

**Western Technical College**

**10701135 Video Production - Field**

**Course Outcome Summary**

**Course Information**

<b>Description</b>	This course will focus on out-of-studio remote productions with an emphasis on post production. Use of portable equipment, camcorders, video recorders, lighting devices, audio, and editors (linear & non linear) will be covered. The use of storyboards, video log sheets, edit decision lists and release forms will be used with all assignments. The final project will be a public or nonprofit project working with a client to produce a tape.
<b>Career Cluster</b>	Arts, A/V Technology and Communications
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	3.00
<b>Total Hours</b>	72.00

**Types of Instruction**

<b>Instruction Type</b>	<b>Credits/Hours</b>
Lecture	2 CR / 36 HR
Lab	1 CR / 36 HR

**Course History**

**Pre/Corequisites**

- Prerequisite 10701125 Video Production-Studio
- Prerequisite 10801195 Written Communication

**Textbooks**

No textbook required.

**Core Abilities**

1. **Apply mathematical concepts.**  
*Status Active*
2. **Demonstrate ability to think critically.**  
*Status Active*

3. **Demonstrate ability to value self and work ethically with others in a diverse population.**  
*Status Active*
4. **Transfer social and natural science theories into practical applications.**  
*Status Active*
5. **Use effective communication skills.**  
*Status Active*
6. **Use technology effectively.**  
*Status Active*

## Program Outcomes

1. **Demonstrate proficiency in using current audio, video and interactive technical tools (equipment).**  
*Type Local Status Active*

### Summative Assessment Strategies

- 1.1. Performance tasks. Instructor evaluated individual and group media projects. Tests and quizzes. Instructor evaluated portfolio DVD.

### Criteria

- 1.1. Learner can identify and use equipment, cables, connectors and peripheral devices related to media production.
- 1.2. Demonstrates knowledge of camera operation (white balance, focus, exposure controls, composition and camera movements) and setup, including the use of lighting and lighting techniques.
- 1.3. Learner also demonstrates ability to properly solder connections and cables.

2. **Demonstrate proficiency in current, industry standard, audio, video and graphics software programs.**  
*Type Local Status Active*

### Summative Assessment Strategies

- 2.1. Instructor evaluated individual and group media projects. Tests and quizzes. Instructor evaluated portfolio DVD.

### Criteria

- 2.1. Learner creates projects using appropriate software.
- 2.2. Display proficiency in selected Adobe Creative Suite programs (graphic creation and web design), digital non-linear editors (audio and video), motion graphics software, basic 3-D animation, Microsoft Word, Microsoft Power Point and Apple Keynote.

3. **Create media that displays a grasp of the Production Process (Pre-production, Production, Post-production).**  
*Type Local Status Active*

### Summative Assessment Strategies

- 3.1. Instructor evaluated individual and group media projects. Instructor evaluated group or individual presentations. Instructor, client and self evaluated service learning projects. Tests and quizzes. Instructor evaluated portfolio DVD.

### Criteria

- 3.1. Learner must utilizes pre-production process for media projects, including the use of any or all of the following: concept, treatment, storyboard, script, needs analysis, schedule, checklist, time management tactics.
- 3.2. Learner must demonstrate proper use of formats and mediums while developing a consistent and logical workflow.
- 3.3. Learner must demonstrate and utilize file management.

- 3.4. Learner must participate in crew assignments, assign tasks and create proper files for each project.
- 3.5. Learner must also choose the proper format and medium for output and distribution while utilizing storage and archival techniques.
- 3.6. Demonstrate an ability to revise work and meet deadlines.

**4. Synthesize media production skills including troubleshooting technical or aesthetic issues, while demonstrating problem solving skills.**

*Type Local Status Active*

**Summative Assessment Strategies**

- 4.1. Instructor evaluated individual or group projects. Tests and quizzes. Timed, hands-on laboratory tests. Written research projects and assignments.

**Criteria**

- 4.1. Learner will display an ability to detect and diagnose technical problems.
- 4.2. Learner will attempt to solve problems through various methods.
- 4.3. Learner will correct problems as they arise, while demonstrating an ability to learn from previous lessons.
- 4.4. Learner will demonstrate an ability to work through aesthetic challenges.

