

SHAW UNIVERSITY
Mass Communications
Video Production I MCO 324 (3 credit hours)

Instructor: W. Russell Robinson

Office: Cheek Learning Resources Center

Classroom: MCO TV Studio/Field Work

Office Hours:

Mon: 10:00A-11:00A and 12:00-1:00P (2)

Tues: 01:00P-4:00P (1-2:30-available by phone) (3)

Wed: 10:00A-11:00A and 12:00-1:00P (2)

Thur: 01:00P-4:00P (1-2:30-available by phone) (3)

Fri: Faculty Research Day Office Hours By Appointment ONLY

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Mass Communications Mission Statement

The mission of Shaw University’s Department of Mass Communications is to educate students to think and act as responsible professionals and ethical citizens in a global community. We desire to work personally with students to prepare them for career opportunities and leadership in our technical society- with an emphasis in new media and develop effective communicators on paper, on air, and online.

Mass Communications Program Goals

1. Provide students with appropriate training for careers in mass communications.
2. Provide an intellectual climate for students to evaluate, interpret, and analyze issues related to mass media as those issues relate to leadership and professional responsibility.

Course Description:

This is an introductory course geared to the specialization in basic video production with an emphasis on studio production. As there are many aspects of video production, the primary focus of this core requirement will concentrate on the public affairs television program format. By the end of the course, the student will be able to demonstrate the following:

Student Learning Outcomes:

Student Learning Outcomes	Assessment of Student Learning	Linkage to Program Learning Outcomes <i>(Insert the PLO</i>
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At the completion of this course, students will be able to:	Outcomes (Assessment Tools)	<i>number(s) that corresponds to the stated SLO) Note: The PLOs are not listed on the syllabus.</i>
Demonstrate mastery in planning, scriptwriting and storyboarding	Class Participation SHAWU TV, Assigned Readings, Individual MINI DOCSs, MINI DOC Proposal Plan	
Demonstrate mastery in video camera operations and recording	Class Participation SHAWU TV, Assigned Readings, Individual MINI DOCSs MINI DOC Proposal, Essay Exams	
Be able to create- skills in graphics, audio, and Non-linear Video Editing	Class Participation SHAWU TV, Assigned Readings, Individual MINI DOCSs	
Demonstrate mastery in basic lighting and audio techniques	Class Participation SHAWU TV, Assigned Readings, Individual MINI DOCSs MINI DOC Proposal Exam Questions,	
Organize and produce an editing project from conception to final output to videotape, disk, or the Web.	Class Participation SHAWU TV, Assigned Readings, Individual MINI DOCSs MINI DOCS Proposal	
Demonstrate mastery in Final Cut Pro basic editing and special effects techniques.	Class Participation SHAWU TV, Assigned Readings, Individual MINI DOCSs MINI DOCS Proposal	
Generate animated titles or subtitles	Class Participation SHAWU TV, Assigned Readings, Individual MINI DOCSs MINI DOCS Proposal	

Produce a polished audition CD/Tape	Class Participation SHAWU TV, Assigned Readings, Individual MINI DOCSs MINI DOCS Proposal	
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Required Text:

Gross, L.S., Foust, J.C., and Burrows, T.D. 2005. *Video Production: Disciplines and Techniques Ninth Edition*. McGraw Hill. New York, NY.

Supplemental Text

This will come in the course of class handouts to be distributed during class and posted at Blackboard.

Reading Assignments:

It is strongly recommended that each student read all assigned material **prior to class** and fully participate in class discussions and activities. To that avail, by mandate of the department students must purchase prior to January 30th. Individuals who do not fulfill this requirement will be reported to the Chair of MCO. Additionally, reading assignments will be applied to various class discussions, written exams, major writing assignments and application exercises. Though you may not be asked verbatim to recite what you have read, you will be asked to use your knowledge in any related scenario. It is important to remember that your readings may also be assigned readings from professional journals, academic journals, newspapers, news magazines, trade magazines or internet documents during the course of the semester.

Screening Assignments:

On occasion, you will be asked to screen related video texts outside of class. It is imperative that you treat these viewing assignments just as you would treat any reading assignment. You are encouraged to read supplemental about what you will watch as well as take needed notes for discussion. Linkage to mass communication theory as well as adjacent social theory is encouraged and welcomed.

