

CDM 2700: FILM and NEW MEDIA PRODUCTION I (4 credits)

Professor Susan Ericsson
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See Schoology for Office Hours

Course Goals:

Students study the process of media production and narrative construction by critical analysis of film texts and by active participation in the production process. The class is a practicum experience in media production basics, covering photography, videography, new media, editing, lighting, sound, writing, producing and directing. As we address modes of storytelling, we will consider traditional, non-traditional, non-narrative and emergent forms of media.

Course Objectives:

Upon successful completion of this course, students will:

- A. Understand the principles of storytelling and the role of cinematography, lighting, sound, and editing in narrative expression
- B. Develop and apply technical skills in media production equipment operation, editing software and online delivery
- C. Obtain and apply skills in producing traditional and emergent media
- D. Appropriately integrate criticism on creative and technical work

Conceptual Framework:

Emphasis will be given to understanding the meaning making processes of audio-visual media and applying that understanding to the creation of your own media work.

HOW THE COURSE IS ORGANIZED

Class Participation Policy:

Students are responsible for participating in this course through the following academic activities:

- attending class
- creating media projects
- completing assigned readings (PDF articles on Schoology) & watching media
- writing reflections on readings & media
- participating in discussions & workshops
- writing critiques of peer projects

Research clearly indicates that class attendance is an integral factor in student learning. Any student who is absent 25% or more of the designated instructional time may receive a grade of "F" for the course. If you encounter an unexpected circumstance that results in an extended absence, you are required to communicate with your instructor and your academic advisor to request an official leave of absence. Emergency situations will be considered on a student-by-student basis.

Important Policies & Resources

Class COVID Policy:

During this life-threatening crisis, it is vital that all class members feel safe. And it is imperative that we do all that we can to limit the spread of this virus, for ourselves and for others, therefore:

All class participants must wear a proper mask at all times. Not bandanas, scarves, turtlenecks, etc.

Both nose & mouth must be properly covered.

No food or drink will be consumed in the classroom or in any other class group settings.

Do not come to class sick.

Maintain the proper 3-6 feet social distance

Health & Counseling Center (HCC): <https://carthage.edu/health-counseling> located in TARC 2240, 262-551-5710 Carthage College and I want to make sure you have the support you need to be healthy. HCC supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Walk-ins are welcome! Other services to consider: [Uwill](#) (click link) - Free immediate access to a therapist for Carthage students; Crisis Text Line - text HOME to 741741; Crisis Text Line for Students of Color - text STEVE to 741741; Trevor Lifeline for LGBTQ+ 866-488-7386

Decorum, Diversity & Title IX: <https://www.carthage.edu/community-code/non-discriminatory-policy/>
Students are expected to respect diversity of thought, opinion and background in all aspects of interaction and communication. This course incorporates and supports a diverse learning society. Carthage is committed to providing an educational and a work environment free from all forms of discrimination and following Title IX.

Writing & Tutoring Center: <https://www.carthage.edu/writing-center/> in Hedberg Library
I am committed to aiding your success in this class. Anyone who needs tutoring or writing assistance, please speak to me and check out the writing center services. Also, for academic accommodations under the Americans with Disabilities Act (for chronic health conditions, mental health conditions, or physical disabilities) please also speak with me and contact **Learning Accessibility Services** Diane Showalter dschowalter1@carthage.edu.

Academic Honesty: <https://www.carthage.edu/community-code/academic-concerns/academic-honesty-guidelines/>
All enrolled students are committed to the university code of academic honesty and agree that all classwork will be original. You pledge that you will not give or receive any unauthorized assistance in completing assignments. Violations of the code will have serious repercussions. Plagiarism, the use of intellectual material produced by another person without acknowledging its source, is therefore not permissible.

Examples of Plagiarism:

- Copying of passages from works of others into an assignment, paper, or discussion without citation.
- Using the views, opinions, or insights of another without acknowledgement.
- Using another person's original phraseology with minor modifications without acknowledgement.

University Policies: <https://www.carthage.edu/community-code/> for more details

Computer Technology Expectations:

- A. Students will complete PDF readings which are posted on Schoology.
- B. Students will watch media clips that are posted on Schoology and through other venues such as Kanopy (free) or on Amazon (rented).
- C. In addition to interacting with the instructor and classmates in person, students will participate in class through Schoology, such as: retrieving their syllabus, submitting assignments and posting to the peer critique discussion board.
- D. Students are expected to use their Carthage email for all correspondence and should log into OneLogin to check their email on a regular basis. This is found at my.carthage.edu
- E. Students will build their own website using a wix.com template and will need to post to the site and watch other student projects this way.
- F. Should classes become remote due to Covid or temporarily for weather-related reasons, class meetings will be held during the regular time through the Zoom link posted in Schoology. Remote attendance is required (this includes your image and voice).
- G. **Schoology** - If having problems contact, Library & Information Services: help@carthage.edu or 262-551-5950

Equipment Expectations:

- A. Students will use media production technologies for this course, including cell phone cameras (Let professor know if don't have one).
- B. Students will edit using Adobe Premiere and will need to do so at a campus Mac lab.

