



Syllabus: **ART 151**

Course Information

Course Prefix/Number: ART 151
Spring Semester: 2018
Class Days/Times: **Mon-Wed**
9:00 am- 11:45 am

Credit Hours: 3
Course Title: Video 1
Room: Central 401

Instructor Information:

Name: Leslie Ann Epperson

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Office location: Central 402

Office hours: TBA

Course Description:

This introductory course in video emphasizes the concepts of film language and communication, while demonstrating the use of techniques, tools, equipment and software necessary to create video for expressive communication, with an emphasis on documentary production. 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:

1. Understand media literacy as they create their own films.
2. Gain experience with the tools and techniques of documentary films, using visual language and narrative approaches.
3. Gain fundamental skills with recording equipment and ethics of documenting with video.
4. Gain fundamental knowledge of editing film, gaining both aesthetic and technical skills.
5. Apply techniques of narrative and fiction film to their own projects.

6. Evaluate their own work and that of others using learned elements and principles of film storytelling.

7. Deliver a class project of oral histories with Tohono O'odham Elders for an Arizona Humanities Grant Video project entitled: *History and Stories of the Tohono O'odham Districts*

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

After completion of the course students will be able to

1. Manifest ideas, theory and practice of film and video to create a story.

2. Synthesize personal artistic expression using knowledge of film language, style and vision to apply indigenous and Tohono O'odham Himdag concepts to their films.

3. Intentionally manipulate video and audio media, elements and principles to manifest specific outcomes.

4. Understand how the history of film has affected the stories they have seen on film, and how contemporary Native filmmakers are changing the dialogue.

Course Structure:

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. There will be a series of small projects that when completed, will be viewed as a class and discussed. We will view films as needed.

Hands-on Exercises: Students will participate during in-class demos and exercises using T5i cameras, lights and audio recording equipment, gaining a thorough understanding in manual use of T5i for documentary filmmaking. Instructions will include how to frame a pleasing composition, how to ensure a proper exposure, the correct white balance, and control of movement within a frame. Emphasis will be on how to frame and record a professional looking interview. Students will learn other framing techniques as well, including when and how to use wide, middle, close-up, and cutaway shots for filmic storytelling. The class will interview each other, or act out short scenes to discover the difficulties inherent in good sound recording.

First Project: Place.

- A.** Choose a special place and film a story about a special place. Interview someone about that place. The final film will be no longer than two minutes. Students will learn how record a video and audio interview, and how to insure focused images, properly exposed, using a tripod so that there is no

camera shaking. Images used to illustrate the place should demonstrate thoughtful choices and creativity.

- B.** After carrying out exercises with Non-Linear Editing system Adobe Premiere Pro, then students will use Premiere Pro to edit a completed film about Place with music. Students will upload the finished film to their own Youtube channel, and to a classroom archive.

2. Second Project: Oral Histories with Elders.

We will be called on at certain times during the first three months of the semester to record interviews with Elders from the Pisinimo and Sif Oidak Districts, and compile these into a video intended for a DVD to be distributed to members of the Tohono O'odham Nation, and for the Arizona Humanities Council.

- A.** With oversight and guidance from the instructor, students will carry out filming and audio recording of Elders' Oral Histories. We will take field trips to gather footage of the districts as well. There will be instruction and discussion about the best way to use time. Students will rotate positions as assigned, including Director of Photography, Sound Recordist, Lighting Gaffer and other field production positions. Emphasis will be placed on respectful and ethical practices of documentary filmmaking.

- B.** As a class, we will prepare and upload interviews for review by the project's oversight committee, and make sure that we deliver a finished video that meets their expectations. Students will learn how a DVD is authored and written to disc, as well as how to deliver a secure, password protected video using Vimeo or Youtube.

Texts and Materials: Text includes a classroom copy of Adobe Premiere Pro editing techniques, as well as films and occasional hand-outs.

Student will have lab supplies. Materials are provided in the class include journals, each student will keep journal notes, scripts, sketches and storyboards to turn in at end of semester.

Evaluation and Grading & Assignments:

40% of grade is based on Attendance, Active Participation and Courteous Behavior.
20% of grade for Project 1
30% of grade for Project 2
10% of grade for sketchbook filled with notes and storyboards. They are expected to make notes and sketches throughout the semester.