Lab Policy

Previously, this class had a required lab component listed in the course catalogue. Though the lab is not formally listed, students are expected to actively participate in out of class lab work. Equivalent to playing a musical instrument, students can only gain a mastery of course competencies through outside practice and active participation in production activities. Students should expect to spend at least 5 to 10 hours per week outside of instructional class time. Those who cannot fulfill this requisite should give serious consideration to remaining in this course until they can do otherwise.

Course Requirements:

The final grade for this course will be assessed based on the evaluation rubric below: Following there will be a definition of assignments needed to successfully navigate this course.

Class Participation	10%
Individual 5 min. mini documentary	40%
Individual 5 min mini documentary proposal	10%
Midterm Writing Assignment	20%
Final Examination	20%

Grade Composition



97.5-100 = A+.....92.5-97.4 = A.....89.5-92.4 = A-
 87.5-89.5 = B+.....82.5-87.4 = B.....79.5-82.4 = B-
 77.5-79.4 = C+.....72.5-77.4 = C.....69.5-72.4 = C-
 67.5-69.4 = D+.....62.5-67.4 = D.....59.5-62.4 = D-

Note: The minimum passing grade for students with a major in the Department of Mass Communications is C.

1. Class Participation 10%: Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline’s conversation. Additionally this class will produce a minimum of three half hour shows tabloid in nature. These shows will air on CRC Channel 18. First air date is to be arranged

Student Participation Rubric

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
Interaction/ participation in classroom learning activities	Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion	Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused	Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive	Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class

Engagement in the electronic/ email learning forum	Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task	Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum	Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums	Misses more than two assignments. Some difficulty accessing and using electronic learning forums	Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum
Professional attitude and demeanor	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points-of-view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices	Minimally disruptive and disrespectful, sometimes lethargic in the classroom	Disruptive and disrespectful, rarely enthusiastic	Not respectful and courteous, alert or enthusiastic in the classroom
Punctuality	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

2. **Individual 5 minute mini documentary 40%:** Students are expected to produce a 5 minute mini documentary. Students are expected to produce, write shoot, direct, and edit their project. The student assumes sole responsibility for the completed video. Each mini doc will air not only on Shaw University's in house cable television channel but additionally will rotate within the Shaw University rotation of the CRC channel as well as the bloogosphere also know as the World Wide Web. All projects must adhere to the standards and practices of the Mass Communications department of Shaw University, Raleigh Television Network and the CRC.

The rubric for assessment of all video projects will be listed below:

Video Project Rubric

Pre Production ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Use of Resources During Research and Note Taking	12 points Note cards indicate group members developed research questions, accurately recorded and interpreted sources of information and graphics, and	8 points Note cards show group members recorded research questions, relevant information from multiple sources of information	4 points Note cards show group members misinterpreted statements, graphics and questions and failed to identify relevant counter-	0 points Note cards show group members recorded information from four or less resources, and ignored alternative points	

	<p>identified relevant pro and con arguments.</p> <p>Sources of information are properly cited using MLA citations and enable the audience to determine the credibility and authority of the information presented.</p>	<p>and evaluated alternative points of view.</p> <p>All sources of information are clearly identified and credited using MLA citations throughout the project.</p>	<p>arguments.</p> <p>Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.</p>	<p>of view.</p> <p>There is no way to check validity of information.</p>	
Script/Storyboard	<p>6 points</p> <p>The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks include: text, background color, placement & size of graphic, fonts - color, size, type for text and headings. Notes about proposed dialogue/narration text are included.</p> <p>All sketches are numbered, and there is a logical sequence to the presentation.</p>	<p>4 points</p> <p>The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.</p> <p>All sketches are organized and numbered in a logical sequence.</p>	<p>2 points</p> <p>The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.</p>	<p>0 points</p> <p>There is no evidence of a storyboard.</p>	
Content/Organization	<p>18 points</p> <p>The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting</p>	<p>12 points</p> <p>Information is presented as a connected theme with accurate, current supporting information that contributes to understanding</p>	<p>6 points</p> <p>The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or</p>	<p>0 points</p> <p>The content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting</p>	