C. Students must purchase (or already own an equivalent) the following for this class:

1- USB 3 storage drive. PNY USB 3.0 256GB Flash Drive 185MB/s <https://www.amazon.com/PNY-Turbo-256GB-Flash-Drive/dp/B00JN1TOHM> \$28

Or Alternatively, any external hard drive running at 7200rpm, or super large Flash Drive (256GB minimum). As large as you can afford recommended, such as

2- LaCie Rugged USB 3.0 2TB Portable Hard Drive <http://amzn.to/2E0Wx12>

3- PNY USB 3.0 1TB Flash Drive 400MB/s <https://www.amazon.com/PNY-Elite-Flash-Speeds-P-FD1TBPRO-GE/dp/B07KCYNT7X>

4- Sandisk SSD drive USB 3.1 1TB 550MB/s (best)

<https://www.amazon.com/SanDisk-Extreme-Portable-External-SDSSDE60-1T00-G25/dp/B078STRHBX>

D. Not required, but FYI resources for your future:

Purchases:

- Tripod with cell phone adaptor & 1/4" screw, with pan/tilt handle (good ones under \$25)

- DJI Osmo Mobile 2 Gimbal <https://www.amazon.com/gp/product/B078XJSCYG> \$66

Check Product Description to see if it's compatible with your phone. It requires a 2.4 amp charging brick.

-Filmic Pro (great phone app for camera control)

-RODE Reporter App

-Book *Budget Purchases for Emerging Filmmakers*

-Final Draft (industry standard, has educational/student discount), or open-source free equivalent

-Microphone that wirelessly records to cell phone &/or laptop, such as Shure MV88 Digital Condenser Mic

Free downloads:

-Davinci Resolve editing platform by Black Magic (free & becoming industry standard)

-Isadora for video manipulation. Free - but you can't save - so screenshot)

Other Class Expectations:

- A. Students will follow the CDM department code: No use of cell phones or laptops (unless a required accommodation) when not doing so for class equipment workshops; No use of class or lab time for personal tasks.
- B. Students will not photograph or record this class or its instructor due to ethical concerns. Speak with me if this impacts your academic accommodation and we'll figure out a different solution.

Student Tasks

Read/Watch/Reflect Assignments: 5 Assignments

Most weeks students have a read/watch/reflect assignment which is posted in the appropriate week's folder on Schoology. The assignment asks you to read the posted PDF articles, watch media, and then reflect on the content of the reading and viewing. Each reflection has more specific instructions posted on the assignment page. Please submit your reflections as a document attachment to the assignment submission link rather than typing it directly into Schoology.

Graded on:

Detail: Answers questions thoroughly and provides multiple examples

Coherence: Demonstrates successful understanding and makes a set of unified points

Insight: Goes beyond basic summary but instead analyzes material and connects it to the week's course concepts

Writing: Is clearly written, well structured, & proofread for spelling, grammar, punctuation, capitalization

Projects: 6 Projects

Projects explore multiple forms of media and their role in storytelling. Projects should be designed around a central concept

and narrative goal. As you explore media as a meaning making expression, you will develop your storytelling abilities along with technological know-how. You should give exceptional care to preproduction planning and schedule your work with anticipation of technological and scheduling problems.

Project 1 Website Portfolio

Using a template at wix.com, you will create an e-folio. You will a page for class projects 2-6 and additionally post a bio.

Projects 2

You will shoot a sequence of photographs and post them to your e-folio website. The photographs will emphasize storytelling, composition, focus & exposure. See assignment sheets for details.

Project 3 Editing

You will storyboard (a shot-by-shot plan), shoot, and edit video and post various components to your e-folio website and YouTube. Project will explore pre-production planning and editing for continuity. The project requires you to shoot several video clips of an actor in motion from multiple camera positions. Then you will edit them together to create a continuous sequence of movement. See assignment sheets for details.

Project 4 Short Film

In this project you will develop a treatment and storyboard for a 1-minute short film that takes place in a single location. Then you will storyboard, shoot, edit, post video to YouTube and imbed it into your e-folio website. See assignment sheets for details.

Project 5 Podcast

For this project you will create a sound piece and post it as a podcast. You will write a script, record voice and sound effects, edit and post it to your e-folio website. See assignment sheets for details.

Project 6 PSA - Public Service Announcement

You will create a PSA for a community organization which will involve recording video, editing footage, creating factual intertitles, and adding a music track. Projects will be posted to YouTube and imbedded into your e-folio website. See assignment sheets for details.

