

Comm 250 / 250L Syllabus

Introduction to Video Production & Lab

Fall 2023

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Section 1: TTh 10 - 11:20; 11:30 – 12:50

CR: 3/1

Aloha, and welcome to Communication 250, Introduction to Video Production. Our emphasis this semester will be on understanding the concept-to-creation process of ENG (single camera) video production. You'll be working with digital camcorders and Adobe Premiere Pro editing software to create a wide assortment of projects.

A large portion of your learning experience will come in the form of peer critique. Each project will be screened for, and critiqued by, the entire class. Keep in mind that any comments made reflect an opinion about your work, not a judgment of your character! You'll need a thick skin to work in this field and this is as good a time as any to start developing it.

In addition to the fruits of your own labors, we will screen several award-winning features throughout the semester, using these as fodder for papers and discussion.

I am a firm believer in Freedom of Speech. I absolutely will not censor your work, forbid any topic, or penalize you for your choice of content. That being said, let me caution you against certain types of extremism. Taping yourself doing something that violates the Chaminade Code of Conduct, housing rules, state laws, or Federal laws, is not fun. It's evidence. You don't know where that tape may turn up! Just ask Paris Hilton...

Video production is a team effort. If you pursue a career in "the trade," you'll find your social skills as valuable as your technical knowledge. Therefore, you will be working in teams throughout the semester. You will also be evaluating the performance and involvement of your teammates on each assignment.

Materials

I don't use a textbook for this class. There are myriad resources available for learning Adobe products. Adobe themselves provide a host of tutorials at <https://helpx.adobe.com/creative-cloud/tutorials-explore.html>. And do not underestimate the value of YouTube!

Copyrights

The act of creating a creative work means you own the copyright for it. However, for the products you produce as part of this class, you agree that Chaminade has the right to make use of them as well.

Also be aware that any pre-existing material you include in your projects, such as music or images downloaded from online, belongs to someone. While the Doctrine of Fair Use (US Copyright Act section 107) grants a lot of leeway to nonprofit and educational endeavors, if you take your product outside of the classroom, such as posting it on social media, be aware that you are subject to copyright laws. We'll talk a lot about this in class.

Grading

Grades follow a 10% scale, modified for attendance. All assignments carry a point value. The total number of points you earn on all assignments for the semester is divided by the total possible points. If you get 90% or more, you get an A, etc.

Projects: 5 @ 35 points

Quizzes: ? @ 10 points

Discussions: 4 @ 30 points

Projects

Below is a list of potential assignments, each worth 35 points. You or your team must complete 5 of them.

Projects are due at the beginning of the class period. Late projects will carry a 25% penalty.

Deliverables:

- Either a storyboard or a typed 2-column script;
- Output file using .h642 high bitrate at the same settings as the editing sequence;

Projects are graded as follows:

- **Script** 1-5 points, based on neatness and correlation to the project
- **Content** 1-5 points, a subjective measure of how well I felt you achieved your vision
- **Camera** 1-10 points, an evaluation of camera technique
- **Editing** 1-10 points, an evaluation of editing technique
- **Difficulty** 1-10 points, a subjective measure of how advanced your project is

When these projects are team affairs, you will be asked to evaluate how involved you and your teammates were in each aspect of each project. Your individual grade may be higher or lower than the overall project grade, depending on these appraisals.

Please note that nearly 1/3 of each project's grade comes from camera work. Periodically, students turn in projects containing no original camera work. For example, only still images were used, or all of the video was pulled from YouTube. You may do this only once per semester.

Quizzes

You know what these are. If I assign reading, I like to be able to discuss it during the next class. These are an easy way for you to score some points!

Discussions

In the course of the semester, we will screen several movies. You will participate in an online discussion forum, via Canvas, for each film. Areas of critique include technical or structural aspects (such as plot, storyline, symbolism, cinematography, editing, soundtrack, and visual design) and how they contribute to the film's portrayal message. We'll also look at the films collectively, analyzing how they are reflective of adaptation and change in society.

At the minimum, for each discussion, you will generate two posts setting forth your personal reflection on the film. Try and focus on one aspect, be it technical, aesthetic, or storyline. Cite scenes and dialogue. Once you've completed your own post, read over those of your classmates, and respond to two. For

each of those posts, give your reaction, citing a scene or some dialogue which challenges or supports the position originally posted.

Each discussion is worth 30 points total. A thoughtful, well-stated reflection is worth 10 points; each meaningful response to another post is worth 5.

Extra Credit

You may submit an additional project for the class, or an additional movie critique for the lab, each worth up to 10 points.

Film Festivals

There are regular film festivals, both local and online, available to college students. I strongly encourage you to get your work out there! Depending on the timing, we may even undertake a challenge as a class.

