# MULTIMEDIA COURSE SPECIFICATION

HIGHER EDUCATION  PERFORMANCE REVIEW: PROGRAMME REVIEW

## COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and   demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

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| 1. Teaching Institution | University of Baghdad/ College of science for women |
| 2. University Department/Centre | Computer  Science department |
| 3. Course title/code | Multimedia / 407 CMU |
| 4. Modes of Attendance offered | Actual attendance required for all students even in the case of (passed) student, and there is no study remotely and according to the ordered laws. |
| 5. Semester/Year | Fourth Stage/ Second Semester |

| 6. Number of hours tuition (total) | 60 hours (30 theoretical part, 30 practical part) |
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| 7. Date of production/revision of this specification | 18-4-2016 |

**8. Aims of the Course**

To enable the student to get enough knowledge regarding the different formats for multimedia and to transfer information like text, graphics and audio, start in from first media used which us text files ending up to HTML and their accessories, vbscript and javascript is employed as well to design such wen based pages.

**9· Learning Outcomes, Teaching ,Learning and Assessment Methode**

G- Knowledge and Understanding
1- A1Knowing the different media used to transfer data
2- Markup language
3- Different image format understanding
4- Color models used to represent the colors in images
5- Vbscript and javascript
6- Vb .net and dreamweaver to design web sites

B. Subject-specific skills

B1 - The ability to identify pregnant, file type of the image by reading the header of file

B 2 - put the image and choose the most appropriate formula and has as its user application

B 3 - websites and choose a design language programming

B 4 - the separation of light from the colors of the image given and repeat this for the various types of optical models

Teaching and Learning Methods

- Education: provide printed lectures or modern sources and diverse and rich including examples.
- Education: Harnessing the blackboard to the goal of teaching students

and explain the steps the solution and extraction results.

- Education: resolving some questions, with intent to contain mistakes and make the students extracted error.
- Learning: asking questions and inquiries and making the student turn into a teaching explanation and solution on the blackboard at that point.
- Learning: questions and direct all students to graduate to learn the extent of interaction and the rest to be paid attention to.

## Assessment methods

- Quizzes (quiz) semi-weekly
- Reporting and in the form of aggregates by a report for each set and distributed it over students
- Asking questions sudden that overlapping with the explained Article
- laboratory tests on the computer and is written to enable the student to the solution without a computer
- monthly and quarterly tests

## C. Thinking Skills

C1. Ask a group solutions to the same problem and discussed both individually and determine the appropriate method of solution to the problem at hand with a stand on the disadvantages of the rest of the methods

C2. Put forward solutions contain inaccuracies and identifying these mistakes After discussion and processed

C3. Asked oral exceptional questions that need exceptional answers as be of a specific weight in terms of grades, which are a strong incentive for student's participation and competition.

## Teaching and Learning Methods

Discussions that arise in the course of the lecture, and an attempt to involve the largest possible number of students, and touched on the details of things and discussed objectively and targeted discussion.

## Assessment methods

Oral evaluated by involving students in discussions

• Quizzes (quiz)

- laboratory tests on the computer and is written

- exams monthly and quarterly

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Alert errors in students' oral answers and discuss to find out its mistake

D2. Alert on errors  students' editorial answers and marking them to clarify to the students

## 10. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-------|------|----------------------------|-----------------|-------------------|
| 1 | 4 | Definition, components, and historical background of multimedia | Definition, components, and historical background of multimedia | According to point 10 above and as needed | According to point 10 above and as needed |
| 2 | 4 | Multimedia and hypermedia | Multimedia and hypermedia | According to point 10 above and as needed | According to point 10 above and as needed |
| 3 | 4 | WWW and HTML and parameter assigning | WWW and HTML and parameter assigning | According to point 10 above and as needed | According to point 10 above and as needed |
| 4 | 4 | Image Types | Image Types | According to point 10 above and as needed | According to point 10 above and as needed |
| 5 | 4 | Image Types and storage required for pixels and palette | Image Types and storage required for pixels and palette | According to point 10 above and as needed | According to point 10 above and as needed |
| 6 | 4 | Color Models, Munsell, CIE, RGB | Color Models, Munsell, CIE, RGB | According to point 10 above and as needed | According to point 10 above and as needed |
| 7 | 4 | CMY, HIS, HSV, YUV, YIQ, YCbCr | CMY, HIS, HSV, YUV, YIQ, YCbCr | According to point 10 above and as needed | According to point 10 above and as needed |
| 8 | 4 | Animation images: GIF, direct map | Animation images: GIF, direct map BMP | According to point 10 above and as needed | According to point 10 above and as needed |

| | | BMP | | | |
|---|---|---|---|---|---|
| 9 | 4 | First seasonal exam | First seasonal exam | | |
| 10 | 4 | JPEG, PNG, TIFF, EXIF | JPEG, PNG, TIFF, EXIF | According to point 10 above and as needed | According to point 10 above and as needed |
| 11 | 4 | HTML Programming | HTML Programming | According to point 10 above and as needed | According to point 10 above and as needed |
| 12 | 4 | Sound, definition and file types | Sound, definition and file types | According to point 10 above and as needed | According to point 10 above and as needed |
| 13 | 4 | Encoding the sound | Encoding the sound | According to point 10 above and as needed | According to point 10 above and as needed |
| 14 | 4 | File types of video and framing, and Video coding | File types of video and framing, and Video coding | According to point 10 above and as needed | According to point 10 above and as needed |
| 15 | 4 | Second and Final seasonal exam | | | |

## 12. Infrastructure

| Required reading:<br>· CORE TEXTS<br>· COURSE MATERIALS<br>· OTHER | 1- Fundamentals of Multimedia, by Ze-Nian Li and Mark S. Drew, Pearson Education International, 2004.<br><br>2- Introduction to Computing and Programming in Java: A Multimedia Approach, Mark Guzdial and Barbara Ericson, Prentice Hall, Upper Saddle River, New Jersey 07458, 2005.<br><br>3- Introduction to Media Computation: A Multimedia Cookbook in Python Mark Guzdial, 2002. |
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| Special requirements (include for example workshops, periodicals, IT software, websites) | 4- The Complete Reference Visual Basic.Net, by Jeffrey R. Shapiro, McGraw–Hill Companies, USA, 2002.<br><br>5- Learn VB.Net, by Chuck Easttom, Wordware Publishing Inc., |
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| Community-based facilities (include for example, guest Lectures , internship , field studies) | |

| 13. Admissions | |
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| Pre-requisites | |
| Minimum number of students | Depending on the size of the classroom, according to the division of the people, 20 students |
| Maximum number of students | Depending on the size of the classroom, according to the division of the people, 30 students. |