Film and Video Production Certificate

The Film, Television, & Electronic Media Certificate of Achievement Program prepares students to enter broadcasting, cable, online media, and related industries. Students can pursue degrees in the field of mass or electronic communication for work in audio and video production, radio and television, cable television and media departments of companies and government agencies. This program prepares students for entry level jobs and to enter a two-year degree program for additional study.

PROGRAM LEARNING OUTCOMES

Upon satisfactory completion of this award, the student should be prepared to:

1. Utilize camera, sound, editing and lighting equipment to produce professional film and video projects.

2. Write compelling narrative stories in the proper format and structure for a variety of film and video purposes.

3. Serve as an apprentice or crew member on professional film and video projects.

4. Give, receive and apply constructive feedback on all facets of the production process to improve the final product.

PROGRAM REQUIREMENTS

To earn a skills recognition award, the student must complete the following course work. Each course must be completed with a grade of C or better.

Required Courses – Complete 20 units		**Units**
*FTVE 110	Intro to Media Writing NEW COURSE	3
*FTVE 130	Beginning Single Camera Production NEW COURSE	3
FTVE 122	Beginning Editing	3
FTVE 150	Beginning Motion Picture Production	3
*COMM 132	Intro to Mass Communication	3
*MUSC 111	Recording Arts 1	2
*CMPGR 284	Beginning After Effects	3

Total Units	20

*Being Offered Fall 2023

FTVE 110

I. OVERVIEW

FTVE 110 – Introductory to Media Writing – 3 units

* 54 Lecture Hours, 108 Outside-of-Class Hours = 162 Total Student Learning Hours

Basic introductory course in writing for film, television, commercials, promotional videos, and other electronic media. Covers how to use quality story-telling as a foundation for all types of film and video related media, to engage and impact audiences. Emphasis on story structure and preparing scripts in proper formats; including fundamental technical, conceptual and stylistic issues related to writing fiction and non-fictions scripts for informational, promotional and entertainment purposes for film and digital media. Includes a writing evaluation component as a significant part of the course requirement.

II. LEARNING CONTEXT

1. Course Content

    A. General introduction to story-telling
    B. Clarity, economy, grammar, style.
    C. Issues specific to writing for the eye; such as film, television and commercials.
    D. Writing for the ear, such as in radio or podcasts.
    E. Writing for the eye, the ear, and interactivity; like various digital media.

2. Script formats

    A. Basic outlining and visual story-boarding
    B. Two-column video format
    C. Film screenplay format
    D. TV script (teleplay) format

3. Introduction to Ad & Commercial Writing

    A. TV Commercials

        i. PSA
        ii. Corporate Productions & Promo Videos
        iii. Social Media & Web Video
        iv. Introduction to Non-Fiction Writing
        v. Documentaries
        vi. Informational/Educational/Training videos

       vii.   Introduction to Fiction Writing

Feature Films screenplay overview

- i. Short Films
- ii. TV Drama Writing
- iii. TV Sitcom Writing
- iv. Web Series

- **B.** Fundamentals of Dramatic Structure
  The writing process: Story Development, Research, Outlining, Writing & Revising

- i. Story and conflict
- ii. Character creation and development
- iii. Action writing
- iv. Dialogue Writing

B. Hours and Units

3 units		
INST METHOD	**TERM HOURS**	**UNITS**
Lecture	54	3.00
Lab	0	0
Activity	0	0

C. METHODS OF INSTRUCTION

1. Lecture
2. Instructor facilitation of class discussion and exercises
3. Instructor facilitation of small group discussion and exercises

D. ASSIGNMENTS

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   A. 30-40 pages of assigned weekly reading from the text
   B. Preparation for weekly quizzes and in-class writing assignments
   C. Research for writing assignments and final script(s)
   D. 8 writing assignments of 3-5 pages each
   E. Preparation for final exam
   F. Final 10-12 page script, or four 2-3 page commercial scripts
   G. Final 1-page paper on your target audience

2. EVIDENCE OF CRITICAL THINKING

Examples of test questions:

A. Test Question: Apply a story writing principle from class/reading to the print advertisement provided to you.
B. Test Question: Explain why story-telling is a powerful way to reach audiences, regardless of the medium.
C. Test Question: Explain what honest or "truthful writing" means in fiction writing.

