



ANTELOPEVALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 12/11/2008
- COR Update
- Pre Req/Advisories 12/11/08
- Other Changes 12/11/08
- Effective Date
- SLO 4/14/08

**COURSE SUBJECT & NUMBER:** DM 206

**COURSE NAME:** Video Design and Production II (formerly MM 225, Video Design and Production for Multimedia II)

**COURSE UNITS:** 3 **COURSE HOURS:** 4 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of DM 106

Corequisite: Concurrent enrollment in DM 206L

**Instructional materials fee** required for this course and must be paid at registration.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

This course will enhance the design skills of advanced video students. Using non-linear editing software, students will learn to create motion graphics as well as music beds to develop 30-second commercials. The curriculum is developed to augment the advanced student's knowledge of special effect editing. An emphasis will be placed on the art of camera composition and the subtleties of editing design. Students will conceptualize through storyboards and paper edits using logs to organize and track video content. This course will also provide an introduction to studio production, including set design, lighting, sound mixing, camera operation, floor directing and technical directing. Students may have to purchase additional supplies not provided by the college. (CSU, AVC) (R2)

**COURSE OBJECTIVES:** *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

**Upon completion of course, the successful student will be able to:**

1. Analyze the potential problems associated with a planned video production and propose possible solutions to each problem.
2. Distinguish the step-by-step process required to capture and edit a well-planned and orchestrated commercial.
3. Create artistic camera composition, reflecting understanding of such concepts as the rule of thirds, directional vectors and motivated camera action.
4. Differentiate the components of a television show.
5. Prepare studio operations for a television show recording.
6. Evaluate questions of ethics and social responsibility with regards to the current television industry.
7. Demonstrate a solid knowledge of non-linear editing.
8. Demonstrate a basic knowledge of the design principles which govern video editing and motion graphics.
9. Compose a story using images, voice-over and sound bites from interviews.
10. Artistically light a set using a variety of lights, reflectors, diffusers and gels.
11. Conduct an on-camera interview that elicits emotion

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**COURSE CONTENT:** *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor must cover all material listed below.)*

- I. Motion Graphics
  - A. Review basic editing
  - B. Motion key frames
  - C. Motion on filters
  - D. Introduction to “LiveType”
- II. Concepts of Commercial Production
  - A. Client/producer relationships
  - B. Image campaigns
  - C. Storyboard
  - D. Selling the product
- III. Lighting
  - A. Review three-point lighting
  - B. Using gels and reflectors to create atmosphere
  - C. Troubleshooting lighting difficulties
  - D. Lighting a studio set
  - E. Using backlight for effect
  - F. Working with outside light
- IV. Green Screen
  - A. Lighting green screen
  - B. Editing with keys
- V. The Art of Camera Composition
  - A. Review the basic sequence of shots
  - B. Framing up the action
  - C. Shooting for a cut on action
  - D. Handheld vs. tripod
  - E. Using a “HandyCam”
- VI. Editing to music
  - A. Copyright laws and music
  - B. Converting to AIFF (Audio Interchange File Format)
  - C. Introduction to “SoundTrack”
  - D. Balancing audio
- VII. Advanced Interview Techniques
  - A. Review sit-down interview scenario
  - B. Basics of hand-held microphone usage
  - C. “Man on the street” interviews
  - D. Basics of boom microphone usage
- VIII. Studio Production
  - A. Camera operation
  - B. Teleprompter operation
  - C. Mixing studio audio
  - D. Basic floor directing
  - E. Taping talent breaks
  - F. Basics of television directing
- IX. Advanced Editing
  - A. Creating lower third backgrounds
  - B. Composite editing
  - C. Advanced color correction
  - D. Audio filters
  - E. Creating a film look
- X. Authoring a DVD
  - A. Designing a DVD
  - B. Burning
- XI. Television Jobs
  - A. Reading on-line ads
  - B. Creating a resume tape
  - C. Interviewing
  - D. Starting your own video production business.

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**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

N/A

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**

Students are required to take 10 quizzes covering 50 key concepts within the television industry. The quizzes require students to provide written answers in order to demonstrate basic understanding.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**

N/A

**4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:**

This course requires students venture out on their own to plan several video field shoots. Preparation and organization are vital for students to succeed with course assignments. Students must also demonstrate the ability to troubleshoot by evaluating circumstances and revising methods if necessary. As individual producers, students rely on their own judgment to weigh and measure decisions. Students also analyze and evaluate every aspect of a video production with an eye for detail.

**5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.**

1. Create a 30-second commercial that clearly sells something to the viewer.
2. Create a music video without using zooms or pans while taping. This assignment helps improve the student's comprehension of camera composition.
3. Students may also be asked to create an advanced feature package for a half-hour television show.

**6. For categories 1-4 above, describe the estimated time per week it would take a student to complete homework assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs .homework; etc. For example: reading textbook—2 hours; writing reports—3 hours.**

**Reading Assignments:** Not Required

**Writing Assignments:** 1 hour weekly

**Computational Assignments:**

**Other Assignments:** Seven hours a week to prepare and execute camera production on location.

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**METHODS OF INSTRUCTION:** *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and discussion

Demonstration by instructor

Individual and small group assignments in class

Computerized projection system to demonstrate editing software

Whiteboard instruction

Training DVDs

**METHODS OF EVALUATION:** *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

A student's grade will be determined demonstration of basic understanding of video design and production as it relates to this more advanced course. Each student will be required to complete three specific video assignments as well as ten written quizzes. Class participation during hands-on-training exercises will be evaluated by quantity and quality of contribution.

**Suggested Texts or other Instructional Materials** *(list several when possible; include title, author, publisher, date, and latest edition.)*

"Final Cut Pro 6: Visual QuickPro Guide", Lisa Brenneis, Peachpit Press, Oct 9, 2007

"The Art of Video Production", Leonard Shyles, Sage Publications, 2007