

Syllabus | Applications of Digital Design

This page mirrors the official course syllabus. For the fillable, printable copy with initial and signature lines, see the PDF version.

Applications of Digital Design (ADD)

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Course Description

Applications of Digital Design (ADD) is part of the Digital Communications Technology (DCT) framework and builds on the visual communication foundations established in prior DCT coursework. This course focuses on applying design principles to digital media projects, with an emphasis on digital video production, editing, motion graphics, and professional critique and presentation. Students will apply the elements and principles of design (line, shape, color, value, texture, balance, alignment, contrast, and unity) to real-world video and media projects, manage projects from planning through budgeting, prepare images and video for web, print, and broadcast, and understand copyright and fair use as they relate to media production. In class we will be working on Apple computers running macOS, using Adobe Premiere and/or Final Cut Pro along with digital video cameras to create productions for display and critique.

Grading Scale

Grade	Range
A+	98–100
A	90–97
B+	87–89
B	80–86
C+	77–79
C	70–76
D+	67–69
D	60–66
F	50–59

Communication

Students have access to a Christina School District email address through outlook.k12.de.us. Student email is a secure platform that allows students to email other Christina School District accounts (for example, teachers). Students are also able to send messages over our learning management system, Schoology.

Course Policies and Expectations

Students are expected to develop skills of self-reliance and independence throughout this course. The technical nature of this class requires that students are able to watch and learn from videos and work through exercises on the computer independently, and become responsible for managing their own data (files, folders, assignments).

Materials Needed

- 1 ½" 3-Ring Binder
- Pencils and Pens
- USB flash drive or external storage device for video project files
- Headphones

Grading Policy

Grade Breakdown:

Category	Description	Weight
Assignments, Quizzes	A minimum of four formative assessments related to the goals of the unit project	30%
Projects	One summative project per unit	70%

Formative Assessments

Assignments and quizzes will comprise the formative assessments for this course. Students will be given time to work on all assignments in class, but what is not completed during school will become homework. All formative assessments may be resubmitted (up to a total of 3 times) to show improvement, and quizzes may be retaken to show mastery. **All formative assessments must be completed before the summative project in order to be graded.**

Summative Assessments

Projects will account for the majority of the summative assessments in this course. At the end of every unit, summative assessments will serve as an opportunity for students to demonstrate and showcase what they have learned. As such, summative assessments should be treated as a snapshot of the student's ability. **Summatives may be resubmitted one time only.**

Late Work Policy

Late summatives will be accepted for full credit up until the last day of the marking period. It is the full responsibility of the student to monitor their own grades and ensure that they are not missing any assignments. Students can confirm they have submitted their assignments using the Schoology Grades feature.

General Conduct

- **Respectful Communication:** Always speak respectfully to your classmates and instructor. Listen actively and do not interrupt others.
- **Punctuality:** Arrive on time for each class. If you are late, enter the classroom quietly and do not disrupt the ongoing activity.
- **Participation:** Engage actively in all class activities and discussions. Your participation is essential for a collaborative learning environment.

Classroom Behavior

- **Attention During Lectures:** Pay attention during lectures and demonstrations. Refrain from using phones or other distractions unless they are part of the class activity.
- **Questions and Clarifications:** If you have questions or need clarification, raise your hand and wait to be called on. Do not shout out answers or questions.
- **Group Work:** When working in groups, contribute equally and support your peers. Respect different opinions and collaborate effectively.

See Routines & Procedures for the full classroom expectations poster.

Proposed Course Outline

This table is pulled live from each unit's own overview page, so it always matches the current lesson-by-lesson pacing guide in the sidebar.

Unit	Description
ADD Unit 1	The video industry and pre-production process, building to your first shoot: a short explainer video.
ADD Unit 2	Your first formal look at Premiere Pro: projects, timelines, continuity editing, and video standards/formats.
ADD Unit 3	A real ENG news crew: roles, interview/B-roll shooting, transcript-based editing, and captioning.
ADD Unit 4	Deliberate cinematography—camera technique, storyboards/shot lists, color correction and grading—building a solo Video Essay.
ADD Unit 5	Podcast planning, interview scripting, clean recording, and mixing, building a fully delivered, branded podcast episode.
ADD Unit 6	Effects, keyframe animation, green-screen keying, and mattes/masks, closing with a polished title sequence or effects reel.
ADD Unit 7	Pre-production for an original short film: script formatting, storyboarding, purpose and production planning, and the legal/budget groundwork every shoot needs before a camera rolls.
ADD Unit 8	The editor's craft revisited: editorial judgment, pacing, transform/speed effects, and the asset-management habits a professional edit needs.
ADD Unit 9	Quality-check a sequence, reframe it for multiple platforms, export through Media Encoder, and archive the finished project.
ADD Unit 10	No new content: targeted review, full-length practice exams, and the Adobe Certified Professional exam itself.
ADD Unit 11	Post-certification enrichment: motion graphics in After Effects, from a single animated shape to a full graphics package.
ADD Unit 12	Post-certification enrichment: production documentation, a music video mini-project, and building out a finished portfolio.

Cumulative Final Project: Students complete a final short film or video project for formal critique and presentation, along with a production book documenting pre-production planning and budgeting (Unit 9). Completed work is added to each

student's ongoing portfolio.

Adobe Certified Professional Exams

Throughout the semester students will study and complete tasks to help them secure Adobe Certification in Adobe Premiere Pro. Passing the exam is an industry-recognized credential that can be used to help employers identify software and technological literacy. For additional information about the certification process see certifiedprofessional.adobe.com.

Parent Partnership Agreement

To create the best working relationship between home and school, please review the expectations below on the fillable, printable copy, initial each item to indicate agreement, then sign and return that page.

Parent/Guardian Agreement

- ____ I understand that due to the technical nature of the course, my student must regularly attend class and manage their time to complete assignments as school equipment will not be available outside of lab time or be made available to take home.
- ____ I understand that my child will be working with specialized software and equipment (cameras, computers, Adobe applications) and is responsible for using them respectfully and reporting any damage or loss.
- ____ I understand that my child is expected to communicate electronically with the instructor and classmates through Schoology and check this platform daily.
- ____ I understand that because students' work may be displayed publicly, ethics matter: plagiarism, copyright infringement, and inappropriate images or text will not be tolerated and may affect my child's grade.
- ____ I understand that my child is responsible for backing up and managing their own files and data throughout the course. Failure to do so will mean that making up lost work is on the student's own time.

Student Agreement

- ____ I understand that I must use class time to complete assigned tasks, and that most assignments cannot be completed at home or outside of the lab.
- ____ I understand that when working independently, I am expected to stay on task and behave professionally, since my work reflects on me and the class.
- ____ I understand that ethics are essential: plagiarism, copyright infringement, and inappropriate images or text will not be tolerated and may result in a lower grade or other consequences.
- ____ I understand the importance of caring for equipment and materials, and that I am responsible for repairing or replacing anything I neglect or misuse.
- ____ I understand that meeting deadlines and following through on assigned work is essential, and I will complete my work in a timely manner.
- ____ I understand that I am expected to use classroom technology and my own devices responsibly while in the classroom.
- ____ I will check Schoology to stay on top of assignments, announcements, and deadline changes.

STUDENT SIGNATURE

DATE

PARENT/GUARDIAN SIGNATURE

DATE

PRINTED NAME (PARENT/GUARDIAN)
