

## INT 638 Intensive Video Production

This course is an intermediate study of video production techniques with an emphasis on electronic field production techniques and editing. Students will learn to plan, shoot, edit, and release a video of significant quality while under a strict time-limit to move the project from script to screen. This class is very challenging because unlike previous classes, the student has considerable freedom to explore their own avenue to success.

Meeting Time: TBA

Meeting Place: TBA

Office Hours: TBA

Office Location: TBA

E-Mail Contact: [jackson@virdea.net](mailto:jackson@virdea.net)

Phone Contact: 540-577-5101

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### **Course Objectives**

INT 638 Intensive Video Production seeks to teach students how to produce a video production of considerable quality. Unlike previous classes where the subject and scope of videos was rigidly controlled, the student must rapidly propose, develop, and complete a video production, taking their idea from script to screen in only one semester.

### **Required Materials**

Students should acquire a thumb drive to keep a personal copy of their video for their resume. Many productions will require that the student invest in props, costumes, production materials, and other tools. Students should plan to fund these expenses in some manner.

### **Time Management**

Students will have to carefully schedule their time. The name intensive video production says it all: this is an intense experience with a tight window for success..

### **Productivity**

Part of each student's grade will be based on productivity. Most classes assume that time management means taking the time needed to complete work. In Intensive Video Production the student will also be graded based on how much work they complete in a given time.

### **Classroom Policy**

1. Tardiness and Absence Policy: Each student may take 3 absences for any reason. On the fourth and each subsequent absence they will lose a letter grade from their final score. Students who must take more absences for reasons of health or family crisis will be allowed to withdraw from the class. Tardiness may be regarded as an absence at the preference of the instructor. Absence from class during a scheduled production will be penalized by the Time Management policy listed above.
2. Learning Agreement: Students must sign a learning agreement to take this class. Failure to sign this agreement will result in the student being dropped from the class.
3. Visitors: Visitors to the class are not permitted except with permission of the instructor. Visitors to the class who act in a disruptive manner will be asked to leave.
4. Disruptive Behavior: Disruptive behavior in class will result in the student being asked to leave and being denied access to the class in the future. Disruptive behavior is defined as any purposeful act that disturbs the free flow of lectures and discussions at the discretion of the professor. This includes refusing to leave the classroom when requested to leave by the instructor.
5. Respectful Behavior: Respectful behavior is expected at all time between students, between students and teaching assistants, and between students and the professor. Respectful behavior is

defined as behaviors which encourage learning by allowing access to discussions, lectures, and materials by all students.

6. Alcohol and Drug Policy: There is a zero tolerance policy of any form, and students who are found to be intoxicated will be removed from class.

7. Cell Phones: Using cell phones in class or any other electronic device except a device approved for note taking, talking in class, disruptive behavior, or actions that make learning hard for others will result in loss of 1/2 of a letter grade. In extreme cases you will be asked to leave class.

8. Open Source and Fair Use: Students may use of a small amount of open source or fair use material in papers, especially historical diagrams or images taken by the U.S. Or other government agency, or taken prior to 1922 as long as they have made a reasonable attempt to verify the copyright status of the materials. Where it is possible, this material should be thoroughly cited, and the students should be able to demonstrate why they feel it is open source or public domain, or why they believe they are making fair use of the material. As always, written permission to use materials is the safest way to make use of images and diagrams. Under no circumstances should students attempt to take credit for images that are open sources or fair use unless they have undergone substantial modification by the students, and even then the original document should be cited.

9. Disabilities: Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class.

10. Communication: Students are required to check their e-mail each day for communications about the class agenda.

11. Professional Behavior: This policies recognize that unusual circumstances occur, and that mistakes happen. The student should understand that the goal of the class is learning, and that many mistakes can be made good by communicating the mistake to the professor, and seeking to make the mistake good by learning from it. The professor will always attempt to find a way to accommodate a student who recognizes a problem and seeks to fix it as long as the fix represents an attempt at professional academic behavior and seeks to work toward the common goal of education and original thinking.

12. Changing the Syllabus: Modifications to this syllabus will, when possible, be provided in writing as soon as they can be determined, except for changes in lectures due to illness, emergency, or failure to meet learning objectives. Changes can include adding or removing tests, changing paper deadlines, or changing the order or content of readings.

## **Learning Outcomes**

The three major learning outcomes are divided into three clusters, Acquisition Skills, Manipulation Skills, and Production Planning Skills.

### **Learning Cluster One: Acquisition Skills (Weeks 1-3)**

1. The student will improve their ability to operate high definition video cameras, working to avoid mistakes and increase efficiency at operating image capture devices in the field.
2. Students will learn how to light a field scene with modern lighting tools, including use of passive lighting options, lighting in mixed color temperatures, understanding electricals, lighting safety, and artistic use of light.
3. Students will further perfect their ability to collect sound in the field, adding non-synchronous sound collection to their previous skills.
4. Students will learn to create site surveys, arrange for shooting permissions, and follow a general shooting schedule and shooting rundown to collect required video and audio in a given time.
5. The student will develop a thorough understanding of pre-production paperwork including call sheets, scripts, storyboards, and other required documentation.
6. Students will learn shot documentation and script to can skills, including tracking media, media integrity, and record keeping for editing.
7. Students will learn how to collect alternate and B unit materials, including still images and voice talent audio in the studio, and how to integrate this information into the planned production.

