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## Syllabus: **ART 197**

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### Course Information

Course Prefix/Number: ART 197

Semester: 2017

Class Days/Times: **Tuesday-Thursday**

**9:00 am- 11:45 am**

Credit Hours: 3

Course Title: Video 1 (Pilot)

Room: Central 402

### Instructor Information:

Name: Leslie Ann Epperson

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Office location: Central 402

Office hours: TBA

### Course Description:

The Video I class will teach students to understand the concepts of film language and communication, while demonstrating the use of techniques, tools, equipment and software necessary to create video for expressive communication, both narrative and documentary, or for promotional or commercial purposes. This course will allow students to gain a valuable skill set that is an essential part of the contemporary digital world.

### Course Objectives:

**During this course, students will** become media literate as they learn to create their own films.

This means they will understand that film, television and advertising video always use the techniques of rhetoric in film language to bring the viewer to a desired understanding. As they gain knowledge of how films are made and the multiple ways that films are used, they will also create their own videos.

They will gain fundamental skills using video cameras, audio recording equipment, lights and tripods.

They will also become comfortable with basic digital editing.

They will have two primary projects over the semester.

1. Create two Public Service Announcement about an event or activity relevant to the Tohono O'odham Himdag, or to the TOCC.

2. Produce either a documentary about someone from the Sells community, or an event or festival relevant to the Tohono O'odham Himdag, or they make a short narrative film based on a Tohono O'odham oral tradition or folk tale. They will gain a new awareness of movie storytelling, and gain confidence in the techniques of film and video production.

### **Student Learning Outcomes (SLOs) : (Three to Six)**

After completion of the course students will be able to

1. Operate digital video cameras and tripod.
2. Operate audio recording equipment and learn basic knowledge of microphones and sound.
3. Utilize lighting equipment and understand the importance of exposure control in filmmaking.
4. Comprehend and utilize NLE, non-linear editing equipment, i.e., digital editing equipment through the use of ADOBE Premiere Pro.
5. Understand the language of film as a series of conventions built over the last 100 years or so. They will employ these conventions in their own work and understand that the form is fluid. They will be encouraged to build on these conventions with personal forms of expression.
6. Communicate their ideas with filmed products.

### **Course Structure:**

*Organization, learning activities, instructions, expectations, and must have at least one learning activity for each objective, but may have more than one.*

The classes will combine lecture, viewing of film clips, and laboratory work. Students will engage in short projects introducing the digital devices they need to utilize and will carry out classroom exercises to gain familiarity with the equipment. Adobe Premiere tutorials will be followed during class to accompany the introduction to digital editing. They will learn how to use YouTube and Vimeo to access further instruction with their iPads. The class will begin with iPads as recording devices, and then start using T5i DSLR cameras with audio recording equipment. Each introduction of new equipment will involve in class workshops. There will be a series of small projects that when completed, will be viewed as a class and discussed. The hands on application and class discussion will aid them in gaining awareness of the conventions of film expression. They will be shown clips of films by Native American filmmakers as often as possible, as well as other people's work. They will also view clips of television programs and commercials to demonstrate the application of film conventions in all endeavors.

**1. First Project:** Choose a special place and film a story without words of that place using iPad. This will be no longer than 3 minutes, but will likely be considerably shorter. Instructions will include how to use the iPad to record video, and how to pay attention to sound, focus, light and camera movement.

**2. Second Project/Exercises:** In class demos and exercises using T5 I cameras. In class demos and exercises using T5 I cameras with lights. In class demos and exercises using audio recording equipment. Class demo and exercise using T 5i with audio recording equipment. Instructions will include how to frame a pleasing composition, proper exposure, and control of movement within a frame, as well as the use of wide, middle, close-up,



reaction and cutaway shots for story. The class will interview each other, or act out short scenes to discover the difficulties inherent in good sound recording.

**3. Third Project:** Develop and record one or two Public Service Announcements for the TOCC. The class will form one or two teams to carry this out. They will be given a few topics and discuss as teams which topic(s) to pursue. With the help of the instructor, they will organize one or two projects, and set up filming locations, times, and people. They will complete their planned filming. There will be instruction and discussion about the best way to use time. Students will be instructed to rotate positions, including the director, camera, audio, lights, and producing functions.