**5. Practice professionalism and positive relationship skills with clients, peers and supervisors.**

*Type Local Status Active*

**Summative Assessment Strategies**

- 5.1. Instructor observation of individual and group media projects. Instructor, client and self evaluated service-learning projects.

**Criteria**

- 5.1. Learner will show an ability to work as a member of a team.
- 5.2. Learner will demonstrate the ability to be punctual, dependable, and dress appropriately for team meetings, client meetings and class.
- 5.3. Learner will practice human relations skills while working to meet the needs of instructors, classmates and clients.

**Course Competencies**

**1. Integrate the steps of the production process in media projects.**

*Domain Cognitive Level Creating Status WIP*

**Linked Core Abilities**

Use technology effectively.

**Linked Program Outcomes**

Create media that displays a grasp of the Production Process (Pre-production, Production, Post-production).

**Assessment Strategies**

- 1.1. Project
- 1.2. Critique
- 1.3. Guided class discussion/activity

**Criteria**

*You will know you are successful when:*

- 1.1. Learner participates in classroom discussion and analysis.
- 1.2. Learner individually completes several media projects.
- 1.3. Learner works collaboratively in a small group to complete a media project for a client.
- 1.4. Learner hands in industry quality files as instructed.

**Learning Objectives**

- 1.a. Name the steps in the production process.
- 1.b. Recognize specific media production activities and where they fit in the production process.
- 1.c. Incorporate the steps of the video production process in media projects.

## 2. Use pre-production tools, like scripts and storyboards, with all projects.

*Domain Cognitive Level Applying Status WIP*

### Linked Core Abilities

Use effective communication skills.  
Use technology effectively.

### Linked Program Outcomes

Create media that displays a grasp of the Production Process (Pre-production, Production, Post-production).

### Assessment Strategies

- 2.1. Project
- 2.2. Drawing/Illustration
- 2.3. Written Product

### Criteria

*You will know you are successful when:*

- 2.1. Learner participates in class discussions and activities.
- 2.2. Learner completes a transcription assignment focused on script formatting.
- 2.3. Learner uses appropriate software programs to create pre-production paperwork.
- 2.4. Learner turns in pre-production paperwork with all media projects created.
- 2.5. Learner properly schedules equipment.

### Learning Objectives

- 2.a. Recognize the importance of pre-production.
- 2.b. Recall and use appropriate pre-production tools.
- 2.c. Create properly formatted scripts.
- 2.d. Create effective storyboards.
- 2.e. Schedule equipment at appropriate times for timely completion of produced media elements.
- 2.f. Choose appropriate situations for a script or storyboard.

## 3. Practice and perform effective and creative camera techniques.

*Domain Psychomotor Level Practicing Status WIP*

### Linked Core Abilities

Use technology effectively.

### Linked Program Outcomes

Demonstrate proficiency in using current audio, video and interactive technical tools (equipment).

### Assessment Strategies

- 3.1. Project
- 3.2. Guided class discussion/activity
- 3.3. Written Objective Test/Quiz

### Criteria

*You will know you are successful when:*

- 3.1. Learner participates in lab experiments with video equipment.
- 3.2. Learner produces several media projects that incorporate video.
- 3.3. Learner participates in guided, timed assignments that include video recording.
- 3.4. Learner completes written quizzes with a passing score of 72% or better.

### Learning Objectives

- 3.a. Demonstrates smooth and/or motivated camera movements.
- 3.b. Displays an understanding of proper and reasoned visual composition.
- 3.c. Practices following action with a video camera.
- 3.d. Creates video that has clarity and is properly focused.
- 3.e. Creates video that is properly white balanced.

## 4. Identify and apply persuasive appeals in media projects and campaigns.

*Domain Cognitive Level Applying Status WIP*

### **Linked Core Abilities**

Demonstrate ability to think critically.  
Demonstrate ability to value self and work ethically with others in a diverse population.  
Transfer social and natural science theories into practical applications.  
Use effective communication skills.