Attendance

Chaminade University feels it is important for instructors to track, and report on, the attendance patterns of undergraduates. See below for the university's comprehensive attendance policy. In accordance with that policy, there will be a one (1) letter grade reduction per each two (2) unexcused absences.

Mobile Devices in Class

Out of consideration for your classmates, please set your devices to silent mode during class. The majority of our classes will be held in a computer lab, or will involve screenings. Additional devices are not needed, and are discouraged. If you prefer to pay attention to a supplementary device over the presented content, you are welcome to do so outside of the class area. Exceptions are granted for students who have documentation from the Counseling Center regarding ADA compliance (see below for full policy).

Projects

You will work on 5 projects this semester. You may choose from any of the projects listed below, in any order you want. However, you may only do each specific project once. TRT (Total Run Time) will be counted from first to last frame of video, excluding any slate.

In addition to your media, submit either a storyboard or a typed 2-column script. Neatness counts!

| Name | Description | Length |
|----------------------|---|----------------------------|
| Chaminade commercial | A commercial targeted at local parents, encouraging them to keep their kids close to home. | Exactly :30 or exactly :60 |
| Product commercial | Pick a product, real or imagined, and promote it. | Exactly :30 or exactly :60 |
| PSA | Pick your favorite non-profit organization. Create a public service announcement for them. | Exactly :30 |
| Service Learning PSA | As above, but done in cooperation with an actual non-profit, destined for use by the client. +10 points | Defined by client |
| Music video | You know what this is. | 1 – 5 minutes |
| Reality show | Create a segment from a reality-themed show. Use an existing one or invent your own. | 1 – 5 minutes |
| News package | Do a news package. Serious or not. | 1:45 – 2:15 |
| How-to | Teach us in a step-by-step manner how to do something. | 1 – 5 minutes |
| Movie Trailer | Advertise an upcoming film, real or not. | :30 – 2:00 |
| Documentary | An unbiased informative video about something, real or not. | 2 - 5 minutes |
| Infomercial | Demonstrate and try to sell us the most amazing product of its kind. | 2 - 5 minutes |
| Video Art | Wow us... confuse us... express yourself. Create the next <u>Andalosian Dog</u> . | Up to 5 minutes |
| Freeform | You've been wanting to do something all semester... here's your chance! | Up to 5 minutes |
| VLOG | Talk about an issue. Take us with you to work. Introduce your dog. | Up to 5 minutes |

Vocabulary

The following words are common industry jargon. Look these up, find definitions that are applicable to video or film, and learn to use them. Work them into your online discussions and your scripts. Expect to see them appear on quizzes throughout the semester.

| | | |
|--|--|---|
| <p>CAMERA: B-roll Long Shot or Wide Shot Master Shot or Cover Shot Establishing Shot Medium Shot Close-Up Reaction Shot Day-for-Night Zoom Rack Focus Depth of Field Subjective Camera Pan Tilt Dolly Truck Pre-roll Post-roll Over-the-shoulder (OTS)</p> <p>VISUAL COMPOSITION: Rule of 3rds Dutch Angle or Dutch Tilt Axis of Action or 180° Rule Screen Direction</p> | <p>TECHNICAL STANDARDS: NTSC Aspect Ratio 4:3 or 1.33:1 16:9 or 1.77:1 Letterbox Pillarbox Interlaced Scan Progressive Scan Frame Rate Standard Definition High Definition Pixel</p> <p>FILM VOCABULARY: Cinema Verite Film Noir Unreliable Narrator Cameo Climax Denouement Exposition Foreshadowing Protagonist Antagonist Anti-Hero Kuleshov Effect</p> | <p>AUDIO: Ambient Sound, Nat Sound, or Room Tone MOS Diegetic vs Non-Diegetic Sound Voice Over</p> <p>LIGHTING: Practical Lighting High Key Lighting Low Key Lighting Half Moon Lighting</p> <p>EDITING: Montage Jump Cut Flash Frame Cut Dissolve Fade Wipe Continuity Rotoscoping Compression Artifact Pacing L-Cut J-Cut</p> |
|--|--|---|