Projects Graded on:

Technical:	Demonstrates solid focus, exposure, composition, camera settings and editing
Originality:	Provides creative and meaningful expression
Detail & Coherence:	Meets project assignment criteria and goals

Peer Critiques: 8

After each class project is completed, you will be required to provide a critique of three student projects using the [discussion board link](#) on Schoology. These critiques should contain several positive comments along with a couple of suggestions for improvement. Begin your critique with the classmate's name. Be sure to read through prior comments and make sure that you add a new perspective. To view classmates' work, go to their wix.com site listed in Schoology. Critiques should provide 6-8 sentences per person.

Critiques should

- Analyze the visuals and audio presented and state what is successful
- Refer to the week's concepts (like composition) and evaluate the project based on the project's goals
- Suggest ways to improve
- Always be respectful and collegial

Graded on:

Thoroughness: Comments on 3 student projects, analyzes what is successful and suggests ways to improve
Originality: Provides new information to add to the discussion rather than parroting others
Detail & Coherence: Supplies appropriate analytic details in logical clear manner
Writing: Is clearly written, well structured, & proofread for spelling, grammar, punctuation, capitalization

How to post Peer Critiques: Click into the Schoology discussion folder, find the correct project, and then post your critique (begin with classmate name).

Workshops, Discussions & Attendance

During our class meetings, I will present information about the week's topic, and you will come prepared to discuss the reading and media clips. Class time will also be used for equipment workshops, watch media and responding to student projects. Class attendance is required.

Course Grading:

Evaluation	%	(100 % total)	**Credit will only be given to work completed on time**
Project 1	10	(1 at 6 % each; graded on 10 point scale)	
Project 2	5	(1 at 5 % each; graded on 5 point scale)	
Project 3	15	(1 at 15 % each; graded on 15 point scale)	
Project 4	15	(1 at 15 % each; graded on 15 point scale)	
Project 5	10	(1 at 10 % each; graded on 10 point scale)	
Project 6	15	(1 at 15 % each; graded on 15 point scale)	
Read/Watch/Reflect	12	(6 at 2 % each; graded on 2 point scale)	
Peer Critiques	8	(8 at 1 % each; graded on 1 point scale)	
Attendance	10	Missing more than 25% of class may result in an F for the final course grade	

Grading Standards

A = Exceeds standards for competence
B = Meets standards for competence
C = Needs improvement
D = Barely meets minimum standards
F = Does not meet minimum standards
0 = Did not do project

Grading Scale (percentage converted to 4.0 scale)

Percent	Letter Grade	Numeric Grade	Percent	Letter Grade	Numeric Grade	Percent	Letter Grade	Numeric Grade
100-93%	A	4.00	82-80%	B-	2.67	69-67%	D+	1.33
92-90%	A-	3.67	79-77%	C+	2.33	66-63%	D	1.00
89-87%	B+	3.33	76-73%	C	2.00	62-60%	D-	.67
86-83%	B	3.00	72-70%	C-	1.67	59% & below	F	.00

Navigate Warning System:

Professor will submit warning tickets for students who are missing substantial class attendance or whose weighted grade averages are falling below C-. This process is a system designed to help students get support they may need to pass class.

Note on Syllabus: Adjustments may be made to the course requirements, grading and schedule at the professor's discretion. You will be informed of any changes in class or through email, and it is your responsibility to make note of any such announcements.

SCHEDULE

Date	Topic	In Class	Assignment	Deadlines
Week 1 9-10	Digital Portfolios	Fri: Intros & syllabus. Design & impact of e-folios. Lab - Wix.com templates.	Project 1 – Website	
Week 2 9-13	Digital Portfolios 2	Mon: Building student websites. Template design, bios, public persona. Lab Fri: Form & function of online photo / video galleries. Textboxes. YouTube accounts. Lab – Bring phone cable to class	Peer Critiques Purchase hard drive	<ul style="list-style-type: none"> • Project 1 Website (bio & 9 pages) Due Wednesday 9/15 • Peer Critique of Project 1 Due Friday 9/17 • Read/Watch/Reflect Due Sunday 9/19
Week 3 9-20	Modes of Storytelling 1	Mon: Story through still images & photography. Composition, meaning & audience. Camera. Fri: Story structures, 3 acts, linear & nonlinear stories. Storyboards.	Project 2 - Photographs Project 3 - Editing	<ul style="list-style-type: none"> • Project 2 Photographs Due Wednesday 9/22 • Peer Critique of Project 2 Due Friday 9/24 • Read/Watch/Reflect Due Sunday 9/26
Week 4 9-27	Modes of Storytelling 2	Mon: How form intertwines with content and story. Movement, editing & continuity. Fri: Assess student storyboards for continuity. Lab – Tripods, gimbles.		<ul style="list-style-type: none"> • Project 3 Editing <u>Storyboard</u> Due Wednesday 9/29 • Peer Critique of Project 3 Storyboard Due Friday 10/1 • Read/Watch/Reflect Due Sunday 10/3
Week 5 10-4	Modes of Storytelling 3	Mon: Cinematography, mise-en- scène & meaning. Fri: Preparing for editing. Compatibility – Bring your hard drive & cable		<ul style="list-style-type: none"> • Project 3 Editing <u>Footage</u> Due Wednesday 10/6 • Peer Critique of Project 3 Footage Due Friday 10/8 • Read/Watch/Reflect Due Sunday 10/10

