



Concurrent Enrollment Course Outline
Cincinnati High School
2014-2015

TC3 Course #: Comm 115

High School Teacher: Mary Warner/ Nicole Rice/Melissa Norman

Course Title: Intro to Digital Video

Credit Hours: 3

Student Grade level(s): 9-12

Semester(s): Half Year (Sept-Jan)

Course Description: Designed for students interested in digital video, this is a basic, practical, hands-on introduction to the creation of video material for digital presentation. Students will learn the knowledge of basic production along with the skills to design and produce basic video material. Composition, lighting, sound techniques and artistic arrangement in video productions will be covered. Digital equipment including camera and non-linear editing systems will be used.

Course Prerequisites: Students need to be enrolled as part of the approved Computer Sequence.

Minimum Basic skills needed: High school level reading, spelling, writing skills, basic math and computer skills, the ability to follow directions and a willingness to learn to operate complicated technical equipment.

Course Goals

Short-Term: Students will develop work habits and skills required in a work setting where deadlines are to be met. Students will learn basic production and artistic skills necessary for the production of video material suitable for digital applications.

Long-Term: Students will develop the skills, work habits, and ethics required by professionals within the industry. These skills will prepare students for job opportunities in the artistic and communications industries. The ultimate goal is production equipment literacy. That means students will not only know how to operate the equipment, but will know how to use the equipment to help them create images and projects to showcase their skills and abilities.

Course Objectives/Topics

Students will spend most of their class time for the first few weeks of class participating in software and hardware demonstrations and hands on lessons including some software how-to videos. They will be introduced to the camera, portable video equipment, and editing systems. Topics will include: a) Field production vs. studio production b) Basic shots, camera action shots, special-use shots, composition and composing specific shots c) Lens principles and operation, camera principles and operation, battery use and care, tripods and camera mounting devices d) Microphones and audio-recording techniques e) Lighting: understanding and usage f) Scriptwriting, budgeting, copyrights and legal issues, liability g) New trends and technologies. Students will practice editing through demonstrations and projects. Topics will include: a) Analog vs. digital b) Compression and digitization c) Video settings d) Trimming, splitting, effects, putting scenes together, transitions, titling, audio, special effects and finish e) Sequencing shots, maintaining continuity, establishing a storyline, packing f) Adding post-production values, editing sound g) Exporting and compression options

General Education Objectives/Emphasis

1. The ability to write and speak effectively as well as to read and listen critically. Students will develop these skills through discussion, writing assignments and production treatments.
2. The ability to gather, organize, interpret, evaluate, and synthesize information from various sources.
3. Students will work both individually and in teams to research, plan and produce both individual and group projects.
4. The ability to use computer technology effectively for communication, research, and data management.
5. Students will research statistics and production ideas online. They will use computers to compose and organize their scripts and rundowns. They will also use specialized computer software for post-production in the television studio.
6. The ability to understand and critically examine multiple perspectives, including one's own.
7. Students will be encouraged to respectively show the diversity represented in both the college community and the surrounding area. The course encourages students to explore personal growth and rethink stereotyping.
8. Students will also analyze video presentations from around the world.
8. A knowledge of modes of inquiry in the social sciences and experience in their application to issues and events of the contemporary world. Students will be able to incorporate lessons learned in psychology, sociology, communications and other social science courses in their productions. This knowledge will help them with creating, planning and executing their video assignments.
9. An understanding of history and its relationship to contemporary societies. The process of reviewing historical ways of shooting and editing coupled with maintaining a historical significance, while experimenting with new technologies and methods gives students the opportunity to consider and develop this objective.
10. An understanding of how the humanities enrich human experience. Students will be able to create, through their video lenses, lasting impressions for all members of the audience to share. Video is a powerful medium and the process of creating emotionally moving images under deadline pressure gives students the opportunity to consider and develop this objective.

Instructional Methods:

The class is to be taught using a series of assignments as a way to get students engaged in the process. To start, the instructor will give small shooting assignments to familiarize students with the equipment they'll be using and to help them understand good composition, lighting, audio, etc. As the course progresses students will begin working with clips on the computers. The assignments at that point will help the student become familiar with the non-linear editing system and working in a non-linear environment. Finally, the assignments will become more professional in nature. Students will be assigned video clips to shoot, edit and post-produce to keep in their scrapbook for use in their photography and new media programs. These assignments may be something that the student chooses, or something that is assigned to them, depending on the nature of the course and the needs of the student/instructor.

Required Text(s): "Adobe Premiere Pro Classroom in a Book" by Adobe Press

Course Grading:

Projects/Class work 60%

Participation, effort, attendance 40%

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is very hindering to the student and absence never excuses a student from class work. Most of what we do in class time is demonstration and "hands-on" work – which means there is no substitute for being in class. Three unexcused absences will result in the lowering of a letter grade. Being late to three class period will result in one absence.

Academic Integrity: Students will adhere to the guidelines set forth in the Student Handbook as well as the District's Acceptable Use Policy. If it is discovered that someone else shot or edited your projects, you will not receive credit for the project.

Make-Up Policy/Late Work: Students will follow the guidelines set forth in the Student Handbook.

Student Responsibilities: Students are expected to follow the Grading & Expectation contracts, discussed, read, and signed at the beginning of the school year.

Media Projects & Exercises:

Over the course of the year, the students will do the following projects in addition to practice exercises completed in class:

Project #1: Personal Portrait

Project #2 Music Video

Project #3 Public Service Announcement

Project #4 Commercial

Project #5 News Broadcast

Project #6 Video Short

Final Project: Students will create a mini-documentary on a topic approved by the instructor.