power supply
- jumpers
- master/slave

Notes: Have the candidate identify the input and output devices on a computer, such as, keyboard, mouse, monitor, scanner, tablet, printer, camera, camcorder, microphone and music keyboard.

Learning outcome 6: configure the hardware components of a desktop workstation.

Assessment instructions: The candidate will remove the cover on a computer and remove/replace RAM chips, expansion boards, identify power supply cables, data cables (to identify pin 1 on the ribbon cable), jumpers on the hard drive locations, internal clock/battery, cpu on the motherboard (or daughter board).

Learning outcome 7: Describe basic file formats and types.

Assessment instructions: The candidate should identify OS, Apps, Utilities and the file types (graphic, text, audio, video, animation, etc). The candidate should be able to assess file management protocols and various compression types matched to the file type (ie: Zip, hqx, jpeg, mp3, ect).

Learning outcome 8: Use basic file management for Windows and Macintosh OS.

Assessment instructions: Create a directory tree diagram for a 30 second commercial spot, maintaining file management and naming conventions.

Learning outcome 9: Set up peripherals and device drivers for use on Windows and Macintosh OS.

Assessment instructions: Describe the importance of device drivers.

Learning outcome 10: Use media players on a desktop computer.

Assessment instructions: Name 3 media player applications or also known as player utility programs (ie: OT, WMP, iTunes, RP, DivX, etc).

Learning outcome 11: Use file storage devices on Windows and Macintosh OS.

Assessment instructions: Identify the types of file storage media used and how much data each can store (or a range), floppy, CD-R, USB stick (32 megs to 1 gig), Zip, DVD, DAT.

Computer Foundations – Review Questions

New Media Communications

Review Questions:

1. Define the following computer acronyms (for example: ROM – Read Only Material).
   - CODEC
   - VRAM
   - DVD
   - CD-R
   - CD-RW
   - HTML
   - LAN
   - USB
   - ISP
   - HDD
   - FDD
   - RAM
   - ROM

2. What is the storage capacity of the following devices:
   - Zip
   - Jaz
   - Floppy
   - DVD
   - CD-R

3. Define:
   - Flash
   - RAM
   - POST

4. Identify three categories of software.

5. Identify three types of computer conflicts.

6. Which current operating systems are Unix based?

2. What is gamma correction?

3. Gamma correction controls the overall brightness of an image.

   ___ T

   ___ F

4. Create a list of as many computer input devices that you can think of.

5. Identify several types of expansion cards and describe what they do.

6. SCSI is an acronym for _____.

7. IDE (Integral Drive Electronics) is also known as _____.

8. Programmable ROMs are referred to as _____.

9. How fast is:

   - A modem:
   - A cable modem:
   - ADSL line upstream:
   - ADSL line downstream:

15. Identify the storage capacity of:

- Floppy disk:
- CD:
- CD-R:
- CD-RW:
- DVD:

16. Describe the difference between "Save" and "Save As…"

17. Identify the following file types:

- AIFF:
- PDF:
- GIF:
- TIFF:
- PSD:
- HTML:
- HTM:
- WAV:
- MP3:
- MOV:
- MPEG:
- MPG:

18. Describe the defining characteristic of:

Multi-Session CD-R:

Single session CD:

19. A computer's speed is determined by ….. (list all factors).

20. Describe the function of a Printer Driver.

21. If you were preparing video for Internet delivery, what factors would you consider?

22. Complete this sentence: In Mac OS 10, OS 9 is referred to as the _____ environment.

23. What is the recommended format for naming files intended for cross-platform use?

24. What is a file extension?

25. What is a file path?

26. What is a subdirectory?

27. What is a root directory?

28. Describe UNC file naming conventions.

29. In order to avoid damaging the internal components of a computer, what two actions should a person perform prior to removing or installing components such as memory or a video card?

Criteria for computer foundations

Under the supervision of the lab instructor or technician you will open the case of a personal computer and identify each major component and its function. You will then carefully remove each item from the computer chassis.
Note: Computer components are quite fragile and for the most part fit only one way.

Make sure that you do not force anything as you are disassembling
and reassembling the computer!
Take your time. Haste makes waste!

Be sure that you follow safe operating procedures, ensuring that power to the computer is turned off and that you have properly grounded yourself in order to avoid damaging fragile electronic components with static discharge. Your instructor will demonstrate the proper way of grounding yourself.
Check List: Hardware components (in order of disassembly)

_____ Power supply
_____ Video card
_____ FireWire card (if applicable)
_____ Sound card
_____ Network card (Ethernet card)
_____ Modem card (if applicable)
_____ Optical drive (CD Rom, CD burner)
_____ Storage drives (Hard drive, Zip Floppy)
_____ Case wiring connections for Power LED, Drive LED, reset switch, power button.
_____ Speaker connection (if applicable)
_____ RAM
_____ Motherboard/CPU (Central Processing Unit)

After all components have been removed from the chassis, you will reassemble them in the correct order, ensuring that all proper cable connections are made. Assembly is in the reverse order of disassembly. You will then start up the computer to ensure that you have assembled everything correctly.

DSGN 101 – Design Principles

You will study basic design theory in the context of visual communications. You will learn about design tools and materials, and design processes (including critiques and drawing). Using the formal elements of design, you will develop practical design skills. A basic understanding of computer terminology and operations is necessary for successful course completion.