Samples of written assignments:

D. Write 2-4 pages with at least two cited sources, about a piece of media which had a significant impact on audiences due to effective story-telling.
E. Evaluate and compare two different TV commercials which advertise the same type of product/service. Describe how each uses various story-telling techniques, and explain which you think is most effective.
F. Write a 1-2 page commercial for a product/service of your choice. Use appropriate narrative techniques to reach a target audience.
G. Write a 1-page "viral video" intended for social media or web video.
H. Write the first 3-5 pages of the pilot episode of a TV script.
I. Write the first 3-5 pages of a short or feature film.
J. For your final 10-12 page writing assignment, use what you've learned in this class to write your own original script(s). You may write a short film script, a short TV episode, or 4 commercials which are part of the same ad campaign. Cite at least 4 supportive sources. Include a statement of intent for your target audience and place the project in a cultural and historic context.

E. Text and Other Readings

1. **Book:** McKee, Robert (1998). Story: Substance, Structure, Style, and the Principles of Screenwriting. Methuen Publishing Ltd.

2. **Book:** McKee, Robert and Gerace, Thomas (2018). Storynomics: Story-Driven Marketing in the Post-Advertising World. Grand Central Publishing.

III. DESIRED LEARNING

A. Objectives

1. Required Objectives. Upon satisfactory completion of this course, the student will be able to:
    a. Demonstrate competence in the mechanics of clear and concise writing.

b. Demonstrate an understanding of the technical and aesthetic aspects of writing for film and video.

c. Demonstrate an understanding of the fundamental principles of narrative fiction screenwriting.

d. Write in a variety of script formats including two-column video script, film script, TV scripts, outlining and storyboarding.

e. Use storytelling to engage listeners and audiences.

f. Develop concepts and write scripts for video production and advertising projects.

IV. METHODS OF EVALUATION

A. FORMATIVE EVALUATION

1. Short writing assignments

2. Oral presentations and pitches

3. A short comparative analysis paper

4. Quizzes

5. Class exercises and discussion

6. Oral critiques by peers and instructor

7. Written critiques by peers and instructor

8. Provide critique and feedback for peers

B. SUMMATIVE EVALUATION

1. Final script(s), 10-12 page writing assignment

2. Final exam

FTVE 110 – Introductory to Media Writing

Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. Develop scripts using proper format and structure for film, TV, commercials, online videos and other digital media.

2. Use storytelling to engage a target audience.

3. Develop and write fiction and non-fiction scripts for professional video productions.

FTVE 130

I. OVERVIEW

FTVE 130 – Beginning Single Camera Production – 3 units

27 Lecture Hours, 81 Lab Hours, 54 Outside-of-class Hours = 162 Total Student Learning Hours

This course will provide an introduction to the theory, terminology, and process of cinema and video production. Will offer an overview of the production process: pre-production, production, and post production. Topics will include both technical and creative fundamentals of screenwriting, camera operation, lighting, audio recording, sound design, editing and publishing.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:
    A. Introduction to working with equipment

        1. Proper PPE (Personal Protective Equipment)
        2. Safety on Set
        3. Care of Equipment
        4. Basic Camera Operation
        5. Proper handling and transport
        6. Working with a tripod
        7. Exposure
        8. Whitebalance
        9. Frame rate
        10. Focus & depth of field
        11. Recording codecs
        12. Frame size
        13. Media storage
        14. Stabilization

    B. Basic Microphones and Audio Recording Equipment Operation
        1. Types of microphones

    2. Monitoring
    3. Room tone

C. Basic Cinematography
    1. Camera direction & movement terminology
    2. Shot composition
    3. Lens choice
    4. Basic Lighting
      i. Safety
      ii. Four Characteristics of Light- Quantity, Quality, Color, Direction,
      iii. Techniques
        1. 3-Point Lighting: Key light, Fill light, Back light
        2. Thematic Lighting
        3. Outdoor lighting conditions
        4. Manipulating available light

D. Overview of production process
E. Roles within the Production Process
F. Pre-production
    1. Writing for the screen
    2. Art Direction & Set Design
    3. Telling a story- narrative and non-fictional formats
    4. Storyboarding
    5. Script breakdown
    6. Location Scouting
    7. Budget
    8. Gathering Cast & Crew
    9. Audition Process

