



---

## Syllabus: **ART 251**

---

### Course Information

Course Prefix/Number: ART 251

Credit Hours:3

Semester: Summer 2020

Course Title: Video II

Class Days/Times:

Room: 402

### Instructor Information:

Name: Kim Eldon

Phone/Voice Mail: 520-244-5148

E-mail: keldon@tocc.edu

Office location: Central 402

Office hours: By appointment

### Course Description:

Video II is an intermediate course in video and audio production. Students expand their hands-on knowledge of digital video recording equipment, audio and software editing for the purpose of both expressive and commercial purposes. Examination and use of film theory and narrative construction will be integrated into the video projects.

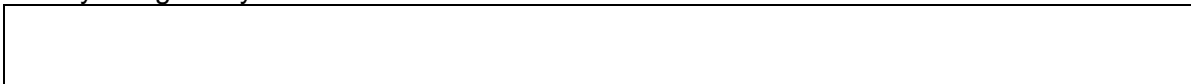
Students will work both individually and collaboratively on projects taking on various roles in the pre-production, production and post-production phases. Students will complete video projects and learn how to format these for use on various platforms.

### Student Learning Outcomes:

After completion of the course students will be able to:

1. Gain greater ease in manifesting ideas, utilizing both theory and practice with film and video to create meaningful stories.
2. Synthesize personal artistic expression, style and vision while gaining greater command of video stories.
3. Intentionally manipulate video and audio media, elements and principles to create specific outcomes.
4. Develop greater awareness of the way popular films of the past have affected cinematic depictions of Native Americans, and expand their exposure to contemporary Native filmmakers who are changing the understanding of indigenous culture by becoming the producers.

5. Apply digital tools and narrative structure to their point of view, and continue to expand their digital storytelling ability.



**Course Structure:**

The classes will combine lecture, viewing of film clips, and laboratory work. Students will engage in 3 different short projects using digital video and audio tools. They will use classroom time and time outside of class to create their projects. They will often be expected to work as teams. Each project will be uploaded to the Vimeo platform for the class to view and discuss together.

**Hands-on Exercises:** Students will participate in class exercises using Canon XA cameras, lights, and audio recording equipment, gaining further understanding of these tools. Students will be asked to build more elaborate edits for their final project, using layered audio to create a soundscape. The film clips viewed in class will demonstrate conceptual approaches to storytelling, as well as expositional concepts.

**Journal Assignment:** Students will receive a composition book that should be brought to every class and will be filled by students with notes from class, storyboards and ideas, In-class writing, and any journal entries. The Student Journal will be turned in as part of the final grade along with the film. The only person to see it other than the student will be the Instructor.

**First Project:** A short video about Person or Activity at TOCC, designed for sharing on Social Media.

Students, working in teams will choose a place, person, or action that they care about either on the TOCC campuses, or somewhere on the Nation to produce a short film guided by in-class writing exercises. Students will record audio during activity, to use in combination with narration.

This is a fast-paced project designed to improve students' manipulation of the tools, concepts, and methods of video movie making. Students will use microphones for audio and Canon XA's or their phones to record video. The students will improve editing techniques as they continue to use Adobe NLE editing tools.

The project begins with an in-class writing exercise. The writing will yield a script, which will be narrated by students. Finally, they will combine narration with video images in the editor, working with a teammate. Students will upload the completed short project to Vimeo, with a tag: **for Kim Eldon**

**The Second Project** will be a profile of a person created in a documentary style. The student will interview their chosen subject and transcribe the interview and use interview segments to create the arc of a narrative. Video journalism discussed and explored. Guest speaker-journalist and how he works with video/media producers. Native Americans depiction in the news discussed. Additionally the six modes of documentary style are introduced. Relationship and influence of still photography in creating documentaries discussed.

**The Third Project** will be a personal narrative based on an incident in the student's life that had a strong impact on the student. Students will develop and refine a memoir of the incident.

Metaphors and symbolic representations will be explored as the student develops the visual look of the story. In class screenings of experimental video projects will help students widen the array of visual choices to enhance their story's impact. There is flexibility with the third project if the student chooses a more objective, journalistic film instead of a personal narrative, for example. Six modes of documentary approaches discussed, examples given in film clips. Native Americans depicted in documentaries discussed. Documentary films by Native Americans explored. Funding opportunities for films discussed.

**The Final Project is due before or on the last official day of class, on May 7,2020. The Journals are turned in.**

**Texts and Materials:** *The Bare Bones Camera Course for Film and Video 3rd Edition* by [Tom Schroepfel](#) (Author), [Chuck DeLaney](#) (Author) \$8.99

Students will be issued hard drives and recording disks for video. They are expected to bring these materials to class when they are needed to carry out their work. The journals should always be brought to class to make notes.

In-class viewing of films and occasional hand-outs will comprise the texts students will study for this class. Viewing films and writing a short review of films suggested by Instructor outside of class will count toward extra-credit for final grades.

**Evaluations and Grading & Assignments:**

90 and above is an A

80 - 89 is a B

70 - 79 is a C

60 - 69 is a D

Under 60 is Failing

**Your grade will be determined by the following:**

Course Grading Matrix;

30% of the grade is based on *Attendance and Modeling of Tohono O'odham Himdag Core Values* of deep respect for self and other classmates and instructors.

