Syllabus: *Art 151 Video I*

Course Information	
Course Prefix/Number: 151 Semester: Fall 2019 Class Days/Times: M – W 1:00 pm to 3:45pm	Credit Hours: *3* Course Title: Video 1 Room: Central Room 402

Instructor Information: Name: Leslie Ann Epperson	Phone/Voice Mail: (520) 499-6186 E-mail:Lepperson@tocc.edu Office location: Central Room 402 Office hours: *By appointment*

Course Description: Video I is an introductory course in video and audio production. Students will learn to use digital video recording equipment, construct film with audio, software editing, for the purpose of both expressive, and commercial purposes. Students will work both individually and collaboratively on projects. Student work will be featured in a film screening at the end of every semester that is open to the public.

Visual media communicates globally and convey information, ideas and culture to an international audience using both image and audio. The Video I class will teach students the ideas, methods, techniques, tools, equipment and software necessary to create video for expressive, communication, documentation or commercial purposes. This course will allow students to have a viable skill set that is an essential part of the contemporary digital world.

Student Learning Outcomes:
Outcome 1. Manifest ideas, theory and practice of film and video to create a story.
Outcome 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.
Outcome 3. Intentionally manipulate video and audio media, elements and principles to manifest specific outcomes.
Outcome 4. Understand how the history of film has affected the way we see movies, and how contemporary Native filmmakers, other people of color, and women are changing the way films are made, and the stories that are being told.

Course Structure:
The classes will combine lecture, viewing of film clips, and laboratory work. Students will engage in class projects using the digital devices. There will be three projects integral to learning, and we will be viewing them together and discussing them when each project is due. Students will be required to upload finished projects to share with Instructor and each other, as well as saving each project on the hard drive they receive. Through class critique, students will learn how to give and receive constructive feedback and use it to revise and strengthen their work. Early assignments will engage students in understanding cameras and audio recorders with these considerations:

- The Directors Eye-learn to really see your subject, begin experimenting with what you want to express. How do you see the world? How do you compose an image?

- How do you use shutter speed, aperture, and ISO settings? Learn to use light meter inside of cameras.

- Compose better images that when sequenced in editing tell your story.

- Learn to use drama, light, color, subject, movement and timing to tell a story

- Learn to use sound and music to create mood, transition through time, and make a point.

Hands-on Exercises: Students will participate during in-class demos and exercises using T5i DSLR's and Zoom or Tascam Sound recorders and microphones. For the final project students will demonstrate their command of composition, proper exposure, white balance, and control of movement within a frame. Students demonstrate aesthetic and technical understanding of how to cut a film into a story, using wide, middle, close-up, and cutaway shots, music, voice-over audio, and text.

Project I: VOX Pop story:
     Students will produce a two-minute montage of on-the-street interview clips. One minute long.
Project II: Documentary or social media short 2 minutes-Or we take on a class team doc project

- With a partner, you will choose a subject, or event to create a two-minute observational sequence. We will download copyright free music from the internet and use it for editing. Students will carry out tutorials to gain expertise with the audio and video technology. The final film will be no longer than two minutes. Students will learn how to ensure focus, exposure, and the use of a tripod so that there is no camera shaking. Images used to illustrate the place should demonstrate thoughtful choices and creativity.

- After carrying out exercises with Non-Linear Editing system Adobe Premiere Pro, students will use Premiere Pro to edit their completed film. Students will provide their movie to the instructor for upload to a TOCC film student YouTube channel. They are encouraged to publish their films where they want to as well.
Project III: Fiction Film based on Folk Tale 2 minutes

- Working with partners or class as a team, students will short fiction films, based on folk tales, either native tales or from western culture.

- The storylines will be simple and modified as you like for creative fun. You can choose a tv show or some popular topic to copy stylistically or make the story contemporary. Or it can be traditional.
Texts and Materials: We will view and discuss films in class. Texts will include a classroom copy of Adobe Premiere Pro, as well as the films and occasional hand-outs.

Expectations:
Students receive hard drives, Sandisk media and cases for the media. These MUST be brought to every class. All assignments must be completed. Revision and improvement of all projects is encouraged, and grades can be changed for the better. Students are expected to complete 3 film projects to show and discuss with class. Instructor will meet with students one –on–one for discussion as well. Both television and film studios always have Executive Producers overseeing a project and it is common to expect client direction in commercial projects. Artists have to comply to some film standards as well, and understanding and learning from feedback is a vital tool for all good art artists. Learning from critique means we do not take feedback

Texts and Materials: We will be viewing photographers, historic and contemporary, and discussing their work in class. Hand-outs will be supplied. Students are expected to keep them in a reference notebook or store online. Will also supply digital copies.