	<p>information in the video contributes to understanding the project's main idea. The project includes motivating questions and advanced organizers that provide the audience with a sense of the presentation's main idea. Events and messages are presented in a logical order.</p> <p>Includes properly cited sources.</p>	<p>the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information.</p> <p>Includes properly cited sources.</p>	<p>appears as a disconnected series of scenes with no unifying main idea.</p> <p>Includes few citations and few facts.</p>	<p>information in the video is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect.</p> <p>No citations are included.</p>	
Introduction	<p>6 points</p> <p>The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention.</p>	<p>4 points</p> <p>The introduction is clear and coherent and evokes interest in the topic and response from listeners.</p>	<p>2 points</p> <p>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</p>	<p>0 points</p> <p>The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.</p>	
Production Quality					
Video Continuity/Editing	<p>12 points</p> <p>The tape is edited with only high quality shots remaining. Video moves smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea and smooth the flow</p>	<p>8 points</p> <p>Tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and timing.</p>	<p>4 points</p> <p>Tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy, and the types of wipes and fades selected are not always appropriate for</p>	<p>0 points</p> <p>Tape is unedited and many poor shots remain. No transitions between clips are used. Raw clips run back to back in the final video.</p>	

	from one scene to the next. Shots and scenes flow seamlessly. Digital effects are used appropriately for emphasis.		the scene. Transitions do not assist in communicating the main idea. There are many unnatural breaks and/or early cuts. Digital effects are overdone and distract from the content.		
Audio and Voice Editing	<p>12 points</p> <p>The audio is clear and effectively assists in communicating the main idea. Students communicate ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.</p> <p>Background audio is kept in balance and does not overpower the primary audio.</p>	<p>8 points</p> <p>The audio is clear, but only partially assists in communicating the main idea. Students communicate ideas with proper voice projection, adequate preparation and delivery.</p>	<p>4 points</p> <p>The audio is inconsistent in clarity (too loud/too soft/garbled) at times and insufficiently communicates the main idea. Students have difficulty communicating ideas due to weak voice projection and/or lack of preparation.</p> <p>The background audio overpowers the primary audio.</p>	<p>0 points</p> <p>Audio is cut-off and inconsistent. Students have great difficulty communicating ideas with poor voice projection.</p>	
Color Scheme	<p>3 points</p> <p>The color scheme for backgrounds and clothing is selected to suit the mood of the video.</p>	<p>2 points</p> <p>The color scheme used for backgrounds and clothing enhances the presentation.</p>	<p>1 points</p> <p>Backgrounds and clothing distract from the presentation and are not suited to the mood of the video.</p>	<p>0 points</p> <p>No color scheme is apparent.</p>	
Lighting	<p>3 points</p> <p>Additional lighting is used to eliminate shadows and glares. All scenes have sufficient lighting</p>	<p>2 points</p> <p>Additional lighting is used. Few shadows or glares are apparent. Most</p>	<p>1 points</p> <p>Some scenes are too dark or too light to determine what is happening.</p>	<p>0 points</p> <p>Only ambient (available) light is used. Most scenes are too dark or too light</p>	

	for viewer to easily see action.	scenes have sufficient lighting to tell what is happening.		to determine what is happening.	
Camera Techniques (Exposure/Focus)	12 points All shots are clearly focused and well framed. The video is steady with few pans and zooms. Close-ups are used to focus attention. Video shows evidence of good composition (ratio of image to frame, line of gaze, pan/tilts, movement, and perspective.	8 points The camera is held steady. Pans and zooms are limited. The main subject is located slightly off center, using the "rule of thirds." Most shots are clearly focused and well framed.	4 points The motion shots are fairly steady. Some shots are unfocused or poorly framed. Few close-ups are used.	0 points Many shots are unfocused and poorly framed. The camera is not held steady and excessive panning and zooming distracts the viewer. No close-ups are used.	
Special Effects	3 points Good, but not excessive use of effects.	2 points Use of effects is worthwhile.	1 points Some special effects are distracting.	0 points Effects are either missing or excessive.	
Use of Media (Music, Voice-over, Graphics)	6 points The graphics, sound and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. All multimedia elements work well together and demonstrate excellent synthesis. Graphics explain and reinforce key points during the presentation.	4 points The students use proper size and resolution to create images. The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Images are student produced. Images are proper size and resolution. Multimedia elements are appropriate and enhance the	2 points Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. Multimedia elements support the presentation occasionally.	0 points The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that create a busy feeling and detract from the content.	

