Course Syllabus
Term Summer Semester 2015

CODE number: CMM 232G

Video Production Theory and Practice

Number of ECTS 6

Contact Details for Professor Sarah Markewich

Tel: 0499 222 769 (to be used only in emergencies)
E-mail: sarah.markewich@howest.be

Office Hours: 26 May – 05 June (weekdays) from 16:00 to 17:00
• Please note that the first two weeks of the class will be taught by a mix of Sarah Markewich, Dulce Gonçalves and Muriel Grégoire. Sarah Markewich will be the main contact and responsible for grading. Students should contact Sarah Markewich with any questions or issues they have. During week three, Sarah Markewich will not be on campus but can be reached by email, phone and Skype, if necessary.

Course Time:
26 May through 5 June 2015 from 10:00 to 13:00 and 14:00 to 16:00 (please note on 5 June, the class ends at 17:00). Self-study from 8 to 12 June with final exam and paper due on 12 June 2015.

Course Prerequisites (if any):
None

Course Description
The course aims to give students an understanding of video filming and editing from both a theoretical and practical perspective from pre to post production, from idea to final product. Students will go through all the phases of video planning and production within a daily, deadline-driven, full-time two-week time frame and finish with a pilot version and follow-up concept of a journalistic report series or a promo campaign. In the third and final week of the course, outside of the classroom, students will watch specific documentaries that focus on convergence and digital disruption, research the history of video use in journalism and marketing campaigns and write a paper on their findings.
Learning Objectives

The Broad Learning Outcomes of the course

1. To acquire knowledge of Communication Studies as a science and understand and compare the academic literature of different fields of Communication studies (human, mass, organizational, intercultural, political and business communication, journalism studies, strategic communication, and media production, research and development).

2. To promote the understanding and critical reflection of occupational, regulatory, ethical, technological, political, economic, and cultural factors in communication and different media industries, and be able to assess their impact.

3. To know and be able to apply the main social science research methods in the design and execution of communication projects, independently or in a team.

4. To understand the ethical aspects of the work and the social responsibilities of professional communicators in different contexts such as interpersonal, small group and organisational communication, journalism, new media, public relations and marketing, in a comparative intercultural perspective.

5. To be highly skilled in oral and written communication and be able to successfully address diverse audiences.

6. To understand the international aspects of the communication industry.

These learning outcomes are in line with the following Discipline Learning Outcomes for the Bachelor in Communications Sciences as ratified by the NVAO: DLO 1, DLO 2, DLO 3, DLO 4, DLO 5 and DLO 8

The Specific Learning Outcomes of the course

Acquired Knowledge:

- The reporter's function and increased student awareness of the ethics and social role of media;
- The traditional and new media storytelling formats and techniques used;
- The use of the media by political actors who range from presidents to terrorists and analyses the ways in which communication strategies may be used to shape public opinion;
- Ethical principles of applying conceptual tools in researching real-life concepts.
Applying Knowledge:

- Analyze the basic structure of a given piece of expository writing and determine the goal or agenda of the writer;
- Recognize and avoid logical fallacies in written argumentation;
- Compose original essays building on the basic structures learned in previous courses in the writing sequence, but this time with an eye towards argumentation, by demonstrating their awareness of the issues involved; by distinguishing between opinion and fact; by recognizing opposing points of view and underlying assumptions; by using supporting evidence and by constructing a logical and well-reasoned paper;
- Use extended definition and cause-and-effect sequences in their writing;
- Information from research sources, along with the accurate documentation of those sources;
- Undertake in-depth analysis and written evaluation/criticism of their own work and the work of other students in the class;
- Have a reliable grasp of the design, execution, and presentation of research;
- Make an adequate choice of method to a particular research problem;
- Deal with issues of reliability, validity, interpretation and perception involved in the interpretation of evidence;
- Apply advanced Internet research skills aimed at a critical evaluation of websites and filtering of information (e.g., greater attention to site sponsorship; advanced search engine skills; use of reliable gateway sites);
- Knowledge of the use of statistics in reports, media planning, surveys and marketing;
- Construct an instrument for data collection, collect and display data, and evaluate the quality of someone else’s research;
- Apply knowledge gained in class by analyzing a research study that includes a methodology covered in the course, focusing on the strengths and weaknesses of the approach;
- Increasing ability to conceive and create original projects across various audiovisual platforms.
Judgment:

- Compose a research essay integrating information drawn from various sources into a cohesive exposition;
- Participate in academic debates;
- Draft a +/- 6 page term paper based on a balanced selection or well-chosen primary and secondary sources; chosen from a topic list provided by the instructor but open to modification by the student, on consultation with the instructor;
- Ability to employ rhetorical strategies effectively in written and oral assignments;
- Basic Journalistic skills.