G. Project Coordination

  Call Sheet
    1. Weather

H. Safety (hospital)
    1. Cc. Contact Information

I. Scheduling

J. Production

    1. Roles
      i. Director

ii. Producer

iii. Camera Operator

iv. Gaffer

v. Audio

vi. Blocking & rehearsing

vii. Script Supervision

viii. Location set-up

ix. Set Etiquette

x. Recording the production

K. Post-production

1. Media Management
2. Non-linear editing
3. Shaping the story in the edit
4. Stages of edit- Assemble, rough, fine, picture-lock
5. Sound design
6. Color- Correction and Design
7. Basic Titles
8. Exporting
9. Distribution and Delivery

L. Required Lab Content
1. Safety on Set- group discussion
2. Camera Operation- assemble a camera kit, practice basics, disassemble camera kit
3. Audio- Work with microphones and recording devices in small groups in the studio
4. Cinematography
5. Lighting
6. Production
7. Editing

B. Hours and Units

3 units		
INST METHOD	TERM HOURS	UNITS
Lecture	27	1.5
Lab	81	1.5
Activity	0	0

C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS***Time spent on coursework in addition to hours of instruction (lecture hours)*

    A. Readings in text and and selected references.
    B. Quizzes to measure retention of lectures and readings.
    C. Peer and/or instructor sign off on demonstration of skills in the studio (lab) setting.
    D. Produce an interview in the studio setting, done as a group.
    E. Completion of an edited interview, done as an individual.
    F. Produce a narrative scene as a group.
    G. Produce a final video project in a small group; include submission of pre-production materials.
    H. Completion of a written assignment reflecting on the final video project.

2. **EVIDENCE OF CRITICAL THINKING**
    Assignments require the appropriate level of critical thinking

    Sample Quiz Questions
    a. What are the four characteristics of light?
    b. Explain how your lens choice can affect the mood or feeling of your shot.
    c. Video Projects to be Completed
    d. Edit
        i. Demonstrate an understanding of a non-linear editing system, as well as how to craft a narrative out of many takes and considering other devices such as pacing and sound design.
    e. Final Video Project
    f. Prove an understanding of the technical process of creating a video, and provide the necessary pre-production documentation to show an understanding of the business and process of production. Demonstrate the ability to make their creative vision a reality on the screen by technical means.
    g. Written Reflection of Final- Sample Questions
        ii. Prior to production of final project, rationalize your technical choices and why they will best suit your needs. Describe the aesthetic style you will create and explain any symbols and visual motifs used.
        iii. After completion of the final video project, reflect on what you learned in the process and, in retrospect, what you might have done differently. Explain the visual and stylistic choices you made in the project.

E. TEXTS AND OTHER READINGS (TYPICAL)

1. Single-Camera Video Production by Robert B. Musburger PhD and Michael R. Ogden, Publisher: Focal Press, 2014

III. DESIRED LEARNING

OBJECTIVES

1. Required Objectives
Upon satisfactory completion of this course, the student will be able to:

a. Demonstrate an understanding of the process of pre-production, production, and post production.

b. Follow best safety and professional practices on set and understand their importance.

c. Record and edit professional-quality video and audio using production equipment

d. Demonstrate an understanding of the technical as well as creative and aesthetic choices of cinematography (camera work and lighting).

e. Effectively use a non-linear editing program, to craft a narrative.

2. Lab Objectives

a. Demonstrate an understanding and appreciation of safety on set.

b. Build a camera kit and demonstrate an understanding how the equipment can be used for a variety of projects.

c. Work with microphones and recording devices to show an understanding of sound theory.

d. Apply the principles of framing, movement, and aesthetic choices to show an understanding of how cinematography affects the narrative.

e. Create a project in a non-linear editing program that displays an understanding of how to assemble a narrative for the screen.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Objective short quizzes on technical knowledge.

