

# Introduction to Video Production Fall 2023

## - COMM135.203

### Course Information

Instructor: Alex Damarjian, PhD

Email: [adamarjian@luc.edu](mailto:adamarjian@luc.edu)

Office Hours: by appointment

Location: Meet virtually in Zoom app via Sakai (this class is synchronous). Time: Tu

4:15PM - 6:45PM

Materials: 500GB+ USB3.0 external/portable hard drive (formatted MacOS), headphones with a 1/8" mini stereo connector, 32GB SDHC Class10 memory card

### Course Description

COMM 135 is a course that aims to promote creative expression and basic competency in media production. The course will serve as an introduction to video production, sound recording and editing, as well as exposing students to various approaches to visual storytelling. The goal of the course is for the student to understand a personal aesthetic and strong production skills via an integration of theory and practice.

### Course Goals

- Learn the basics of videography and composition
- Study the essential concepts of cinematic storytelling
- Explore a variety of cinematic forms, styles and strategies
- Learn to edit video and sound
- Produce short videos

### Equipment and Material Supplies

The School of Communication provides cameras, tripods, microphones, lighting and editing equipment that can be checked out from the Equipment Room in SOC 004 (the Owl Lab). **Note:** The School does not have insurance that covers your use of the equipment; i.e. you are financially responsible for all of the equipment you use and should treat it with great care! You are welcome to use your own equipment OR equipment checked-out from the Digital Media Lab in the Info Commons, but please consult the instructor first.

# Computer Use

On occasion, software bugs, virus presence, human error and/or hardware issues can result in damaged, corrupted or deleted files. Consequently, it is your responsibility to back-up your project files during and after each use.

## Assignments, Grading, and Due Dates

**Classmate Documentary (20 points)** – For this video project, you will create a 3-5 minute documentary that provides an intimate look into the life of one of your classmates. The goal is to allow viewers to get to know them on a deeper level.

Planning:

Choose a classmate who has granted you permission to profile them. Get to know details about their background, interests, skills, and personality through interviews.

Research your subject and prepare questions to capture insightful responses about their experiences and perspectives.

Create a general outline for your video, identifying key narrative elements and locations to shoot.

**Production:**

Shoot interview footage of your subject, getting a mix of general commentary and responses to specific questions. Capture B-roll video of them in their environment.

Incorporate supplementary interviews with friends, family members, teachers, coaches, etc. who can provide additional context.

Follow video production best practices for shot composition, audio quality, lighting, etc. that we have learned in class.

**Post-Production:**

Organize your footage in editing software and assemble it into a logical narrative that depicts your subject.

Incorporate b-roll, title screens, lower thirds, and background music as necessary. Polish with color correction.

Run time should be 3-5 minutes.

Your documentary video should provide a compelling portrait of your classmate, sharing their unique story in their own voice.

Grading Rubric (15 points total)

Compositions- image quality (focus/framing/exposure), quantity & variety (scale/angle).

Editing- order, pace and sound-image relationship.

Content & Creativity- communicate mood, meaning, and a sense of story.

**The Documentary (20 points)** : For this assignment find someone to interview about race in America or the effects of COVID-19. Your interview subject can speak about their personal experiences, tell a story, describe the work done at/for an organization related to topic.

Arrange to interview the subject for 20-30 minutes. Record the interview utilizing the principles of three-point lighting, framing and mis-en-scene discussed in class. Also, be sure that the recording of your subject's voice is clean and clear by utilizing a lavalier microphone.

Create an A/V script for a short documentary utilizing the interview (or interview questions) as a backbone. Plan and shoot b-roll footage to accompany your interview.

Using Premiere Pro, edit the interview and b-roll footage into a short, 3 minute documentary. Pay attention to issues or tempo and rhythm, graphic matches or juxtapositions, and the sound-image relationships created by your edit. Your short video *must* include titles and credits, and may include text in the body of the film. You may also experiment with more video transitions and filters, but don't over-do it!

