

Media Arts Production Certificate Program



Candidate Guide



SIAS

SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

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Saskatchewan Institute of Applied Science and Technology – June 2005

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

Developed by program				
Revised by program	April 2007			
Web ready – PLAR office	October 2005	June 2006		

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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, a candidate must be enrolled in a SIST course or program.

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 in the PLAR database, check the [PLAR database](#) or call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Media Arts Production program at: 1-866-467-4278 or 1-866-goSIAST.

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

There is no limit to the number of courses you may challenge through PLAR. Currently, we have 9 certificate courses available for PLAR challenge.

Which courses are PLAR-ready?

Program Profile		
Course	PLAR challenge available	PLAR challenge not available
AUDI100 Introduction to Audio		X
AUDI101 Audio Recording		X
AUDI102 Audio Production I		X
AV100 Media Hardware Operation & Maintenance	✓	
BCOM133 Oral/Interpersonal Communication	✓	
BCOM146 Written Communication Skills		X
CNET140 Electronic Communication	✓	X
COMP102 Computer Foundations	✓	
CRWT101 Script Writing	✓	
DSGN101 Design Principles	✓	
DSGN104 Media Aesthetics I		X
DSGN105 Media Aesthetics II		X
EMPS106 Employability Skills	✓	
GRPH102 Raster Graphics	✓	
GRPH103 Vector Graphics	✓	
MULT131 Presentations		X
MULT132 Electronic Publishing		X
PHOT100 Still Imaging	✓	
PROJ105 Media Project		X
VDEO100 Electronic Field Production Hardware		X
VDEO101 Videography I		X
VDEO102 Sequence Creation		X
VDEO103 Introduction to Non-Linear Editing		X
VDEO104 Post-Production I		X

**Note: Some courses common to many programs at SIAST (i.e. communications, math, social sciences, and computer applications) are managed by Associated Studies

Faculty. To see if the shared courses in your program are PLAR-ready, visit the “PLAR-ready Courses” link on the [PLAR homepage](#) for further details.

For assistance call SIAST and ask to speak to the PLAR advisor/[counsellor](#) assigned to the Media Arts Production program at: 1-866-467-4278 or 1-866-goSIAST.

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/or 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 SIAST, 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 SIAST counsellor at a campus closest to you or refer to the SIAST Web site:

<http://www.siastr.sk.ca/siastr/servicesforstudents/>

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

Transfer Credit

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. **Transfer of credit** is different from the PLAR process. Transfer Credit guidelines may be found at:

<http://www.siastr.sk.ca/siastr/admissions/transfercredit.htm>

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 SIAST educational counsellor.

Note: An online Provincial Transfer Credit Guide will soon be available
www.saskcat.ca.

If you are a recent high school graduate who has completed the Information Processing modules, check the Saskatchewan Learning Web site http://www.sasklearning.gov.sk.ca/docs/info_pro03/siastr.html for the Articulation Agreement between SIAST and Sask. Learning. You may be eligible for transfer credit towards the Standardized Introductory Computer courses.

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken SIAST course to your current SIAST 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.