Communication:

- Develop a sense of how to communicate with different stakeholders.
- Draft and present orally a properly referenced PPT presentation on a subject, incorporating appropriate visuals of various kinds;
- Advance and argue informed opinions on a given subject;
- Engage in a structured debate and with practitioners.

Attitude:

- Develop strong teamwork, networking and time management skills.
- Have trust in one’s own competence and performance, but know one’s own limitations;
- Be open but critical towards one’s own domain specific background.
COURSE CALENDAR

LESSON 1  Tuesday 26 May 2015 from 10:00 to 13:00 and 14:00 - 16:00
  • Intro to planning and assignment, group formation, brainstorm, preliminary research, draft pitch, feedback

LESSON 2  Wednesday 27 May 2015 from 10:00 to 13:00 and 14:00 - 16:00
  • Filming and interviewing for video theory and practice
    o Quiz, Pitch and feedback, Theory: shot scale, storytelling structure, pre-production documents, storyboards, synopsis, production notes, filming theory, interview techniques, research and appointments

LESSON 3  Thursday 28 May 2015 from 10:00 to 13:00 and 14:00 - 16:00
  • Continued: Filming and interviewing for video theory and practice
    o Continued: Quiz, Pitch and feedback, Theory: shot scale, storytelling structure, pre-production documents, storyboards, synopsis, production notes, filming theory, interview techniques, research and appointments

LESSON 4  Friday 29 May 2015 from 10:00 to 13:00 and 14:00 - 16:00
  • Quiz, Out in field filming and interviewing with coaching

LESSON 5  Monday 01 June 2015 from 10:00 to 13:00 and 14:00 - 16:00
  • Quiz, Out in field filming and interviewing with coaching

LESSON 6  Tuesday 02 June 2015 from 10:00 to 13:00 and 14:00 - 16:00
  • Quiz, Editing theory (workflow, organization, methods, audio, transitions, lower-thirds, credits, branding, etc…)

LESSON 7  Wednesday 03 June 2015 from 10:00 to 13:00 and 14:00 - 16:00
  • Quiz, Editing practice

LESSON 8  Thursday 04 June 2015 from 10:00 to 13:00 and 14:00 - 16:00
  • Quiz, Editing and finalization of video

LESSON 9  Friday 05 June 2015 from 10:00 to 13:00 and 14:00 - 17:00
  • Preparation of final presentation, Final presentation of concept and content to jury of peers and teachers – with feedback and self-reflection
SELF-STUDY WEEK

LESSON 10  Monday 08 June 2015
• Individual, independent out-of-class work: watching assigned documentaries, researching for and writing paper

LESSON 11  Tuesday 09 June 2015
• Individual, independent out-of-class work: watching assigned documentaries, researching for and writing paper

LESSON 12  Wednesday 10 June 2015
• Individual, independent out-of-class work: watching assigned documentaries, researching for and writing paper

LESSON 13  Thursday 11 June 2015
• Individual, independent out-of-class work: watching assigned documentaries, researching for and writing paper

LESSON 14  Friday 12 June 2015 from 11:00 to 12:30
• HAND IN PAPER AND TAKE FINAL EXAM

LESSON 15  Final Exam: PLEASE NOTE: final exam is on 12 June 2015

Course Materials

Video Production: Putting Theory into Practice
Steve Dawkins, Ian Wynd
ISBN 9781403998880

Additional Readings and Case Studies

Students will be required to read, watch and analyze different types of video-related content online.

Students will be directed to various online resources that they will be able to incorporate into some of their quizzes, research and assignments.

Videos
Students will be required to watch some videos (out of class) in relation to topics covered in class.

Course support site: Pointcarré
Course materials (syllabus, support materials, important messages, etc) will be uploaded on the Vesalius website, Pointcarré. Students are expected to visit the site regularly to keep abreast of course changes and evolutions.
Course Assessment

Students MUST BE PRESENT FOR EVERY CLASS and engaged during every lesson. They will be graded on individual and group participation. Each lesson will start with a quiz based on the previous day’s lesson and homework. They should expect two intense weeks of video theory, planning and production followed by one intense week of self-study, research and writing. Their final exam will test them on everything they are taught during the lessons and through the assignments, handbook and additional readings.

The final grade will be based on the following:

- In-class: 10%
- Daily in class quizzes based on classwork and homework: 35%
- Final video and presentation made in group: 20%
- 1500 word paper based on documentaries and research: 25%
- Final exam: 10%

The time allocation is estimated as follows:

- In-Class Participation 46 hours
- Out of class assignments and quiz review 45 hours
- Self-study week and research paper 50 hours
- Final Exam 9 hours

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as follows:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
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<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
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<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
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<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
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<tr>
<td>F</td>
<td>0-9.9</td>
<td>0-49</td>
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</tbody>
</table>
Assessment Criteria

A grade of A: Demonstrates outstanding competence. The work reflects a breadth of reading and is based on ample use of sources and displays vigorous analytical capacities; the central idea or ideas are original and distinctive, substantially developed and supported with details and illustrations. The paper is logically organized and displays careful language use: complete, clear and engaging sentences, correct and distinctive diction. There are NO errors in Standard English usage.