**4. Fourth Project: Edit the PSA.** They will be introduced to the Adobe Premiere Pro editing functions and employ guided tutorials in class to gain familiarity with the interface. They will learn how to ingest media and how to edit. We will view the finished project as a class and re-edit if so desired. (Editing can be complex or simple, and if they have time, they will be encouraged to explore more complex approaches.) Again, the hands-on editing will receive some rotation. While one edits, others will either supply log info and script info, or they will perform tutorials from Adobe.

**5. Fifth Project:** Create a short documentary or Tohono O'odham folk tale. They will form two teams and make two projects, after we consider together how comfortable they are with the equipment and concepts. They may choose to work as one team. They will discuss their idea and build their story together, illustrating their plans with thumbnail sketches. They will provide a timeline for shooting, and then carry out the shoot. They will ingest the media, and make a log of the material. Using that log, they will develop a short script to guide them through their process. The final project will be no more than 5 minutes long. Again, rotation of positions will be required—all will have the opportunity to film and help each other film, record sound, oversee lighting needs, ingest media and edit.

**Texts and Materials:** *(list text(s), and materials students will need)*

Text will be primarily films viewed in class, and linked on Canvas for further review. Some interviews and texts from filmmakers will be posted to Canvas for reading, or handed out in class. TOCC net id and password are required to log on to Canvas.

Headsets for editing (ear buds are fine)

External Hard Drives, or else large capacity thumb drives. Video files are large and require storage. 500 mb or 1 Terabyte drives are ideal.

1 SanDisk Extreme Pro 32 or 64 GB Memory Cards for each student for recording media.

Sketch books. Can be composition books or blank journal.

**Evaluation and Grading & Assignments:** *(information on how the course grade will be determined; details regarding assignments, exams, projects with due dates and any instructions for work. Make sure that you have one or more learning activities in the calendar/schedule that address each outcome. An activity can address more than one outcome.)*

Grades:

20% of grade is based on Attendance and participation.

15% of grade for Project 1  
15% of grade for Project 2  
15% of grade for Project 3  
15% of grade for Project 4  
15% of grade for Project 5  
5% of grade for sketchbook

Students are expected to take notes during lectures, videos and films and are responsible for the content presented. They are expected to keep a journal sketchbook with notes, ideas and sketches.

Students are expected to come to class, prepared, with all necessary research, materials and prior requirements.

Students are encouraged to bring any concerns they may have about the course and course content to the attention of the instructor BEFORE projects are due. Instructor should be notified if there is a problem with group collaboration. No team will be penalized for an individual failing to fulfill their share of an assignment.

ATTENDANCE IS ESSENTIAL. Instructor reserves the right to drop students after 4 (FOUR) absences.

**Himdag Cultural Component:** *(include details on how this course will be integrated into the Himdag).*

Native filmmakers and their films will be explored in detail. Visiting filmmaker from Tucson, Jonathan VanBallenberghe, will show the film he recently created with Dr. Ofelia Zepeda, ***O'odham Dances***. Jonathan will discuss the making of the film, as well as his career as an independent filmmaker in Tucson Arizona. If Ron Geronimo is available, he will be invited to attend this class session. Film is powerful and this beautiful new film gives us an opportunity to demonstrate the power of voice it gives to filmmakers.

The students will be asked in each project to consider place, language and meaning according to their cultural and traditional beliefs. Respect and ethical behavior will be modeled by the Instructor, and expected from the students. Learning flourishes in the rich soil of respectful cooperation and guidance.

**Policies and expectations-** *minimally address attendance, participation, tardiness, academic integrity/plagiarism, absences, missed homework or exams, late assignments, student behavior, official ADA statement, and any other policies you have for your course.*

Attendance is 20% of the grade, and within that percentage will be an evaluation of student participation.

More than 4 unexcused late arrivals (15 minutes or more) will result in a lower grade.  
Plagiarism is not tolerated.



All projects must be completed to receive a C grade.

Engaged, collaborative behavior is desired and rewarded with the highest grades.

Teamwork is vital to the filmmaking business, so the more cooperative and helpful a student is with the team, the better the grade.

Students who demonstrate respectful, interdependent work attitudes towards the Instructor and their teammates, who complete all projects and assignments to the best of their individual ability, and who enthusiastically engage in classroom discussions will receive an A.