Kelsey Campus, Saskatoon, SK
(306) 933-6445 or 1-866-467-4278

Palliser Campus, Moose Jaw, SK
(306) 694-3266 or 1-866-467-4278

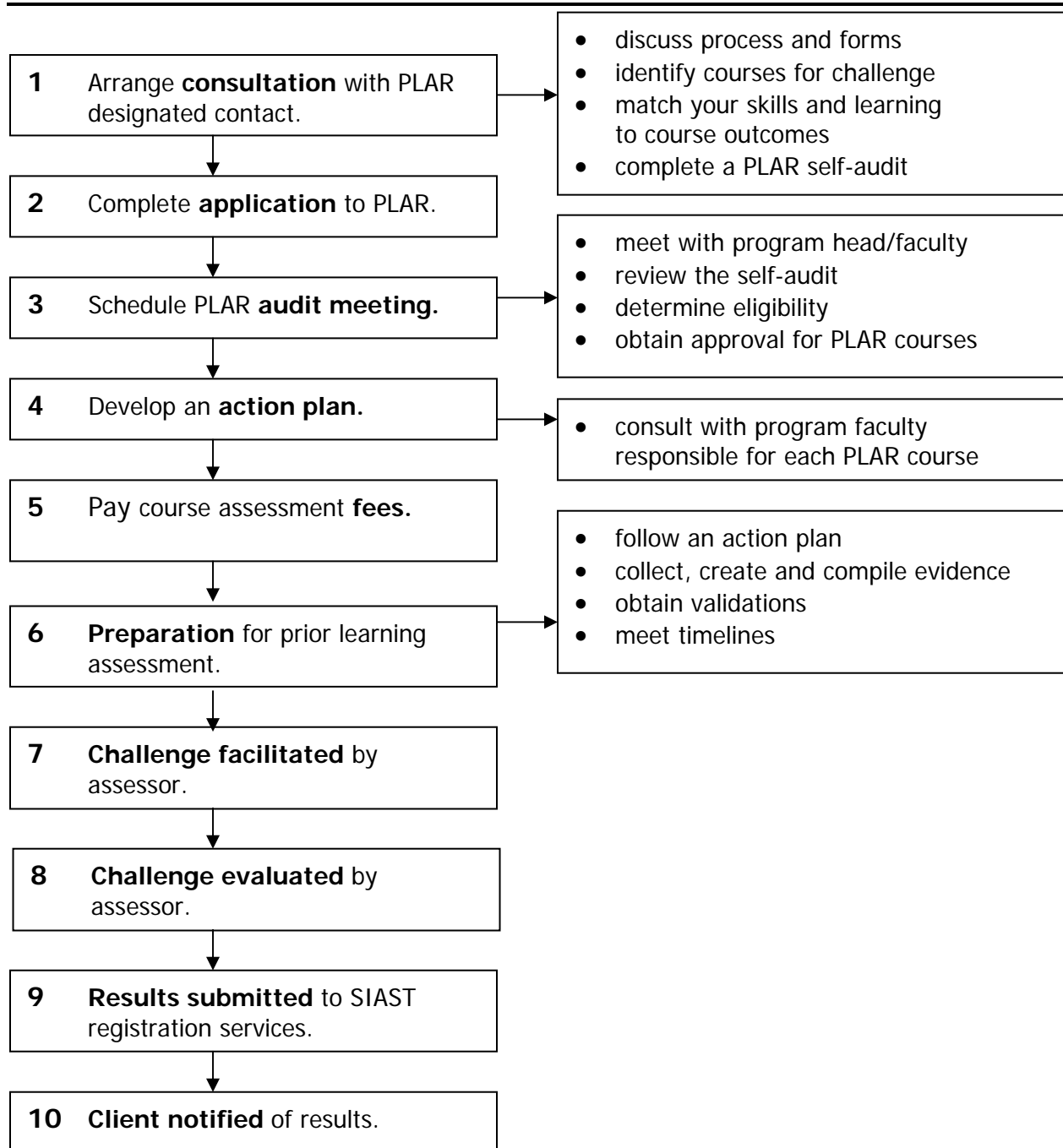
Wascana Campus, Regina, SK
(306) 798-1267 or 1-866-467-4278

Woodland Campus, Prince Albert, SK
(306) 953-7132 or 1-866-467-4278

The PLAR process

Note: To be eligible for PLAR, candidates must be enrolled in a SIAST course or program.

Candidate Process For Prior Learning Assessment



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.
 - a. It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current within the last three 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 (media equipment)
- ✓ workplace validations
- ✓ work samples
- ✓ photos or videotapes

All documents that are submitted to SIAST 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.

Levels of Competence:

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	Competency Level				
For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column	Mastery	Competent	Functional	Learning	None

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.