		presentation.			
Copyright	6 points Copyrighted information for photos, graphics and music is clearly identified by source and nature of permission to reproduce.	4 points Every photo, graphic or sound file is either original or permission for its use is documented from the creator/owner.	2 points Some sources of photos, graphics, and music are not clearly identified with references, and permission to reproduce is missing.	0 points There is no reference to copyright information for photos, graphics, and music.	
Moving Images	3 points Motion scenes are planned and purposeful, adding impact to the story line. "Talking heads" scenes are used when crucial to telling the story.	2 points The video includes some "talking heads," and backgrounds and video effects add interest. Most motion scenes make the story clearer or give it more impact.	1 point The video includes "talking heads" and a few motion scenes are added but do not improve understanding of the story line.	0 points The video features "talking heads" with little or no action to add interest or the video uses action excessively.	
Pace	3 points All video clips fit the storyline. Clips are just long enough to make each point clear. The pace captures audience attention.	2 points Most video clips move at a steady pace, fast enough to keep the audience interested and slow enough to tell a complete story.	1 point Video clips are used but need to be edited in length or move too quickly to assist in telling the story.	0 points Video clips are too long and do not advance the storyline or too short and leave out essential action or dialogue.	
Timing	3 points Video clips show no slack time. "Three beat" timing (three actions per clip or three clips per event) is evident.	2 points Most video clips are edited to remove slack time and to emphasize action.	1 point Some video clips are edited to remove slack time and increase action.	0 points Video clips begin and end with slack time or no action.	
*Teamwork (Participation)	12 points The group documents how members brainstormed, discussed, and	8 points The group documents how members divided tasks, assigned roles based on	4 points Some individuals document how there was poor communication, unresolved	0 points One person documents that problems were not managed in a way that	

	solved problems. The group documents division of responsibilities and describes how the individual efforts capitalized on strengths of each team member.	the skills/talents of individual members, shared the workload and managed problems in a way that advanced the group goal.	conflict, or failure to collaborate on important aspects of the work. The group required teacher assistance to resolve differences.	advanced the group goal. The group required teacher assistance with dividing tasks and resolving differences. Few people contributed their fair share of work, or the project was created by one student doing most of the work (though may have received guidance or help from others).	
TOTAL POINTS					/120

This was taken from Joan Vandervelde of University of Wisconsin © 2008

3. Individual 5 minute min documentary proposal 10%

Prior to any production of their individual documentary, students are required to submit a proposal in the form of a preproduction plan. This plan empowers the student to engage in their individual video project with “road map.” This road map allows the student and their instructor to see a clear progression from concept, to storyboard, to script, to production, to post production to finished product. It is expected that this exercise will allow the teacher and student to establish reasonable benchmarks that will mark the student’s progress during the course of this exercise. **No student may begin their public service announcement without written endorsement from their instructor.**

3. Midterm and Final Exams 20% each

A basic measure of student knowledge retention comes in the form of examinations. These are a necessary tool not only for the instructor but also the student to identify areas of strength and improvements. This course will have two exams: a midterm and a final both weighted at 20%. The midterm examination will be presented in the form a research paper. Comprehensive in nature, the research paper will be evaluated on the UNIVERSITY writing rubric in addition to the content of this particular course. The final exam will be essay based and could have multiple solutions. Your objective during the exam is to apply your knowledge base to any given scenario within the context of this course. Make up exams traditionally are not offered. In the event a student is unable to take their exam as scheduled it is the student’s responsibility to schedule the make up exam with the instructor. In order to sit for a make up exam, the student must provide the instructor with documentation from either a) Student Affairs, b) a medical professional, or c) an entity approved by Student Affairs. This is the only way an exam will be made up. Additionally, if a student foresees an absence that may coincide with an examination,

it again is the student's responsibility to notify the instructor prior to their departure so that an exam may be made up. This will only be allowed with the caveats listed previously: documentation from either: a) Student Affairs, b) a medical professional, or c) an entity approved by Student Affairs. Individuals who choose not to adhere to this policy will receive a grade of zero (0) for the examination. Additionally, students who received a qualified documented excuse and fail to sit for the exam at the agreed upon time by the instructor will receive a grade of zero (0).

Class Attendance: The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

Time Class Meets Per Week	Unexcused Absences Allowed	Unexcused Absences Used	Unexcused Absence Result
3	3	4	FAIL
2	2	3	FAIL
1	1	2	FAIL

Students who exceed the number of unexcused absences run the risk of failing the course. Students who exhaust the required number of unexcused absences will fail the course. Students who arrive more than 10 minutes late for class will be marked absent for that particular class period. If you foresee your attendance in this course to be a problem it is strongly recommended that you withdraw immediately.