**1. First Project:** Choose a special place and film a story without words of that place using iPad. Includes in class workshops, discussion of in camera editing, and how to convey place using film conventions.

**Week 1      January 17- 20**

Tuesday      January 17 Intro: Syllabus, Chronology, policies and procedures contract. Concepts of video production, iPad tutorial, demo Adobe tutorial site, Video class equipment policies. Get to know each other

Thursday      January 19 Thumbnails sketches for place assigned. View Film clips to learn use of place and its possible meaning using traditional film conventions. Begins thumbnail sketches. Review iPad filming.

**Week 2      January 23-27**

Tuesday      January 24 View first attempts with iPads, discuss as class, learn method to ingest media for editing, intro to dashboard Adobe Premiere Pro (PP) Assign another shooting experiment with iPads

Thursday      January 26 JONATHAN VANBALLEMBERGHE VISIT (To be confirmed.) Show film *O'odham Dances*, made with Ofelia Zepeda and Ron Geronimo. Edit first and second experiments together.

**Week 3      January 30- February 3**

Tuesday      January 31 Finish editing 1<sup>st</sup> iPad project.

Thursday      February 2 Compare with first experience of shooting, and differences apparent from editing on PP. Watch film clips from Native Film makers.

**Week 4      February 6-10**

Tuesday      February 7 Review audio tools for in-field production. Record short audio project. Show how it is synced with video from iPads

Thursday      February 9 Discuss use of sound + music, view film clips. In class workshops with sound including interviews. Practice syncing video and audio in PP

**2. Second Project/Exercises:** In class demos and exercises using T5 I cameras. In class demos and exercises using T5 I cameras with lights. Class demo and exercise using T 5i with audio recording equipment.

**Week 5 February 13-17**

Tuesday February 14 Introduce T 5I to class. In class workshop. Practice dual system recording.

Thursday February 16 Assign teams and PSA research. Define shoot, and production roles. Students choose 1<sup>st</sup> assignment roles. Demo lights and lighting and exposure concepts. View Film clips to review.

**Week 6 February 20-24**

Tuesday February 21 Edit T 5i recordings with audio “dual system”. Continue to practice indoors and out doors.

Thursday February 23 If ready, begin PSA production. Finish editing recordings with “dual system sound.” Watch videos. Discuss PSA with team, instructor. Sketch and write script.

**3. Third Project:** Develop and record one or two Public Service Announcements for the TOCC. The class will form one or two teams to carry this out. Working with instructor, they will film one or two PSAs.

**Week 7 February 27-March 3**

Tuesday Film PSAs

Thursday Continue filming PSAs. PSAs can be completed over Spring Break, or resumed upon return.

**Week 8 March 6-10 Spring Break**

Tuesday March 7

Thursday March 9

**Week 9 March 13-17**

Tuesday March 14 Finish and wrap up production on PSAs.

Thursday March 16 Ingest media, log, organize edit.

**4. Fourth Project: Edit the PSA.** They will be introduced to more Adobe Premiere Pro editing functions and employ guided tutorials in class to gain a more complete familiarity with the interface.

**Week 11 March 27-30**

Tuesday March 28 Edit the PSAS

Thursday March 30 Continue Editing the PSAS

**Week 12 April 3-7**

Tuesday April 4 Class review of finished projects. Discuss how shoots went, what was learned, obstacles, ways to refine production.

Thursday April 6 Show more editing software uses, Titles, Motion. Final edit of PSAs.

**5. Fifth Project:** Create a short documentary or Tohono O’odham folk tale. They will form two teams and make two projects. They will discuss their ideas and build their story together, illustrating their plans with thumbnail sketches and notes.