2. Class participation during studio (lab) hours.

3. Group and individual critiques and discussions.

B.   **SUMMATIVE EVALUATION**

1.   Edit of Interview

2.   Edit of narrative scene

3.   Final Video project

4.   Written reflection of final video project process and result.

FTVE 130 Beginning Single Camera Production

COURSE LEARNING OUTCOMES

Upon satisfactory completion of this course, the student should be prepared to:

1.   Create a video project using professional pre-production, production, and post production techniques.

2.   Use camera, sound, editing and lighting equipment to produce a professional video project.

3.   Act as an apprentice or crew member on professional film and video projects.

Modesto Junior College
Course Outline of Record

FTVE 122

I. OVERVIEW

FTVE 122 -   Beginning Editing 3 units

36 Lecture Hours, 54 Lab Hours, 72 outside-of-class hours = 162 Hours

Introduction to editing film and video using a non-linear editing system. Students will learn to edit in a practical hands-on environment using industry-standard video editing software. Students will learn to edit different types of scenes by completing a variety of editing projects. Field trips might be required.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

1. <u>COURSE CONTENT</u>

1. Required Content:
   1. History of film editing
   2. Overview of the non-linear editing system
   3. Setting up a project
   4. Video Formats
   5. Resolution
   6. Frame rate
   7. Timecode
   8. The software workspace
   9. Importing footage
   10. Beginning your edit
   11. Using the timeline
   12. Multi-track editing
   13. Using a shot list
       1. selecting shots
       2. working with clips
       3. trimming clips
   14. Pacing
   15. Jump cuts
   16. Using B-roll
   17. Cutting on motion
   18. 180 rule
   19. Transitions
   20. Working with sound

1. Editing dialogue
2. Room tone
3. Stock audio
4. Foley
5. Music
6. L-cuts
21. Editing within time parameters
22. Color correction
23. Masking
24. Green screen
25. Stock Footage
26. Public Domain media
27. Emotional impact
28. Subconscious clues
29. Contrast
30. Parallelism
31. Simultinaity
32. Leitmotif
33. Titles

2 Required Lab Content:

1. Setting up a project
2. Importing clips
3. Using a shot list
4. Working with clips
5. Edit a music video from shot or found video footage
6. Edit a dialogue sequence
    1. Rough cut
    2. Final cut
7. Edit an action sequence
    1. Rough cut
    2. Final cut
8. Short Film
    1. Rough cut
    2. Picture lock
9. Titles
10. Sound editing

B Enrollment Restrictions

Recommended for Success: Before enrolling in this course, students are strongly advised to complete FTVE 130 - Beginning Single Camera Production

C. Hours and Units

3 units		
INST METHOD	**TERM HOURS**	**UNITS**
Lecture	36	2
Lab	54	1
Activity	0	0

D. Methods of Instruction (Typical)

Instructors of the course might conduct the course using the following method:

1. Lectures
2. Films and videos
3. Demonstrations
4. Laboratory assignments and projects
5. Class discussions

E Assignments (Typical)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

1. Weekly practical editing assignments
2. Weekly readings from the text book
3. Final short film project
4. Assigned viewing of example films and video
5. Regular quizzes on lecture and reading material

2. **EVIDENCE OF CRITICAL THINKING**
Assignments require the appropriate level of critical thinking
1. Message-board discussion of assigned film and television examples
2. Peer-review of projects
3. Prove an understanding of the technical process of editing a short film, demonstrating the use of editing principles taught in the class.
4. Sample final exam question: Explain how one of the example films you watched used the principle of contrast or parallelism to reinforce a theme

F. Texts and other reading (Typical)

1. In The Blink of an Eye: A Perspective on Film Editing by Walter Murch (published 2005)

III DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

Upon satisfactory completion of this course, the student will be able to:

a. Demonstrate proficiency in the use of a video editing software.
b. Select appropriate shots and assemble a cohesive narrative story from those shots.
c. Edit a variety of different kinds of scenes including dialogue, action and interview
d. Edit scenes and videos for a variety of purposes including commercial and entertainment
e. Produce a realistic audio track for a scene

IV METHODS OF EVALUATION

A. FORMATIVE EVALUATION

1. Weekly presentation and discussion of student work
2. Periodic review of student's cumulative work
3. Periodic quizzes throughout the semester

B. SUMMATIVE EVALUATION

1. Midterm Exam
2. Screening of final project
3. Final Exam

FTVE 122 - Beginning Editing 3 units

Course Learning Outcomes

1. Produce a professional video using a non-linear editing system.
2. Act as an editor or assistant editor on professional film and video projects.
3. Give, receive and apply constructive feedback as part of the editing process.