Credit unit(s): 3.0
Equivalent course(s): GAP 340, GRPH 125, GRPH 260

DSGN 101 – Design Principles **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe visual design.					
2. Describe design procedure.					
3. Describe the formal elements of design.					
4. Use the formal elements of design.					
5. Describe the principles of organization.					
6. Use the principles of organization.					

PLAR assessment tool

The PLAR candidate should provide to the PLAR assessor, a portfolio of their original design works that best represents their most accomplished and most recent work. The portfolio must include works which demonstrate knowledge, skill and understanding of, line, shape, form, function, perspective, balance, color, contrast, use of text, gradients, and shadow. The candidate should provide a detailed analysis/critique (design rationale) of what they consider their best examples (no more than three) that are being presented in their portfolio submission.

Resources

1. The Non-Designer's Design Book (Robin Williams) *Available in the library.*

2. http://mundidesign.com/ *Design Tutorial*

Design definitions

The following pages link to sites that should help you define the following terms:

Architecture
3. http://www.architecture.com/go/Architecture/Home.html

Industrial Design

4. http://www.asu.edu/provost/smis/caed/bsd/inddbsd.html

Landscape Design
5. edis.ifas.ufl.edu

Exhibition Design
6. http://www.si.edu/

New Media / Multimedia
7. http://www.computeruser.com/resources/dictionary/definition.html?lookup=3360
8. http://www.webopedia.com/TERM/m/multimedia.html

Broadcast Design
9. http://www.broadcastdesign.com/

Advertising
10. http://sbinfocanada.about.com/library/glossary/bldef-advertising.htm

Graphic Design
11. http://www.adigitaldreamer.com/

Fashion Design
12. http://www.bls.gov/oco/ocos090.htm (lists other types of designers too)

Commercial Photography
13. http://www.gostinphoto.com/
14. http://www.kc3.co.uk/business/myst/myst2.html

Informal Design
Sorry, no link, just a question. What is "Formal Design"? Now think, what is the difference between formal and informal?

EMPS 106 – Employability Skills

In addition to having specific job skills, employees also require good work habits, attitudes and behaviours. Reliability, knowing how to work cooperatively with others, and offering the highest possible quality of product or service is just as important as technical, clerical or academic expertise. Top quality work habits and attitudes are also known as Employability Skills and have been identifies by the Conference Board of Canada as being the most significant competencies a job seeker can offer. After your personal management skills have helped you to get a job, they can also help you keep a job and advance in it.

Credit unit(s): 1.0

EMPS 106 – Employability Skills **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Explain the processes and roles involved in media production projects.					
▪ Describe the cause to effect communication theory					
▪ Describe the process involved in media production projects					
▪ Describe the roles of production personnel in media production projects					
2. Explain the process of networking in the media arts production industry.					
▪ Describe networking in the media production industry					
▪ Demonstrate networking in the media production industry					
3. Collaborate with other members of a media arts production project or task team.					
▪ Describe the importance of employability skills					
▪ Describe teamwork skills					
▪ Demonstrate teamwork skills					
4. Demonstrate personal management skills in media arts production environments.					
▪ Describe positive attitudes and behaviours as related to personal management skills in the media production environment					
▪ Describe responsibility as related to personal management skills in the media production environment					
▪ Describe adaptability as related to personal management skills in the media production environment					
▪ Demonstrate personal management skills in media production environments					
5. Demonstrate problem solving and critical thinking in media arts production environments.					
▪ Describe effective use of communication skills in the media production environment					

EMPS 106 – Employability Skills **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
▪ Describe the value of critical thinking in the media production environment					
▪ Describe the importance of lifelong learning in a media production environment					
▪ Demonstrate problem solving and critical thinking in media production environments					
6. Manage information needed to complete media arts production projects.					
▪ Practice managing information needed to complete production projects					
▪ Develop research techniques					
7. Demonstrate customer relations in media arts production environments.					
▪ Practice customer relations in media production environments					
▪ Demonstrate customer relations in media production environments					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Learning outcomes 3 to 7,

   AND

2. **Interview**
   To discuss learning outcomes 1 to 7.

CNET 140 – Electronic Communications

One of the hottest topics in computers today is the Internet. This course provides an introduction to the Internet, covering what the Internet is, and the most common uses of the Internet.

Credit unit(s): 1.0

CNET 140 – Electronic Communications **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe the Internet.					
▪ Explain what the Internet is					
▪ Describe the history of the Internet					
▪ Define & Explain the common terms and structures that underlie the Internet such as client-server and DNS					
▪ Describe the different services available on the Internet					
▪ Describe security issues related to the Internet such as viruses, adaware, and spyware					
▪ Discuss the basic concepts involved in e-commerce					
2. Search the web.					
▪ Describe the differences between directories and search engines					
▪ Use methods to efficiently carry out searches					
▪ Find specific pieces of data, images, or files					
▪ Carry out specialised searches					
3. Use Internet services.					
▪ Send & receive email					
▪ Use attachments with email					
▪ Use address books and distribution lists					
▪ Set email options					
▪ Access multi-media content on the web					
4. Download files from the Internet.					
▪ Download files from the web					
▪ Download files from an FTP site					
▪ Use file compression utilities					
▪ Install downloaded files					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file and/or demonstration**
   May be online, for learning outcomes 2, 3, and 4.

2. **Interview**
   May be online, for learning outcome 1.

Resources

Computer with Internet connection and current operating system

Current web browser software (IE, Mozilla, Firefox, Opera)

Current email client software

Decompression software