



ANTELOPE VALLEY 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

**COURSE SUBJECT & NUMBER:** DM 206L

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

**COURSE UNITS:** .5 **COURSE HOURS:** 24 Hours Total

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

Corequisite: Concurrent enrollment in DM 206.

**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.)*

A laboratory in support of DM 206 to provide students with the opportunity and resources to complete digital video projects and practice associated software skills. (This is a P/NP only course.) (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. Use industry standard software for the production of digital video studio projects.
2. Design digital video studio projects.
3. Search the internet and evaluate information found.

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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
  - 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:**

: As required by Corequisite

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

: As required by Corequisite

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

: As required by Corequisite

**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:**

: As required by Corequisite

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

: As required by Corequisite

**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:**

**Writing Assignments:**

**Computational Assignments:**

**Other Assignments:**

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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.)*

Instructor demonstration, follow-along hands-on demonstration, audio/visual materials,  
instructor class project critiques.

**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.)*

- 1) Student participation in the open computer lab.
- 2) Enhanced skills using appropriate computer software and the Macintosh operating system.

**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