FTVE 150

I. OVERVIEW

FTVE 150 : Beginning Motion Picture Production

27 Lecture Hours, 81 Lab Hours, 54 Outside-of-class Hours = 162 Total Student Learning Hours

Introductory course which teaches digital cinematography for film, television and other digital video mediums through hands-on experience. Students will learn the basics of the operation, function and creative uses of production equipment as well as camera operation, shot composition and lighting. The course will also cover the roles and responsibilities of the cinematographer, in relation to the other major roles on a film/video production. Students will learn about the visual aesthetics of film, and how cinematography can be used to effectively tell a story; given emotional, social, historical and cultural contexts. Other topics include story-boarding, art direction and set design, writing and story-telling, and sound recording and editing basics.

II. LEARNING CONTEXT

A. COURSE CONTENT

A. General introduction to cinematography
   1. The evolution of cinematography throughout film history.
   2. Analyze films from some of film history's most renowned cinematographers
   3. Creating a visual narrative
   4. Establish a desired mood/visual theme, based on the goal and audience for the piece.
   5. Using cinematography to effectively tell a story, through shot planning and story-boarding.
   6. Camera operation overview
   7. Exposure, f-stop, shutter speed
   8. The cinematographer's tools and equipment.

B. Composition and camera work
   1. Learn and practice basic shot types
   2. Close-up, medium shot, wide shot, etc.
   3. POV: Point-of-view shot
   4. OTS: Over-the-shoulder shot
   5. Cutaways and insert shots
   6. Establishing shot
   7. Shots of people (full, ¾ shot, cowboy, etc.)
   8. Foreground/Mid-ground/Background

9. Rule of thirds and other composition rules
10. Lens perspective
11. Focus
12. Positive and negative space
13. On-screen action and movement
14. Camera movement
15. Camera mounts: Tripod, hand-held, dolly, steady-cam, etc.
16. Rules of composition for recording people and interviews

C. Lighting

1. Three-point lighting
2. Classic set-ups, such as paramount lighting
3. Back-lighting and silhouettes
4. Use of shadow
5. Studio lighting
6. Portraits/Headshots
7. Fashion
8. Food and product advertising
9. Set and practical lighting
10. Natural lighting
11. Light manipulation equipment and techniques
12. Light metering and distance

D. Color & Art Direction

1. Working with the art director and set designer
2. Using color
3. Texture

E. Cameras and lenses

1. Overview of a range of cameras used in digital film and video
2. Cinema cameras
3. Professional DSLR cameras
4. Professional camcorders & Studio cameras
5. Pro-sumer cameras
6. Action and drone cameras
7. Recording with a phone camera
8. Overview of and practice with a range of digital video lenses.
9. Choosing the right lens for your shot
10. Editing basics and "cuttability" in cinematography

F. Thinking like an editor

1. Continuity
2. The 20% rule
3. The 30 degree rule
4. The 180 degree rule
5. Types of cuts to be aware of as a cinematographer
6. Hands-on editing practice
7. Data management
8. Logging footage
9. File management and organization
10. Storing and backing up footage, hard drives.

G. Getting creative

1. View examples of and practice unique, story-motivated composition techniques
   View examples of and practice unique, story-motivated lighting techniques
   View examples of and practice unique, story-motivated camera movement

C. HOURS AND UNITS

3 units		
INST METHOD	**TERM HOURS**	**UNITS**
Lecture	27	1.5
Lab	81	1.5
Activity	0	0

D. METHODS OF INSTRUCTION

1. Lecture
2. Instructor facilitation of class discussion and exercises
3. Hands-on group assignments in lab
4. Hands-on out-of-class assignments

E. ASSIGNMENTS (Typical)

1.   Evidence of Appropriate Workload for Course Units
      Time spent on coursework in addition to hours of instruction (lecture hours)

1. Assigned weekly reading from the text
2. Preparation for quizzes based on assigned reading
3. Prepation for final exam
4. 12 hands-on lab exercises done in groups or as a class
5. Execute all eight of the classic cinematic lighting setups covered in class.
6. Execute a shot which utilizes story-driven camera movement.
   a. Practice creative story-driven use of color.
   b. Record a sequence of shots you will cut together.

  c. Execute a shot which utilizes unique, story-driven camera movement.
  d. Record a commercial.
  e. Record a cinematic dialogue scene.
  f. Record a cinematic action scene.
  g. Mid-term. Re-create a 10-30 second shot from a successful
     film/show/commercial/etc.
  h. Final 30-60 second shot/sequence project
  i. Write an original visual story for the final video project.
  j. Shoot the final video project.
  k. Edit the final video project.