Course Plagiarizing/Cheating:

Plagiarism (using another's work as your own, whether you put it in your own words or keep it in the original words) and cheating are serious offenses and will be treated as such. A student who plagiarizes or cheats – whether giving or receiving information – will receive a grade of zero on that particular exam or paper, and **WILL** receive a grade of F for the course.

If you have questions about the concept of plagiarism please use the Purdue website listed on Blackboard and/or talk with your instructor.

COURSE POLICIES

1. **All assignments must be completed to pass the course.**
2. Maintain a folder of ALL work submitted to your instructor. Accidents DO happen; and it is your responsibility to keep a copy of your work for this class. Without such documentation, I am unable to assign a grade for the work.
3. When submitting writing assignments, please follow the guidelines specific for the APA style. Papers will be returned if there is not a citation page included. All papers should be submitted typed, double spaced, 12 point font (NO COURIER) with one inch margins on all sides of the paper. Papers failing to adhere to these specifications with either be returned to the student ungraded or receive a grade reduction. NO internet sources can be used as source citations, unless approved in advance.
4. All assignments **MUST BE SUBMITTED ON TIME. Late work will not be accepted.** If you miss an assignment due to medical or family emergencies, please notify me within one day with appropriate documentation i.e. medical documents. Excused absences, including those for official school business will be offered extended time to make up the assignment; however you are encouraged to make an effort to submit the assignment early if at all possible.
5. CELL PHONES, PAGERS, TWO-WAYS, I Pods and other portable electronic devices are strictly prohibited during class. Students must deactivate these devices prior to class starting unless there is an eminent life changing event that can be documented by a medical personnel or the university. 1st offense you will receive an oral warning and your phone will be collected and answered in class. 2nd offense will result in written warning and may result in phone being collected and turned over to the Vice President of Student Affairs. A 3rd offense will result in the student dropped for the course receiving a final grade of an F. Students are permitted to use laptop computers for the purposes of taking notes, audio visual presentation devices, and internet search tools during academic class instruction.
6. Plagiarism is defined as the appropriation or presentation of someone else's ideas, language, or designs as your own. Specifically according to iParagigms, LCC creators of Turnitin.com they state the following:

What is Plagiarism

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. *to steal and pass off (the ideas or words of another) as one's own*
2. *to use (another's production) without crediting the source*
3. *to commit literary theft*
4. *to present as new and original an idea or product derived from an existing source.*

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

7. Unauthorized use of internet will not be tolerated. Unauthorized use is defined as web surfing during class time, use of internet during closed book exams, installing software applications without the written approval of ITS. Individuals proven responsible for such infractions are subject to punitive action by the instructor and the university.
8. Sexual harassment of any kind will not be tolerated. Read the university guidelines on sexual harassment.
9. Dress: Business Professional preferred, business casual mandatory. Our class takes place within the hours of 9:00 AM to 5:00 PM. Please dress accordingly as our classes are business meetings. Failure to come to class dressed appropriately will result in an unexcused absence. We are communications majors and how you dress sends a message either of being professional or unprofessional. Fridays are reserved as dress down days but again business casual is key.
10. Without notice, this syllabus is subject to change. In said event, a revised syllabus will be added to blackboard. However, as you should, I consider this document a statement of goals attempted and/or completed by the semester's end.

Student Classroom Decorum Expectations

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (**i. e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress**). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

Additional student behavior codes may be found in Student Affairs.