A grade of B: Demonstrates good competence. The central idea or ideas are original and clear; the writer shows that there is a point to be made. The central idea or ideas are developed and supported with argumentation. The work demonstrates that the student has covered the basic reading and displays good comprehension. The selection and use of sources is adequate. The research outcomes and arguments are presented in proper academic form.

A grade of C: The work displays a working ability to assemble bibliography and to use resources adequately; reasonable understanding of the core literature and an ability to attempt a scholarly interpretation and analysis of the material read, even if the analysis is incomplete. The work must be presented in a proper academic form, even if there are some flaws in the written or oral expression.

A grade of D: The work displays limited reading and incomplete knowledge, flows in the understanding, inadequate interpretation, and limited argumentation. It is presented in adequate English, but with considerable flaws in academic expression.

A grade of F: An overall mark below D indicates that not even the minimal standards defined above have been attained.

The Communication Department assesses the outcome of student learning using a variety of indicators. Generally the following principles prevail in evaluating written and oral work.

a) Written work:
All written work must conform to the academic standards of research and writing (the Writing Centre provides information and guidance on this). The following aspects are taken into consideration when assessing students' written work:

- Correct and relevant knowledge of the field.
- Understanding of the issues involved (expressed in a vigorous analysis).
- Academic writing. This includes correct use of terminology.
- Selection of relevant sources.
o Formulation of thesis statement.
o The ability to use evidence - to build arguments on the basis of the sources the students have accessed.
o The ability to discriminate between the significant and the trivial.
o Ability to develop a consistent argument.
o Logical organization of material and a clear structure of the paper.
o Independent thought: the students’ ability to assess critically the material they have used and formulate their own position on the subject of their research.
o The quality of writing: the ability to express oneself clearly and consistently, and to write fluently.
o Ability to adapt texts for specific target groups and specific platforms.

**Additional Course Policies**

**Teaching and Learning Methods**
The course will be divided between equal amounts of theoretical background information and practical exercises. Students will work in groups as planning and production teams to develop a pilot video and 5 follow-up ideas for a journalistic report series or a marketing campaign. There will be a minimum of two days of filming out in the field with coaching and the possibility to film on your own with your groups in the weekend, if necessary. The first two weeks will be intensive and will require total engagement and team work. In such a short period, it is essential for every student to participate equally to contribute fairly to the final result. Each group will finish the first two weeks with a presentation of its video and follow-up ideas as if pitching to an employer or client. There will be daily quizzes and homework assignments to help students to review and grasp the daily lessons. The third week will require commitment from the student to independent work and self-study. From watching relevant documentaries on convergence and technology disruption to researching for and writing a paper to preparing for a final exam, the student will have to complete significant tasks in a short time due at the end of the third week.
Participation
Attendance (every day) and active participation is vital to the student’s progress. Students are expected to attend classes on time and take notes. Computers and smart devices cannot be used to take notes. Only written notes will be possible. Students should bring their laptops to the first lesson as they will need it for research. Participation means attending class and actively contributing to class discussions. Students who are absent are responsible for finding out what was covered in class. Because the ability to meet deadlines is a crucial skill for all communications professionals, late in class and out of class assignments will not be accepted! As there will be several in class assignments, students will need to be present to complete them.

Research Paper Instructions
Students should write a comprehensive study on the following topic (or another topic agreed with the instructor):

- Convergence: the blurred lines between marketing / PR and journalism in the cross-media / transmedia ever-changing media landscape, with focus on the history, present state and future use of video.

Length: The extent of the paper should be minimum 1500 and maximum 2000 words per student, (using a minimum of 10 different academic peer-reviewed references, ultra-current online articles and studies and assigned documentaries, as well as an approved Style citation system).

Research Methods. During this course, students could familiarize themselves specifically with the following research methods: Content Analysis

Academic Assignments are due on:

**Quizzes at start of each lesson apart from first and last one, final video and presentation due on 05 June, final paper due and final exam on 12 June**

LATE PAPERS AND MAKE UP EXAMS WILL NOT BE ACCEPTED UNLESS THERE ARE SERIOUS LEGITIMATE REASONS; EXCUSES MUST BE GIVEN IN WRITING.

Final Exam
The final exams will cover both lecture notes and assigned textbook readings.
**Academic Integrity**
Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.