2. **EVIDENCE OF CRITICAL THINKING**

1. Test Question: Explain the emotional context and meaning conveyed by the cinematography in the frame of film provided to you.
2. Test Question: Using the list of available equipment and scene description provided to you, draw a basic diagram of the lighting and camera set-up you would use. Provide a brief explanation of your choices.
3. Test Question: Who are the most important people on set for the cinematographer to have regular communication with?
4. Write 2-4 pages analyzing a particular shot in one of the assigned films. Break down the details of the camera work, lighting setup and other technical aspects; as well as the emotional and story-driven subtext behind those decisions.
5. For your final 30-60 second video assignment, use what you've learned in this class to write and shoot a shot or sequence of shots which effectively tell a story. You may create this shot/sequence for a short film, a TV episode, or a commercial. You must identify the goal and target audience of the piece.
6. For your final video assignment, you must identify the goal and target audience of the piece and provide an explanation as to how your choices as a cinematographer support that goal and audience.
7. Prior to recording your final video assignment; develop a story outline, shot list and storyboard.

F. TEXT AND OTHER READINGS

1. Book: Brown, Blain. Cinematography: Theory and Practice (3rd edition). 2016. Focal Press.

III. DESIRED LEARNING

 A. OBJECTIVES
   Required Objectives
   Upon satisfactory completion of this course, the student will be able to:

1. Demonstrate competence in the mechanics of planning and executing shots and sequences for film and video.
2. Identify and apply the technical and aesthetic aspects of cinematography in film and video.
3. Use cinematography for effective visual story-telling.
4. Set up and record a variety of shot types for a variety of types of media; including cinema, TV, commercial, and other digital video mediums.
5. Produce content which cuts together effectively in editing.
6. Use composition, lighting, color, camera work and lenses effectively.
7. Practice safety and professionalism on set, and effectively communicate with the crew.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Hands-on group and class lab assignments
2. Video presentations, instructor and peer feedback
3. A short analysis paper on a shot/sequence from a film
4. Quizzes
5. Class exercises and discussion
6. Oral critiques by peers and instructor
7. Written critiques by instructor
8. Provide critique and feedback for peers

B. SUMMATIVE EVALUATION

1. Final 30-60 second video assignment
2. Final exam

FTVE 150 : Beginning Motion Picture Production

Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. Describe and utilize the basic principles of cinematography for film and video.
2. Demonstrate the ability to use visual storytelling to engage audiences.
3. Plan and execute the cinematography of professional video productions.
4. Utilize safe and professional practices on set

Intro to Mass Communication

Recording Arts 1

Beginning After Effects

I. OVERVIEW

A. 18 Lecture Hours, 54 Lab Hours, 36 Outside-Of-Class Hours = 108 Total Student Learning Hours

Prerequisite: Satisfactory completion of Beginning Video Editing and Intro to Cinematography

Organization of work from prior classes and projects to assist students in developing and achieving their individual goals, such as employment, apprenticeship, and exhibition. Development of professional materials: resume, business cards, website, and demo reel or capstone project. Development of professional skills: ability to pitch an idea, and capability to prepare for an interview.

II. LEARNING CONTEXT

A. COURSE CONTENT

1. Required Content:
   1. Industry Opportunities
   2. Employment
   3. Apprenticeship
   4. Exhibition
   5. Self-Employment & Gig Economy
   6. Further Education
   7. Individual Goal Setting
   8. Develop career goals
   9. Develop business or action plan to achieve goals
   10. Professional Materials and Skills
   11. Resume
   12. Cover Letter
   13. Business Card
   14. Social Media Accounts designed for professional networking
   15. Preparation for an interview
   16. Preparation for a pitch
   17. Crowdfunding campaigns
   18. Demo Reel or Capstone Project
   19. Website

D.   Feedback

1. Discuss and practice giving and receiving feedback and constructive criticism.
2. Implement information gained from discussion and critique.