The Instructor will model this, and she expects to be notified if she falls short of treating students with deepest respect and care. In turn, she asks for her students to show respect by attending class and participating fully in class activities.

10% of grade for Project 1

20% of grade for Project 2

30% of grade for Project 3

10% of the grade for journals filled with notes and storyboards.

**Himdag Cultural Component:**

By working together during in-class writing assignments and guiding students through the process of making videos, Instructor will be discussing and employing T-Şo:şon (Our Core) throughout each stage of class assignments.

**Our Core** is defined by: T-Wohocudadag – Our Beliefs, T-Apedag – Our Well-Being, T-Pi:k Elida – Our Deepest Respect, I-We:mta – Working Together. The Instructor will ask the students to reflect on the Core Values at the beginning of the semester, and discuss the meaning of T-Şo:şon in terms of digital storytelling throughout the semester. Students will be encouraged to share their knowledge of digital technology, because of the nature of software programs the instructor may not be the only one to discover various shortcuts and technical processes. Students will be asked their input with respect so the whole class benefits as they work through the projects. Because many films shown in class are made by Native American filmmakers, students will witness others modeling cultural guides. We will be constantly working together, therefore, Tohono O’odham Himdag will be built into every class day, both explicitly, and implicitly, due to the required need to honor each other’s beliefs and well-being during the process. This will foster an atmosphere conducive to creativity and learning, and meaningful stories will emerge from this respectful environment.

**Policies and expectations-** 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. Instructors 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.**

Instructors reserve 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 make good video, so cooperative and helpful students will succeed in the class.

**Attendance Policy**

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for

personal or family emergencies. If you will be absent, please notify the instructor as soon as possible (approved by the Faculty Senate April 2014).

### **Incomplete Policy**

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstances that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

### **Instructor Withdrawals**

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on TOCC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdrawal policy, if you do not withdraw students please note in appropriate sections].

### **Student Withdrawals**

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on TOCC website] if you do not expect to complete the class, otherwise you may receive an "F" grade.

### **Special Withdrawals (Y) Grade**

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

### **Equal Access Statement/Disability Accommodations**

Tohono O'odham Community College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

### **Title IX**

Tohono O'odham Community College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed 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: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu

### **Conduct: Bias, Bullying, Discrimination and Harassment**

Tohono O'odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

### **Course Feedback:**

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

### **Academic Integrity:**

Violations of scholastic ethics are considered serious offenses by Tohono O’odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O’odham Community College.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited. Copying from a book without proper reference or from a person under any circumstances will result in an “F” for the assignment, and at the instructor’s discretion, possibly an “F” for the course. If you are uncertain about proper citations ask your instructor or the librarian.

<b>Course Outline:</b>
------------------------

#### **Module 1/Weeks & 2**

**Intro:** Syllabus, policies and procedures discussed. Introduce and go over video class equipment policies. Outside of class, students will choose topics for Project 1, a short video about Person or Activity at TOCC, designed for sharing on Social Media. Students, working in teams, will choose a person, or action that they care about either on the TOCC campus, or somewhere on the Nation to produce a short film. Students will record audio during activity, to use in combination with narration.

**Begin Project One** with writing in class, with prompts from the teacher, about the topic, or subject chosen for a social media movie. Students will be asked to reflect on this from a personal point of view. Feelings, poetic, or prosaic, will be explored and honored. Ideas about building a soundscape will be explored. Students will work in teams to help each other. View Film clips.

Students will refine writing, complete their script and record a narration. Recording of images outside of class will be underway, using Canon XA or their phones and microphones and sound recorders. Photos can also be brought to class or scanned into phones to use.

Students go over using Adobe Premiere Pro and begin editing, using video, audio, and graphics. Questions are considered necessary and reflect the student's involvement. Ask the Instructor, and ask and ask.

Students complete editing, upload to Vimeo, with tag: **for Kim Eldon’s Video II Class**. View as a class and discuss projects. What has been learned? What might improve on for the next project? Assign the finding of someone student’s want to profile.

#### **Module 2/Weeks 3 & 4**

**Begin Project Two.** View documentary films that profile one person. Discuss approaches and people students have selected. Assign setting up the filming of the project. Interview first, then scenes of place or action.

**Storyboard Project** in journals during writing prompts from Instructor. Introduce and discuss journalism and video production.

Students should transcribe interviews, make notes for story and outline, Discuss with Instructor.  
Begin to edit documentaries.  
Continue to edit. Develop soundscape, view films that demonstrate sound scapes. Create graphics and music elements. Make decisions to shoot more if needed.  
Potential guest speaker (depends on scheduling)-journalist discusses working with video/media producers.  
Finish Editing documentary project. Upload to Vimeo, view and discuss.

### **Module 3/Weeks 5 & 6**

**Begin Final Project:** Development of third project, personal project or journalism. Meet with the Instructor one on one.

**Record Narrations.** Begin to edit the project. Develop sound and music choices for film. See if there are other sources for imagery.

**Continue** Final Project Edit. Continue to develop ideas for visuals.

Meet with the teacher, discuss with classmates.

Film and creating graphic elements

Film and begin editing.

Continue editing.

**Finish editing and Upload to Vimeo. FINAL PROJECT DUE**

**View and celebrate your hard work!**

**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.

----- DELETE FROM THIS LINE DOWN IN FINAL VERSION -----