100-90	A
89-80	B
79-70	C
69-60	D
59 + below	F

In class assignments and projects: 600 points

Attendance and class participation: 400 points

Total points: 1000

Attendance, Participation, Engagement and Courteous Behavior is 40% of the grade.

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. RESPECT FOR EACH OTHER AND THE INSTRUCTOR IS ESSENTIAL.

Instructor reserves the right to drop students after 4 (FOUR) absences. More than 4 unexcused late arrivals (15 minutes or more) will count as an additional absence. Plagiarism is not tolerated.

All projects must be completed to receive a C grade.

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

Teamwork is vital to the movie business, so cooperative and helpful students will succeed in the class, and in the film industry as well.

NOTE: 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 are guaranteed to receive an **A**.

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

The students will be asked in each project to consider place, language and meaning according to their cultural and traditional beliefs. Respectful 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. The nature of the Oral Histories Project will demonstrate Himdag Culture by immersion in the history of Tohono O'odham Elders, and history of the Districts.

NOTE: Our times for interviewing the Elders' Oral Histories are not on scheduled yet—when they are, we will put aside individual projects to work on Oral Histories as a class.

- Week 1** **Intro: Syllabus**, policies and procedures discussed. Introduce concepts of video production and the Canon T5i camera. Introduce and go over video class equipment policies. View film clips.
- Week 2** **Begin Filming with T5i's, Audio Recorders, Discuss Concept of Film about Place.**
Working together, film interviews of members of class in classroom. Discuss framing, white balance, exposure and shutter speed parameters. Introduce microphones, headsets, audio monitoring. Storyboard ideas for film about place. Journal about underlying concepts. Students begin checking out Video & Audio Equipment to make their film about PLACE.
- Week 3** **View first Exercises. Critique as class.**
Discuss as class. View filmed interviews from week two. View documentary films with interviews. Discuss techniques. Introduce lighting techniques. Interview each other again. Students can choose to interview outside or inside. Pay attention to audio recording using Tascam and Zoom, and different Microphones.
- Week 4** **Review Week 3 Experiments. Critique as class.**
After viewing each other's interview films, students will make a presentation to the class about their film PLACE. Use journals with Concepts and Storyboards to explain ideas. Begin exercises with Premiere Pro Non-Linear Editing. Learn concepts of NLE's.
- Week 5** **Develop Project Two. Discuss as class.**
Define filming of Oral Histories, protocol for shoot, and production roles. Continue Exercises with Premiere Pro, choose music from Free Music Archive for their film about PLACE.
- Week 6** **Record Project Two, or begin editing Project One.**
Students should have recorded interview for Place Film, and footage of Place. Present Dailies (first video recorded) to class for review.. Begin to edit. View film clips of audio driven narratives.
- Week 7** **Continue with Project Two.** Workings as class, review audio and video and decide how to edit most efficiently and with best outcomes the Oral History. Continue with Editing Exercises, upload Video for Review by Committee.

Week 9 March 12-19 Spring Break

Week 10	Editing Project Two Editing with sound and music. Create DVD's.
Week 11	Wrap up Editing Project Two Final Video due April 1 st .
Week 12	Finish Project One. Review, critique as class, Color Correct, Audio Correct, upload to Youtube. Watch Final Cuts as class and discuss.
Week 13	Final Exercise: When Two Strangers Meet: Develop a short narrative involving two strangers walking by each other. Shoot in teams of two. Storyboard and write concepts. Characters have to use "inner dialogue" with script and voice over.
Week 14	Film Two Strangers Meet, Record Audio. Develop edit, record music, see clips showing interaction of characters. Re-shoot any needed film and record audio.
Week 15	Finalize Edits Two Strangers. Wrap-up shoot of film, choose music, record dialogue or monologue. Begin Editing.
Week 16	Finish Final Project Finalize edits, sound, music, graphics. Upload to Youtube, archive.
Week 17	Show Final Films in Class. Discuss process. What was learned? If Possible, have Open Screening somewhere on campus.

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.

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex- this includes sexual misconduct; harassment, stalking, domestic and dating violence and sexual assault. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with:
Christie Kelly, M.A.
Counselor/Title IX Coordinator
ckelly@tocc.edu