Evaluation 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;
20% of grade for Project I
20% of grade for Project II
25% of grade for Project III
25% of grade for class participation. Attendance is considered participation.
10% of grade for Final Self-Evaluation paper.

No cell phone use is allowed during class. Use of cell phones during class, is a violation of the T-So:son, Tohono O'odham Core Values. See https://www.tocc.edu/values/

Himdag **Cultural Component:**
Tohono O'odham traditions and cultural beliefs will be discussed as relevant to course topics, and only as appropriate to the Tohono O'odham Nation's traditional standards for sharing information.
The predominant pedagogical practice in this course is that of group demonstration and other forms of demonstrative non-verbal communication.

At TOCC we believe that T-Wohocudadag, our beliefs, provide balance, strengthens, and helps us respect ourselves, other people, and cultures. Our well-being includes what is healthy and good for us (physically, spiritually, emotionally and mentally) and all that is around us. Our deepest respect is for the land, the people, and the things upon the land, yourself, and your life. Working Together at TOCC, we believe is crucial for the success of the college. In years past, when someone shot a deer they shared it with the people. This was also true when planting and harvesting the fields where everyone helped one another. Providing food was not just for oneself; it included the concept of sharing, taking care of others, and giving back to the community. Tohono O'odham provided help when help was needed, particularly in times of loss and death.

Cell phone use is disruptive, interferes with learning and it is just, well, rude.

Expectations:
Because much of this course involves both lecture and hands-on demonstrations, you will learn more if you regularly attend. Yes, it is college and you can skip class if you choose. But you will miss important information and you will also affect others in your class, for collaboration and learning together is part of how we grow and learn. 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. Questions are welcome. Texts are welcome. Email is good! Please let the Instructor know when there is illness or anticipated problems Students receive hard drives, SanDisk media and cases. These MUST be brought to every class.
Remember: It is always better to show what you are working on than to show nothing at all

Critique: Both television and film studios always have Executive Producers overseeing a project and it is common to expect client direction in commercial projects. Artists have to comply to some film standards as well, and understanding and learning from feedback is a vital tool for all good art artists. Learning from critique means we do not take feedback personally, and if it does not seem relevant, we do not employ the ideas presented. Often, we find our colleagues can provide ideas that are helpful and we improve from the interaction.

Student Code of Conduct: "The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of individuals. Self-discipline and a respect for the rights of others in the college community are necessary for the fulfillment of such goals."

Attendance Policy
All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
Three unexcused absences are allowed.
Further absences will diminish your final grade as follows = 1 letter grade for each day missed.
The instructor reserves the right to drop students after 4 (FOUR) absences if there is no communication.

Reasonable Disability Accommodations (Americans with Disabilities Act):
TOCC seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. It is the student's responsibility to make known to the instructor his or her specific needs in order to determine reasonable accommodations. We will work together in order to develop an Accommodation Plan specifically designed to meet the individual student's requirements

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 in compliance with the attendance policy.
2. There must be an unavoidable circumstance 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.

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 Withdrawal (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.

Title IX
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: Student Services

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.

All projects will be exported and provided to instructor via Hard drive. Uploads will be added to TOCC Video Class YouTube channel. Students own the copyright, so they may share wherever they want to as well.
All assignments must be completed. Late assignments will be accepted only with instructor's permission, and a penalty in one letter grade, and must be submitted within an agreed time frame.

Course Outline
Week 1 Intro: Syllabus, policies and procedures discussed. Meet your classmates.

- Interview each other and introduce a classmate to everyone after interview. Get logged in on computers. Overview of history of film and contemporary practices.

- First assignment in class: Make a bad composition of a partner on phone or camera, and create a scene either in the room or outside. Return to class, share with instructor and review as class. Laugh! Take images over weekend trying for deliberately "bad" or "wrong" compositions. Take shaky movies.

Week 2 Intro: Cameras & Composition

- View student's "bad" compositions, witness the vertigo inducing shake. We will review classic camera framing terminology and compositions to try for "good" compositions. Discuss use of cameras. Exercise using cameras indoors, and outdoors. Learn about shutter speed, exposure white balance. Use cameras and tripods to get proper exposure, shutter speed, white balance indoors and outdoors.