Date	Topic	In Class	Assignment	Deadlines
Week 6 10-11	Editing 1	<p>Mon: Editing workshop Group 1— Premiere Importing, timelines, exporting. Bring Project 3 video on hard drive & cable. Group 2: Screening</p> <p>Fri: Editing workshop Group 2— Premiere Importing, timelines, exporting. Bring Project 3 video on hard drive & cable. Group 1: Screening</p>		<ul style="list-style-type: none"> • Project 3 Editing Phase 1 Due Sunday 10/17 for Group 1
Week 7 10-18	Editing 2	<p>Mon: Workshop Group 1— Transitions, Sound, Titles. Bring Project 3 Premiere edit, hard drive, & cable. Group 2: Screening & Treatments</p> <p>Fri: Workshop Group 2— Transitions, Sound, Titles. Bring Project 3 Premiere edit, hard drive, & cable. Group 1: Screening & Treatments <i>Yes, we have class this day!</i></p>	Project 4 - Short Film	<ul style="list-style-type: none"> • Project 3 Editing Phase 1 Due Sunday 10/24 for Group 2 • Project 3 Editing Phase 2 Due Sunday 10/24 for Group 1
Week 8 10-25	Lighting	<p>Mon: No class, break</p> <p>Fri: Lighting concepts & equipment.</p>		<ul style="list-style-type: none"> • Project 3 Editing Phase 2 Due Sunday 10/31 for Group 2 • Project 4 Short Film Treatment & Storyboard Due Wednesday 10/27
Week 9 11-1	Experimental Cinema	<p>Mon: Review student treatments.</p> <p>Fri: Exploring experimental forms; Stories and non-traditional forms.</p>		<ul style="list-style-type: none"> • Peer Critique of Project 3 Due Wednesday 11/3 • Project 4 Short Film Footage Due Sunday 11/7

<p>Week 10 11-8</p>	<p>User-Driven Stories</p>	<p>Mon: Vlogs, YouTube, gaming, VR and AR. How do these forms tell stories? How have spectators become participants, players, users and creators?</p> <p>Fri: Podcasts. Music copyright & creative commons. Sound equipment.</p>	<p>Project 5 - Podcast</p>	<ul style="list-style-type: none"> • Project 4 Short Film Due Sunday 11/14
<p>Week 11 11-15</p>	<p>Soundscapes & Aural Stories</p>	<p>Mon: How does sound impact meaning? Dialogue, score, effects and ambient sound.</p> <p>Fri: Lab – Sound editing / Instructor feedback</p>	<p>Project 6 - PSA</p>	<ul style="list-style-type: none"> • Project 5 Podcast <u>Script</u> Due Tuesday 11/16 • Peer Critique of Project 4 Due Wednesday 11/17 • Read/Watch/Reflect Due Sunday 11/21
<p>Week 12 11-22</p>	<p>Production Crew Roles and Impact</p>	<p>Mon: Budgets, communication, roles & how they shape resulting media.</p> <p>Fri: No Class, holiday</p>		<ul style="list-style-type: none"> • Project 5 Podcast Due Tuesday 11/23 • Project 6 PSA <u>Treatment & Script</u> Due Wednesday 11/24
<p>Week 13 11-29</p>	<p>Nonfiction Narratives</p>	<p>Mon: How does nonfiction tell stories?</p> <p>Fri: Review student PSA scripts & storyboards</p>		<ul style="list-style-type: none"> • Peer Critique of Project 5 Due Tuesday 11/30 • Project 6 PSA <u>Footage</u> Due Saturday 12/4
<p>Week 14 12-6</p>	<p>Final Projects</p>	<p>Mon: Student / Instructor Feedback. Review of student video.</p> <p>Fri: Screen PSAs</p>		<ul style="list-style-type: none"> • Project 6 PSA Due Thursday 12/9 • Peer Critique of Project 6 Due Sunday 12/12
<p>Week 15 12-13</p>	<p>Final Projects Finals Week</p>	<p>Screen PSAs. On Wednesday 12/15 10:30 am – 12:30 pm</p>		