Grading Rubric (25 points total)

- Pre-production – subject, script, interview questions.
  - Videography & Lighting – composition, lighting and use of mis-en-scene.
  - Sound – interview audio, nat sound, additional sound/music, sound editing/mix.
  - Editing – titles, transitions, pacing and sound-image relationships.
  - Content & Creativity- originality, meaning and structure.
- Assigned Week 5, Footage due Week 7, Finished piece due Week 9

**The Commercial (20 points)**: You will create a 60 second commercial spot on the product of your choice. Your video must contain titles, narration, diegetic audio, music, and details on how/where to purchase the product or service. This can be totally legit or completely made up.

Decide what angle you will be taking with your commercial and how you are going to get the audience excited or curious about your product.

Grading Rubric (25 points total)

- Pre-production- planning, script, floor plan, shot design, schedule, teamwork.
- Videography- camera work, focus, exposure, color balance and compositions.

- Editing- pace, graphic editing, seamlessness, titles & credits, transitions and fx.
- Sound- clarity/fidelity, sound-image relationship, complexity, mix and transitions.
- Content- originality, coherence, narrative structure, meaning, and length.
- Assigned Week 10, Rough cut due Week 13, Finished due Week 15

## Grading Scale

93-100%	A=4.0
90-92%	A- = 3.67
87-89%	B+= 3.33
83-86%	B=3.00
80-82%	B-= 2.67
77-79%	C+= 2.33
73-76%	C=2.00
70-72%	C-=1.67
67-69%	D+=1.33
60-66%	D=1.00
0-59%	F =0

## Session Schedule

Week	Lesson	Assignment	Assignment Due
8/29	Introductions, syllabus, <b>Website creation</b> Weebly, square or wix		
9/05	<b>Script Writing</b> basics	PSA Script	
9/12	<b>Storyboarding</b> your PSA	PSA Storyboard	PSA Script
9/19	<b>Videography basics:</b> camera functions, shot types, camera movement	Shoot your PSA	PSA Storyboard
9/26	<b>Video editing and creating Titles</b>	Edit your PSA	Shoot your PSA
10/03	Watch <b>PSA Videos</b> in Class Interview skills and techniques. Students film and practice interviewing each other. How to shoot supplemental b-roll footage and edit together sequences.	B-roll and sequence footage based on a story your classmate.	Edit your PSA
10/10	Work on <b>Classmate Documentary</b> in class.	Create a rough cut of your classmate documentary	B-roll and sequence footage based on a story your classmate.
10/17	Watch <b>Classmate Documentaries</b> How to write a creative brief for a commercial	Creative brief	Classmate documentary
10/24	Script out your commercial	Write a 30 second script with dialog, action descriptions, etc.	Creative brief
10/31	Storyboard out your commercial	Create detailed storyboards showing key shots planned	Script
11/07	Filming Prep	Secure locations and props/wardrobe as needed, Schedule actors and crew members as needed  Obtain any necessary permits or releases	Storyboard
11/14	Compositing Ai Footage integration into Adobe	Shoot commercial following storyboards	Rough footage due

	Premiere	and script Capture B-roll footage as needed	
<b>11/21</b>	Thanksgiving		
<b>11/28</b>	Edit Commercial in class		
<b>12/05</b>	Watch first pass of commercials and critique	Final commercial	Rough cut of commercial
<b>12/12</b>	Finals	Final commercial	

# Policies and Expectations

**Policy on Late Work:** Late work will not be accepted. It will receive a zero. You are allowed to redo most projects.

**Policy on Absences:** Attendance is crucial. We will be covering a large amount of information and work each session. Since this is a production class over the summer, if you are to miss more than one class without a reasonable excuse (family emergency, etc.) you will receive one letter grade reduction on your final grade. Any further absences will equal a full grade reduction per missed class. It is the responsibility of the student to acquire notes or materials for any missed class.

**Redoing Projects:** You are almost always allowed to redo any project for a better grade, barring the Narrative Project. Please check with me before you do this.

## School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;

- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found At [https://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml).

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.



The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans. Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

### **Students with Learning Disabilities**

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

### **Managing Life Crises and Finding Support**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – please email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their websites at LUC.edu/dos or LUC.edu/csaa. Or you may contact them directly at 773-508-8840 and at [deanofstudents@luc.edu](mailto:deanofstudents@luc.edu).

### **Recording of Zoom Class**

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

**Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

This syllabus may be amended by the instructor at any time during the semester. Students will be informed of any changes.