Tentative Schedule

| Date | Class Assignment/Topic | Notes |
|----------------|---|---------------------------------|
| August 22 | Overview, scenes, composition, cameras | |
| 24 | Scenes & cameras again | |
| 29 | More scenes & cameras | |
| 31 | Still more scenes & cameras | |
| September 5 | Still still more scenes & cameras | |
| 7 | Work Day | Work Day |
| 12 | Adobe Premiere Pro | |
| 14 | Adobe Premiere Pro | |
| 19 | Adobe Premiere Pro | |
| 21 | Adobe Premiere Pro | |
| 26 | Work Day | Work Day |
| 28 | Project 1 due* Practical workshop | Screening and critique |
| October 3 | Movie screening | Movie screening |
| 5 | Movie screening | Movie screening |
| 10 | Work Day | Work Day |
| 12 | Project 2 due* Practical workshop | Screening & Critique |
| 17 | Movie screening | Movie screening |
| 19 | Movie screening | Movie screening |
| 24 | Work Day | Work Day |
| 26 | Project 3 due* Practical workshop | Screening and critique |

| | | |
|---------------|---|-------------------------------|
| 31 | Movie screening | Movie screening |
| November 2 | Movie screening | Movie screening |
| 7 | Work Day | Work Day |
| 9 | Project 4 due* Practical workshop | Screening and critique |
| 14 | Movie screening | Movie screening |
| 16 | Movie screening | Movie screening |
| 21 | TBA | |
| 23 | Thanksgiving Break | |
| 28 | Work Day | Work Day |
| 30 | Work Day | Work Day |
| December 7 | Project 5 Due Thursday @ 8:30am | Screening and critique |

*All athletics students, make sure due assignments are delivered in advance of scheduled trips.

Learning Outcomes and Objectives

This class serves both as a fulfillment of your General Education requirements as well as a gateway to the Communication major. As such, it has two sets of learning objectives:

General Education Program Learning Outcomes

- Education for Adaptation and Change. Students will evaluate the ways in which adaptation and change are essential to understanding the past, analyzing the present, and applying critical thinking to meet future challenges and needs.
- Information Literacy. Students will develop and enhance the skills needed to envision, create, and distribute information via video, as well as the skills needed to analyze and interpret video messages from others.

Communication Program Learning Outcomes

Upon completion of the B.A. undergraduate program in Communication, students will be able to:

- Communicate effectively, persuasively and ethically using oral, written, and technological platforms in interpersonal, small group, public, intercultural, and technological settings.
- Apply the principles and laws of freedom of speech and press, including the right to monitor and criticize power, in order to promote service, justice and peace.
- Actualize professional ethical principles in the pursuit of truth, accuracy, and diversity.
- Locate, evaluate, incorporate, and properly cite multiple resources in visual and oral performances, papers, and communication campaigns.

Students in the Mass Media track will also be able to:

- Use contemporary technologies and methodologies to critique, analyze, and produce media for distribution via traditional, current, and emerging communication platforms.

Class Learning Outcomes

Upon completion of this course, students will be able to:

- Work both independently and cooperatively to create narrative videos.
- Use consumer-grade equipment to record both video and audio while adhering to basic technical and aesthetic standards.
- Utilize editing software to complete video projects.
- Critique and discuss both the technical and aesthetic aspects of award-winning films and media.

University Boilerplate

Catalog Course Description

COM 250/L Digital Video Production I/Laboratory (3/1)

Study of the basic skills of performance and single-camera field production in broadcasting. Students learn to operate a video camera and are introduced to video and audio editing techniques. They work individually and in groups throughout the semester to create short videos.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship

4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430)
Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All
knowledge is not taught in the same school

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at [\(808\) 739-8305](tel:8087398305) for further information (ada@chaminade.edu).

Student Responsibility

The student is responsible for knowing the information presented in the Chaminade University Catalog, course schedules, and Student Handbook, and for observing all regulations and procedures relating to the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of, or contends that he/she was not informed of, the regulations or procedures.

A student must satisfy the requirements of the catalog in force at the time that he or she is admitted to and begins course work in a degree program, or the student may, with the consent of the program advisor, graduate under a subsequent catalog provided the student complies with all the requirements of the later catalog.

RESPONSIBILITY FOR FOLLOWING ALL POLICIES AND MEETING ALL REQUIREMENTS AND DEADLINES FOR GRADUATION RESTS WITH THE STUDENT.

Academic Honesty Policy

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor’s

Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

There are three components to the amount of time students will spend in this course:

1. Seat time (this is the amount of time students are physically in the classroom)
2. Time spent on key assessments, including study time (e.g., projects, essays, mid-terms, finals)
3. Additional time each week (e.g., reading, studying, homework)

Seat time

The class is scheduled for 160 minutes per week; likewise the lab is scheduled for 160 minutes per week. Over a 15 week semester, this is 80 hours.

Key assignments

There are two categories of key assignments: projects and online discussions.

Projects are expected to require an average of 10 hours. There are 5 projects required, totalling an expected 50 hours.

Online discussions are expected to require an average of 2 hours. There are 4 discussions required, totalling an expected 8 hours.

Additional time

Reading, studying, homework unrelated to key assignments, and self-guided study is expected to equal seat time, totalling 80 hours.

Total

218 hours of engagement