E. Presentation of Finished Materials

1. Review traditional and non-traditional presentation and pitch techniques
2. Present completed website
3. Exhibition of Demo Reel or Capstone Project

 2. Required Lab Content

1. Meetings, one-on-one or in a group with instructor for feedback
2. Discussion of trends and established practices in the industry
3. Discussion of promotional techniques
4. Practice a pitch or answering interview questions in front of a group
5. Preparation of materials and website for submission and exhibition
6. Produce a Demo Reel by assembling segments of existing work and/or collaborate on a Capstone Project, creating new footage or other media targeted toward an individual goal
7. Exhibition (Screening) of Demo Reel or Capstone Project

B.   ENROLLMENT RESTRICTIONS

1. Prerequisites

   Satisfactory completion of Beginning Video Editing and Intro to Cinematography

2. Requisite Skills

   Before entering the course, the student will be able to:

1. Demonstrate ability to produce digital media and video products using camera, sound, editing and lighting equipment.
2. Use storytelling to engage a target audience.

C. HOURS AND UNITS

2 units		
INST METHOD	**TERM HOURS**	**UNITS**
Lecture	18	1
Lab	54	1
Activity	0	0

D. METHODS OF INSTRUCTION (TYPICAL)

Instructor of the course might conduct the course using the following method:

1. Lecture presentations and classroom discussion covering aspects of presenting and promoting an idea, skillset, or website from goal setting to final presentation.
2. Speakers working in the film and video industry.

3. Facilitated discussion and practice of giving and receiving feedback and constructive criticism in large and small groups.
4. Sample oral and visual presentations of portfolios, demo reels, teaser films, and websites by professionals and students in the video production industry and other art fields.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Research professional options and opportunities in the field of video production, and develop strategies to achieve personal and professional goals.
   b. Develop professional materials including a resume, cover letter, and business cards.
   c. Research, plan and develop promotional materials. Discursive evaluations of materials with faculty and peers throughout term.
   d. Preparation of a pitch or answering interview questions in front of a group.
   e. Produce a Demo Reel by assembling segments of existing work and/or collaborating on a Capstone Project, creating new footage or other media targeted toward an individual goal

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

A. Assignments (Typical)
1. Research a career path of interest and what education, skills and experience are needed to pursue that career. Set goals and develop a plan to achieve career goals.
2. Develop written support materials, such as a resume and cover letter that provide clarity and insight into the student's visual work and professional experience.
3. Assemble a concise and refined Demo Reel or Capstone Project, appropriate to the student's chosen professional path.
4. Develop an appropriate online platform that is informative, easy to use, and reflects the aesthetic and professional goals for the student's work.

B. Sample Interview Questions
1. Prepare and deliver answers to a group of the following questions: Tell us a bit about yourself and your goals? What are your greatest professional strengths?

C. Deliver a Pitch

Prepare and deliver to a group a pitch for an original idea. Make sure the pitch is complete with any promotional materials and visual aids necessary.

E. TEXTS AND OTHER READINGS

III.   DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives
    Upon satisfactory completion of this course, the student will be able to:
    Assess various career options in the field of video production.
2. Prepare for pitching an idea or participating in an interview.
3. Organize past and current work to demonstrate proficiency in video production in a way that is appropriate to individual goals.

    Lab Objectives
    Upon satisfactory completion of the lab portion of this course, the student will be able to:

    REQUIRED OBJECTIVES:

1. Develop a website or other appropriate platform that is informative, easy to use, and reflects the aesthetic and professional goals for individual work.
2. Develop professional support materials including resumes, cover letters, business cards, websites and other appropriate platforms and promotional materials.
3. Produce a Demo Reel by assembling segments of existing work and/or collaborating on a Capstone Project, creating new footage or other media targeted toward an individual goal

IV.   METHODS OF EVALUATION (TYPICAL)

1. FORMATIVE EVALUATION

1. Group and individual critiques and discussions
2. Written assignments.

2. SUMMATIVE EVALUATION

1. Evaluation of written materials, self promotional materials, and oral statements
2. Evaluation of mock interview or pitch
3. Critique of completed works including the Demo Reel or Capstone Project, and website or other appropriate online platform

COURSE LEARNING OUTCOMES

1. Articulate individual abilities and ideas for the purpose of employment, freelance work, or to promote a project.
2. Demonstrate qualifications to serve as an apprentice or crew member on professional film and video projects.
3. Give, receive and apply constructive feedback on all facets of the production process.