### **Linked Program Outcomes**

Create media that displays a grasp of the Production Process (Pre-production, Production, Post-production).  
Synthesize media production skills including troubleshooting technical or aesthetic issues, while demonstrating problem solving skills.  
Practice professionalism and positive relationship skills with clients, peers and supervisors.

### **Assessment Strategies**

- 4.1. Essay
- 4.2. Interview
- 4.3. Project
- 4.4. Guided class discussion/activity

### **Criteria**

*You will know you are successful when:*

- 4.1. Learner participates in class discussions.
- 4.2. Learner completes a persuasive appeals assignment.
- 4.3. Learner conducts an interview with a client to identify a communication need.
- 4.4. Learner completes a media project for a client that is targeted for a specific audience.

### **Learning Objectives**

- 4.a. Recall persuasive appeals in visual communications.
- 4.b. Analyze the effectiveness of persuasive appeals in commercials
- 4.c. Identify and understand audiences.
- 4.d. Differentiate between demographics and psychographics.
- 4.e. Choose persuasive appeals to be used in their own media projects.

## **5. Display progress and refinement of ideas, skills and techniques learned in Video Production - Studio.**

<i>Domain</i>	<i>Psychomotor</i>	<i>Level</i>	<i>Adapting</i>	<i>Status</i>	<i>WIP</i>
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### **Linked Core Abilities**

Demonstrate ability to value self and work ethically with others in a diverse population.  
Use effective communication skills.  
Use technology effectively.

### **Linked Program Outcomes**

Demonstrate proficiency in using current audio, video and interactive technical tools (equipment).  
Demonstrate proficiency in current, industry standard, audio, video and graphics software programs.  
Synthesize media production skills including troubleshooting technical or aesthetic issues, while demonstrating problem solving skills.

### **Assessment Strategies**

- 5.1. Self Assessment
- 5.2. Project
- 5.3. Critique
- 5.4. Guided class discussion/activity

### **Criteria**

*You will know you are successful when:*

- 5.1. Learner presents projects to classmates.
- 5.2. Learner gives positive feedback to classmates.
- 5.3. Learner participates in progress report meetings with the instructor.
- 5.4. Learner creates media projects that adhere to media production standards.
- 5.5. Learner justifies work that deviates from media production standards.

### Learning Objectives

- 5.a. Observe the 180-degree rule in projects.
- 5.b. Apply the classical storytelling paradigm to concepts.
- 5.c. Critique the work of other students.
- 5.d. Revise projects that do not meet industry quality standards.

## 6. Recall video editing techniques and apply them to projects.

*Domain Cognitive Level Creating Status WIP*

### Linked Core Abilities

Demonstrate ability to think critically.  
Use technology effectively.

### Linked Program Outcomes

Demonstrate proficiency in current, industry standard, audio, video and graphics software programs.

### Assessment Strategies

- 6.1. Scenario Response
- 6.2. Project
- 6.3. Guided class discussion/activity

### Criteria

*You will know you are successful when:*

- 6.1. Learner participates in lab demonstrations.
- 6.2. Learner participates in guided, timed assignments that includes video editing and sweetening.
- 6.3. Learner uses non-linear editing software to create several media projects.
- 6.4. Learner completes an assignment that analyzes video editing technique in a media project.

### Learning Objectives

- 6.a. Recall the application of video filters and effects in non-linear editing.
- 6.b. Recall color correction techniques.
- 6.c. Perform color correction techniques as needed.
- 6.d. Apply appropriate and motivated video filters and effects to media projects.
- 6.e. Demonstrate ability to edit media projects with careful consideration for the audio.
- 6.f. Identify and use proper software tools to edit media projects.
- 6.g. Combine knowledge gained in other software based classes to construct creative projects.

## 7. Analyze and choose an effective file management workflow or system to apply to all files associated with a project.

*Domain Cognitive Level Analyzing Status WIP*

### Linked Core Abilities

Use technology effectively.

### Linked Program Outcomes

Create media that displays a grasp of the Production Process (Pre-production, Production, Post-production).