<b>Week 13</b>	<b>April 10-14</b>
Tuesday	April 11 Monitor filming, ingest what they have filmed so far. Discuss progress with individual teams. Show more film clips, discuss pacing, stylistic choices.
Thursday	April 13 Edit where can, oversee shooting. Trouble shoot problems.
<b>Week 14</b>	<b>April 17-21</b>
Tuesday	April 18 Help develop projects. Problem solve. Edit, or Field trip for shooting.
Thursday	April 2 Help develop projects. Problem solve. Edit, or Field trip for shooting.
<b>Week 15</b>	<b>April 24-28</b>
Tuesday	April 25 Rough Cuts due. Watch as class, offer suggestions, trouble shoot. Edit.
Thursday	April 27 Finalize shoots. Problem solve. Choose music, finalize editing scripts.
<b>Week 16</b>	<b>May 1-5</b>
Tuesday	May 2 Finalize edits, sound, music, graphics. Field trip for any pick-up shoots.
Thursday	May 4 Edit. Edit. Edit.
<b>Week 17</b>	<b>May 8-12 FINAL WEEK</b>
Tuesday	May 9 Finish Editing.
Thursday	May 11 Watch as class. Discuss process. What was learned?
<b>Week 18</b>	<b>May 15-19 EXAM WEEK</b>
Monday	May 16 Discuss films, possible summer projects, turn in journals.
Wednesday	May 18 Show Films somewhere for community to see.

**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

### **The Difference Between Student Learning Outcomes and Course Objectives**

**Goals** state what you, your colleagues, or your college aim to achieve. They can describe aims outside the teaching and learning process.

**Outcomes** are goals that refer to a destination rather than the path taken to get there – the end rather than the means. The OUTCOME is NOT the PROCESS.

**Learning outcomes** or **Learning goals** are goals that describe how students will be different because of a learning experience.

**Objectives** can describe detailed aspects of goals. The PROCESS or the MEANS to an END or OUTCOME. (Suskie)

Student Learning Outcomes (SLOs) tend to represent the “big picture” as opposed to the specific details and discrete aspects or chunks of performance that course objectives focus on. SLOs are achieved during an entire course of study, while objectives could be achieved in one class and tend to be broader than SLOs.



When writing SLOs ask yourself two simple questions:  
“Can it be measured?” and “Is learning being demonstrated?”

**Contrast the following Student Learning Outcome:**

*The student will be able to demonstrate the ability to use the conventions of grammar when creating paragraphs.*

**with the Course Objective:**

*Given a paragraph of ten sentences, the student will identify ten rules of grammar which are used in its construction.*

**Examples of poorly written SLOs:**

- 1. Students will be able to comprehend, interpret, analyze and critically evaluate material in a variety of written and visual formats.*
- 2. Students will draw on historical and/or cultural perspectives to evaluate and/or all of the following contemporary problems/issues, contemporary modes of expression, and contemporary thought.*
- 3. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.*

**Avoid using non-action verbs such as:**

Appreciate  
Become aware of  
Become familiar with  
Know  
Learn  
Understand  
Value

## **Glossary of Terms:**

**Assessment:** the continual process of:

Establishing clear, measurable expected outcomes of student learning;

Ensuring that students have sufficient opportunities to achieve those outcomes;

Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and,

Using the resulting information to understand and improve student learning. (Suskie, *Assessing Student Learning*, 4)

**Classroom Assessment and Classroom Assessment Techniques (CATS):** Classroom assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATS) are simple tools for collecting data on student learning in order to improve it. CATS are 'feedback devices,' instruments that faculty can use to find out how much, how well, and even how students are learning what they are trying to teach...these formative assessment tools are meant to give teachers and students information on learning before and between tests and examinations; therefore, they supplement and complement formal evaluations of learning (Angelo and Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, 25-26).

**Evaluation:** One perspective equates it with judgment: evaluation is using assessment information to make an informed judgment on such things as:

Whether students have achieved the learning goals established for them;

The relative strengths and weaknesses of teaching and learning strategies; and,

What changes in goals and teaching-learning strategies might be appropriate.

A second conception of evaluation is that it determines the match between intended outcomes and actual outcomes. A third conception of evaluation is that it investigates and judges the quality or worth of a program, project, or other entity rather than student learning...Under this definition, evaluation is a broader concept than assessment. While assessment focuses on how well student learning goals are achieved, evaluation addresses how well all the major goals of a program are achieved (Suskie 12).

**Formative assessment:** ...“undertaken while student learning is taking place rather than at the end of a course or program” (24). (e.g., a mid-term progress report, etc.)

**Learning outcomes (or learning goals):** a description of “how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (117).

**Objectives:** a description of “detailed aspects of goals...Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome” (117).

**Summative assessment:** “the kind obtained at the end of the course or program” (23).