PHOTO 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					

PHOTO 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
<ul style="list-style-type: none"> Describe basic image composition 					
<ul style="list-style-type: none"> Recognize and remedy basic exposure, contrast, and printing problems 					
<ul style="list-style-type: none"> Produce images using a 35MM film camera 					
5. Produce images using a digital camera.					
<ul style="list-style-type: none"> Describe the digital image (pixel, resolution, pixel dimensions, bit (colour) depth, dynamic range, file size, compression) 					
<ul style="list-style-type: none"> Identify common digital camera file types 					
<ul style="list-style-type: none"> Describe features and functions unique to digital cameras 					
<ul style="list-style-type: none"> Acquire images using a digital camera 					
6. Produce images using a scanner.					
<ul style="list-style-type: none"> Explain the basic capabilities and specifications of the various types of scanning devices currently available 					
<ul style="list-style-type: none"> Identify digital image file types and their appropriate uses 					
<ul style="list-style-type: none"> Describe basic scanner settings (source type, output type, resolution, etc) 					
<ul style="list-style-type: none"> Produce images using a flatbed scanner and a film scanner 					

PLAR Assessment Tools
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.

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					

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
<ul style="list-style-type: none"> Connect source equipment to projector 					
<ul style="list-style-type: none"> Create and maintain video cables 					
<ul style="list-style-type: none"> Maintain projection equipment 					
<ul style="list-style-type: none"> Operate media projection equipment 					
5. Operate VTR equipment.					
<ul style="list-style-type: none"> Describe basic VTR functions and controls 					
<ul style="list-style-type: none"> Describe monitor calibration 					
<ul style="list-style-type: none"> Maintain VTR equipment 					
<ul style="list-style-type: none"> Operate VTR equipment 					
<ul style="list-style-type: none"> Configure equipment to dub media 					

PLAR Assessment Tools
<ol style="list-style-type: none"> Evidence File (Learning Outcomes 2 to 5) and an interview to discuss the evidence as provided for learning outcomes 2 to 5. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 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.

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.					

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
<ul style="list-style-type: none"> Describe the procedure for drafting a storyboard 					
<ul style="list-style-type: none"> Draft a storyboard 					

PLAR Assessment Tools
<ol style="list-style-type: none"> Evidence File (Learning Outcomes) and an interview to discuss the evidence as provided for learning outcomes 1, 3, & 4. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 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.

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.					
<ul style="list-style-type: none"> ▪ Explain where images come from 					
<ul style="list-style-type: none"> ▪ Describe the Photoshop user interface 					
<ul style="list-style-type: none"> ▪ Use the Photoshop interface 					
2. Calibrate the monitor for image editing.					
<ul style="list-style-type: none"> • Explain the importance of calibrating the computer monitor 					
<ul style="list-style-type: none"> • Describe the monitor calibrating process <ol style="list-style-type: none"> 1. Set gamma 2. Set the white level 					
<ul style="list-style-type: none"> • Calibrate a computer monitor 					
3. Describe file types and resolution.					
<ul style="list-style-type: none"> • Identify common graphic file types 					
<ul style="list-style-type: none"> • Compare and contrast graphic file types 					
<ul style="list-style-type: none"> • Describe image resolution and file size 					
4. Use a digital image editing application.					
<ul style="list-style-type: none"> • Demonstrate various selection techniques 					
<ul style="list-style-type: none"> • Use painting tools 					
<ul style="list-style-type: none"> • Use layers 					
<ul style="list-style-type: none"> • Use type 					
5. Edit images.					

PLAR Assessment Tools

1. *Knowledge Based Test (Learning Outcome 1)
2. Interview (Learning Outcomes 2 & 4)
3. Evidence File (Learning Outcomes 2, 4 & 5), followed with an interview to discuss the evidence file.

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>

and

<http://fine-lines.artiverse.net/pub/docs/graphics/gff.htm>

and

http://dx.sheridan.com/advisor/supported_files.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.

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 Tools

1. Evidence (Learning Outcomes 2 to 9), and an interview to discuss the evidence file.

COMP 102 - Computer Foundations

Credit Units: 3.00

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.

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

LO1: 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.

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

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

PLAR Assessment Tools

LO2: 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

PLAR Assessment Tools

LO3: 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

PLAR Assessment Tools

LO4: 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

PLAR Assessment Tools

LO5: 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.

PLAR Assessment Tools

LO6: Configure the hardware components of a desktop workstation.