**Spring Semester 2009		
January		
16-21		Introduction to the Course/ Distribution of Syllabus/Course Expectations
23		Pretest/Diagnostic Test Assigned Reading: Chapter 1: Introduction to Video Production pg1-20 and Chapter 2: 21-47, Chapter discussing field production
26-30		Go over pretest, Discuss Assigned Readings, Discuss digital content acquisition. ENG Boot Camp
February		
2-6		Continue with ENG Bootcamp, Students should have hard drives by now. Enter into Final Cut Pro intensive
9-13		Prepare for ENG proficiency exam, continue Final Cut Pro intensive training begin planning first 118 East South Program
16-20		Complete final cut pro intensive training, story assignments should be distributed, view and critique 118 East South from fall
23-27		Final cut pro proficiency exam, begin assembling 118 East South
March		
2-6		Go over final cut pro proficiency exam, midterm writing assignment due
9-13		Critique midterm writing assignment, retake final cut proficiency exam if needed. Begin preplanning phase of mini documentary. Begin planning 118 East South show 2
16-20		Mini doc proposals are due. Begin assembling 118 East South show 2
23-27		118 East South show 2 due, critique of mini doc proposals, begin planning 118 East South show 3,
30- April 3		118 East South begin assembling show 3, editing techniques/timing/rubrics for mini doc
April		
6-10		Field work/ Complete 118 East South Show 3/Should be working on mini docs
13-17		Spring Break
20		Back from Spring Break, 1 st cut of mini docs should be ready—strongly recommended
22-24		Field Days—Instructor will be at Broadcasters Education Association conference
27- May 1		Mini docs due, will be screened in class, prepare for final exam
NOTE These are subject to change. In the event of change, a note will be sent in class and on blackboard.		
**Spring Semester 2009		
January		
15	Thursday	Formal Classes Begin/Late Registration Introduction to the Course/ Distribution of Syllabus/Course Expectations

20	Tuesday	Pretest/Diagnostic Test Assigned Reading: Chapter 1: Introduction to Video Production pg1-20 and Chapter 2: 21-47-Due Tuesday
22	Thursday	Discuss Chapters 1 and 2: Assigned Reading Chapter 3: Producing pg. 50-72 and Chapter 4: Directing pg. 76-95—
27	Tuesday	Discuss Chapters 3 and 4 prepare for RTN orientation
29	Thursday	Assessment on Material/Continue RTN Orientation Assigned Reading Chapter 5 The Camera
February		
3	Tuesday	Discuss chapter 5/ RTN Orientation/View Shaw U roundtable Season 1 Episode 1 for critique.
5	Thursday	Discuss Assigned of Reading Chapter 5: and Read chapters 6 and 7 ---Need to go to RTN on your own to practice
10	Tuesday	Begin planning first production of SHAW U TV. Introduction to basic Electronic News Gathering. Assigned reading: Chapter 6; Lighting pg 125-149
12	Thursday	Continue basic ENG training as well as RTN Training moving to Audio. Read chapter 7 and begin Mock Productions for assessment of crew leaders.
17	Tuesday	Discuss chapter 7 and begin preparing for mid semester writing exercise. Also will begin critiquing mock productions
19	Thursday	Intense Pre-Production Lecture how to go from concept to script to air. Students from Video Production I 08 to discuss their experiences
24	Tuesday	Mock Production Day
26	Thursday	Mock Production Day
March		
3	Tuesday	Midterm Assessment along with Midterm Paper
5	Thursday	Evaluate Midterm Assessment (mock production) Prepare for Shaw U Round Table Episode 1B
10	Tuesday	Introduction to Final Cut Pro Pre-production of show ideas, begin to line up guests
12	Thursday	Research story ideas and vet guests for show. Begin Initial Script Writing Phase. Read pgs 52-60
17	Tuesday	Discuss readings: Begin Pre Production Planning for individual MINI DOCSs
19	Thursday	Shoot Shaw U Roundtable 1B
24	Thursday	Critique and Evaluate Performance of Shaw U Roundtable, begin to work on individual MINI DOCSs
26	Tuesday	Pre-Production for Shaw U Roundtable 2B
31	Thursday	Pre-Production Plans for MINI DOCSs are Due
April		
2	Thursday	Non Linear Editing Boot Camp—View Classic MINI DOCSs for ideas
7	Tuesday	Shoot Shaw U Roundtable 2B
9	Thursday	Discuss Assigned Reading Chapter 12 Field Production pg 273-298 and Chapter 13 pg 301-313—In class activity—loading programs on show website
10-19	Spring Beak	Spring Break (Could be working on projects if you have your own equipment)
21	Tues	Updates and initial drafts of Pre_Production Plans Due

22-26	Broadcasters Education Association Conference	Classes will be online with web meetings and webcast from conference
28	Tuesday	Working day for student MINI DOCSs
30	Thursday	Classes end, tying up loose ends
May		
TBA	Tuesday	MINI DOCS Screenings w-peer review
FINAL EXAMS	Thursday	MINI DOCS Screenings w- peer review continued. Final Exam Review