### **Learning Cluster Two: Manipulation Skills (Weeks 4-5)**

8. Students will confirm their knowledge of how to capture media to Final Cut Pro or AVID.
9. The student log all media into metadata sheets and shot log sheets.
10. The student will plot segments from the planned script and storyboard, and plan editing runs, listing missing resources required for each edit.
11. The student will collect additional audio resources such as voicers, music, effects, and ADR required for each segment, logging and correcting their metadata.
12. Students will create video effects and graphics for each segment, following the producer's requirements for look and feel of the project.
13. The student will collect or produce any 3D effects or other special effects required for the project.
14. Students will assemble individual project segments, using the time between each segment edit to confirm quality and direction with the producer.
15. Students will produce and display for the class a rough cut of the production.
16. Corrections form the rough cut will be made, and the final candidate will be shown to the client.
17. The client changes will be implemented, and the project will be delivered.

**Learning Cluster Three: Production Planning Skills (Weeks 6-7)**

18. Students will demonstrate the ability to price a production and set a time-to-complete based on the requirements of a client.
19. Students demonstrate a knowledge of treatment and proposal writing, and show that they can write a Request for Proposal and bid out a project.
20. Students will show an understanding of scripts, storyboards, and rundowns.
21. The student will develop a comprehensive knowledge of expected professional demeanor and best practices for corporate media production.
22. Students will write call sheets, rundowns, and show they can break a script.

**Learning Cluster Four: Professional Skills (Through-Out Class)**

23. Students will demonstrate ethical treatment in coworkers, speaking to each other with respect and keeping harsh tones to the minimum.
24. Students will show they understand all safety rules and abide by them even when not under direct supervision.
25. Students will learn to keep and maintain proper paper-work for their production and for their assessments in this class. All students will keep a production notebook and a professional notebook.
26. Each student will show they can professionally make contact with people outside of class who will be appearing on our shows and they know how to handle these people in a polite manner.
27. Students will absolutely be on-time, and will actively be employed at all times when they are on set during productions.
28. Students will respect chain of command and be ready to hand-off leadership roles in the studio as assignments change.

**Assignments and Grades**

This course uses a standard 100 point scale for grading.

A = 91-100

B = 81 - 90

C = 71 - 80

D = 61 - 70

F = 60 or lower

Each student will be graded on five elements of their efforts. Each element is worth 25 points. Since 100 points is an A, it is possible that some of these areas can be scored lower than expected and still result in the best grade for the class.

- #1) Professional Skills
- #2) Field Production Skills
- #3) Editing Skills
- #4) Production Management Skills
- #5) Final Product

The grades for each area (except for the test) are judged by this rubric:

Failed to be present to perform task.....	0 points
“Phoned it in.” Substandard work done at the last minute.....	5 points
Your work was not very good, but you really tried hard.....	10 points
Your work was pretty good, but you really did not try at all.....	10 points
Hard work done well.....	15 points
Hard work done well AND you went the extra mile.....	20 points
I could go home and you would still have a great show.....	25 points

A student who keeps their head down and works hard can get a 75 “C” in the class. Most students by this class who perform well will do better than this because scores of 20 or better are easily possible in both #1 and #5.

### **Formative Grading**

Assignments are designed to demonstrate mastery of the learning outcome inventories listed, but that mastery can be an evolving thing. All grading elements are formative, not summative. That means a grade is assigned you at three points in the class, week 4, week 8, and week 13 for each subject except for #5. If you like the grade you are getting, keeping doing what you are doing (do not slack off) and you will likely end the course with that grade. However, if you do not like the grade you can choose to write and submit an action plan to improve your standing in the area you are falling short on. Action plans are concrete identifications of where you are having problems and what you can do to fix them, NOT defenses for behaviors or excuses. For example, if you are late to class, then the answer is to set an alarm to wake you on-time, or arrange to leave earlier for class, or the like, not to inform the instructor that you are not at fault for being late because you have a great distance to walk. The instructor will tell you what your changed behavior will result in for your grade, and if you carry it out then your grade will be changed at the next review.

**Some Important Rules**

- You may not use materials created before the start of this semester except those provided by the client.
- You must show due diligence with client provided material that it does not violate copyright.
- You may not use materials created by other people except for stock music cleared for use in the studio except those provided by the client.
- You must have consent to interview or photograph people. This consent must be written and be presented as part of your production package at the end of the quarter.
- You may not violate the copyright of others.
- You, the client, and the University hold joint copyright of each piece.
- You may use this piece for your resume reel.
- The University will use your work only for educational purposes, never for commercial “for profit” gain.
- You may not get paid by your project. You are doing this as a service. That said your client must cover extraordinary costs of the production.