Assessment Instructions:

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

PLAR Assessment Tools

LO7: 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, etc).

PLAR Assessment Tools

LO8: 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.

PLAR Assessment Tools

LO9: Set up peripherals and device drivers for use on Windows and Macintosh OS.

Assessment Instructions: Describe the importance of device drivers.

PLAR Assessment Tools

LO10: Use media players on a desktop computer.

Assessment Instructions: Name 3 media player applications or also known as player utility programs.i.e. QT, WMP, iTunes, RP, DivX, etc.

PLAR Assessment Tools

LO11: 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 Memory).

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 and POST

4. Identify three categories of software.

5. Identify three types of computer conflicts.

6. Which current operating systems are Unix based?

7. What is gamma correction?

8. Gamma correction controls the overall brightness of an image.
_____ True _____ False

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

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

11. SCSI is an acronym for _____.

12. IDE (Integrated Drive Electronics) is also known as _____.

13. Programmable ROMs are referred to as _____.

14. 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

CREDIT UNITS: 3.00

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.

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, colour, 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

- The Non-Designer's Design Book (Robin Williams) *Available in the library.*
- <http://www.mundidesign.com/home.html> *Design Tutorial*

DESIGN DEFINITIONS

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

Architecture

- <http://www.architecture.com/go/Architecture/Home.html>

Industrial Design

- <http://www.asu.edu/provost/smis/caed/bsd/inddbbsd.html>

Landscape Design

- http://edis.ifas.ufl.edu/scripts/htmlgen.exe?DOCUMENT_MG086

Exhibition Design

- <http://www.si.edu/opa/accessibility/exdesign/start.htm>

New Media / Multimedia

- <http://www.computeruser.com/resources/dictionary/definition.html?lookup=3360>
- <http://www.webopedia.com/TERM/m/multimedia.html>

Broadcast Design

- <http://www.broadcastdesign.com/>

Advertising

- <http://sbinfoCanada.about.com/library/glossary/bldef-advertising.htm>

Graphic Design

- <http://www.adigitaldreamer.com/>

Fashion Design

- <http://www.bls.gov/oco/ocos090.htm> (lists other types of designers too)

Commercial Photography

- <http://www.gostinphoto.com/>
- <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

CREDIT UNITS: 1.00

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 identified 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.

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					

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
<ul style="list-style-type: none"> ◆ Demonstrate personal management skills in media production environments 					
5. Demonstrate problem solving and critical thinking in media arts production environments.					
<ul style="list-style-type: none"> ◆ Describe effective use of communication skills in the media production environment 					
<ul style="list-style-type: none"> ◆ Describe the value of critical thinking in the media production environment 					
<ul style="list-style-type: none"> ◆ Describe the importance of lifelong learning in a media production environment 					
<ul style="list-style-type: none"> ◆ Demonstrate problem solving and critical thinking in media production environments 					
6. Manage information needed to complete media arts production projects.					
<ul style="list-style-type: none"> ◆ Practice managing information needed to complete production projects 					
<ul style="list-style-type: none"> ◆ Develop research techniques 					
7. Demonstrate customer relations in media arts production environments.					
<ul style="list-style-type: none"> ◆ Practice customer relations in media production environments 					
<ul style="list-style-type: none"> ◆ Demonstrate customer relations in media production environments 					

<p>PLAR Assessment Tools</p> <ol style="list-style-type: none"> 1. Evidence (Learning Outcomes 3 to 7), and an 2. Interview to discuss (Learning Outcomes 1 to 7).

CNET 140 - Electronic Communications

CREDIT UNITS: 1.00

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.

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					

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
♦ Download files from an FTP site					
♦ Use file compression utilities					
♦ Install downloaded files					

PLAR Assessment Tools
1. Interview (may be online) for Learning Outcome 1. 2. Evidence File and/or demonstration (may be online) for learning outcomes 2, 3, and 4.

Resources
1. Computer with Internet connection and current operating system 2. Current web browser software (IE, Mozilla, Firefox, Opera) 3. Current email client software 4. Decompression software