- Assign scout for interesting subjects or topics for Vox Pop and Observational Doc. Film something over weekend, using tripods, framing according to what learned in class.

Week 3 Using their own video, students carry out tutorials. Go over Vox Pop Assignment

- Review what students shot, talk about challenges and victories.

- Students learn how to ingest their media into editing software, begin tutorials for Premiere Pro.

- Students will ingest their media, begin building a project pane a simple timeline, etc. Organization of project pane and project will be discussed at length. Organizing a film is important.

- Students will learn to transcode video if iPhone, and Camera media will be mixed.

Week 4 Meet with Instructor One and One, continue with camera exercises and tutorials.

- Students will continue with tutorials, using their own video from Vox Pop or in-class projects. Audio recorders are introduced, and used in class.

- Interview set-ups demonstrated and tried in class with Audio recorders.

- Sync with audio and video on time lines. Vox Pop Projects should begin serious filming.

Week 5 Finish Editing VOX POP films

- Editing Vox Pop begins. Students create a sequence with person-on-the-street interviews in a way that makes sense. Music can be used if you want.
- Instructor will spend time with each student to help structure Vox Pop and ensure audio levels correctly mixed. Students can edit with teammate or make their own timelines, depending on ability.

Week 6 Edit Vox Pop. Screen as class. Editors and Filmmakers will discuss process.

- Students will export finished film and five to Instructor by the end of class Monday.
- Wednesday, we watch the Vox- Pop projects as a class, and discuss how things went, what we like, what we want to improve for next project. Class critiques are to be constructive and problem-solving sessions, designed to help us improve our productions.

<mark>**Week 7 TOCC CLOSED**</mark>

Week 8 Oct 7 Observational Docs reviewed, projects storyboarded. We can do a class project with Culinary Program as class at Basha Mall in Sells?

- Students will learn about various approaches used in documentary films, and understand what is meant by observational doc. They will storyboard ideas about their doc. Screen doc films. Teams will be formed. Go over cameras, microphones, sound recordings again to make sure all feel comfortable with production equipment.
- Meet one on one with Instructor if decide to do solo/partner projects.

Week 9 Oct 14 Screen Dailies of Observational Docs. Begin timelines. Handout outlines Final Project.

- Students will use the footage they have to begin building timelines. Music, text, effects for editing are discussed and tutorials reviewed.
- Begin planning Final Project. This is how filmmaking works. We overlap planning and pre-production with production and post-production planning.

Week 10 Edit Observational docs.

- Students edit the sequence of observational doc, adding text, music, timing.
- Edit doc

Week 11 Oct. 28 Finish docs and screen

- Screen films.
- Finish doc editing, export and screen with instructor. Discuss challenges and victories of project as class. Begin script for Folk tales film Final Project.
- Story prompts from Instructor if needed. Story board and script, decide if working as a team or with partners, or rotating to help each other film project. Figure out ideas and how to do it. Pre-production is really important. Do you need props? Where, what, how will you carry out the project.

Week 12 Nov, 11 Veterans Day no class Monday
Begin building final project, create narrations, or dialog. Class time for filming? Need Field Trips?

- Lay out audio timeline of narrations, timing and pacing according to personal taste. Music chosen and added. Screen films for inspiration. Filming of drawings or creative ideas that can be done in class should be carried out.

Week 13 Editing Final Project.

- Screen dailies with class. Discuss ideas, any help that is needed, edit projects. Incorporate music and sound.

- Instructor meet with project teams or individuals one on one discuss progress.

Week 14   Finish Final Project

- Edit and talk to instructor one and one, talk to each other.

Week 15 Screen as Class, Upload to YouTube. Create Facebook Page?

- Finalize edits, sound, music, graphics. Upload to Facebook, archive.

Week 16 Screen Films

- Finished films due to Instructor, I will try to arrange a screening at Main.

Selected Resources for Video and Film
No Film School—this site links to you a world of info:https://nofilmschool.com/
Premiere Gal https://www.youtube.com/channel/UCaDZLsDEEBBJESXmmi-9m5w/videos
The Film Look: https://www.youtube.com/channel/UCG8T8xZYuuiSxa5mOHz2Q2g
StoryCenter: https://www.youtube.com/channel/UCKLPPDaG0bCj1Yqy6PlcouQ

And there are many many more.