### Assessment Strategies

- 7.1. Demonstration
- 7.2. Project
- 7.3. Guided class discussion/activity

### Criteria

*You will know you are successful when:*

- 7.1. Learner participates in class discussion.
- 7.2. Learner completes an activity asking them to organize a project that has not been efficiently organized.
- 7.3. Learner organizes and turns in all files associated with all media projects.
- 7.4. Learner creates an archival backup of project for storage on a portable computer storage device.

### Learning Objectives

- 7.a. Recognize the importance of effective file management.

- 7.b. Identify different file management systems.
- 7.c. Practice file management techniques.
- 7.d. Organize files used in all projects.
- 7.e. Locate files associated with projects.
- 7.f. Create secure archival backups of all media projects.

**8. Distinguish between different video formats and standards.**

<i>Domain</i>	<i>Cognitive</i>	<i>Level</i>	<i>Understanding</i>	<i>Status</i>	<i>WIP</i>
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**Linked Core Abilities**

Demonstrate ability to think critically.  
Use technology effectively.

**Linked Program Outcomes**

Create media that displays a grasp of the Production Process (Pre-production, Production, Post-production).  
Synthesize media production skills including troubleshooting technical or aesthetic issues, while demonstrating problem solving skills.

**Assessment Strategies**

- 8.1. Demonstration
- 8.2. Self Assessment
- 8.3. Project
- 8.4. Guided class discussion/activity

**Criteria**

*You will know you are successful when:*

- 8.1. Learner participates in laboratory experiments with video cameras.
- 8.2. Learner participates in class discussion.
- 8.3. Learner creates a media project that incorporates video and media of various formats.
- 8.4. Learner produces a media project with specified output for a client.

**Learning Objectives**

- 8.a. Identify various formats, including standard and high definition video.
- 8.b. Choose appropriate format for media projects.
- 8.c. Create dictated output for distribution or display.

**9. Produce projects that show an understanding of continuity.**

<i>Domain</i>	<i>Psychomotor</i>	<i>Level</i>	<i>Perceiving</i>	<i>Status</i>	<i>WIP</i>
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**Linked Core Abilities**

Demonstrate ability to think critically.

**Linked Program Outcomes**

Create media that displays a grasp of the Production Process (Pre-production, Production, Post-production).  
Synthesize media production skills including troubleshooting technical or aesthetic issues, while demonstrating problem solving skills.

**Assessment Strategies**

- 9.1. Project
- 9.2. Critique
- 9.3. Guided class discussion/activity

**Criteria**

*You will know you are successful when:*

- 9.1. Learner participates in class discussion and demonstration.
- 9.2. Learner individually completes several media projects.
- 9.3. Learner participates in guided, timed assignment that uses elements of continuity.
- 9.4. Learner participates in progress report meetings with the instructor

**Learning Objectives**

- 9.a. Create edited video that does not contain unintentional jump cuts or flash frames.

- 9.b. Establish consistent points of view or direction of action.
- 9.c. Create media with consistent imagery
- 9.d. Choose audio elements, including music, that create a mood/feeling consistent with the concept.
- 9.e. Examine motivation behind editing decisions.
- 9.f. Use consistent and motivated edits.
- 9.g. Debate how and when continuity can be broken.

**10. Display an ability to consistently meet deadlines.**

*Domain Affective Level Responding Status WIP*

**Linked Core Abilities**

Demonstrate ability to value self and work ethically with others in a diverse population.  
Use effective communication skills.

**Linked Program Outcomes**

Create media that displays a grasp of the Production Process (Pre-production, Production, Post-production).  
Practice professionalism and positive relationship skills with clients, peers and supervisors.

**Assessment Strategies**

- 10.1. Project
- 10.2. Written Product
- 10.3. Essay

**Criteria**

*You will know you are successful when:*

- 10.1. Learner completes all assignments.
- 10.2. Learner individually completes all media projects with deadlines.
- 10.3. Learner reviews the course syllabus.
- 10.4. Learner meets attendance requirements.

**Learning Objectives**

- 10.a. Discuss how to effectively schedule time for projects and assignments.
- 10.b. Follow a provided production schedule.
- 10.c. Recognize the importance of meeting deadlines.
- 10.d. Complete all assignments and projects on or before the due date.