

COMM 337-20E (5343)
Multimedia Commercial Production for Advertising and Public Relations

Loyola University Chicago, Spring 2014 (Tuesday 10:00-12:30)

John C.P. Goheen (Lewis Tower #910A, Office hours: Tue. 12:30–2:00, Wed. 11:00-12:30 or by appointment jgoheen@luc.edu, 312-915-8537)

Dr. Pamela Morris (Lewis Tower #904, Office hours: Mon. 5:00-6:45, Tue. 12:45-2:00 pmorris1@luc.edu, 312-915-6905)

Please email both instructors; emails will be responded to within 48 hours weekdays, allow extra time on weekends.

Course Description

This is an advanced video and advertising course designed to give students an introduction to various types of multimedia commercials as well as practical considerations of producing television spots. Students will be involved in all stages of the process from research and development of strategies, scripts and storyboards, to production and post-production of completed commercials and final presentation of finished products.

The unique course will explore the process of producing different types of multimedia commercial messages, from strategic direction and concept through development to production and post-production. To complement the process, we will critically analyze a variety of multimedia commercials.

Students will need to multi-task to complete several commercial projects and practice the process of developing and executing broadcast production, as well as learn more about technology and implications of media production, and strategy and creative development, through studying, reading, and engaging with the community and class peers.

This course session also fulfills Engaged Learning Credit under the category of Service Learning. Specifically the Public Service Announcement (PSA) project working with a non-profit organization in Chicago will fulfill the credit. Details are provided below.

Engaged Learning Requirement

To advance the mission of Loyola University Chicago to “expand knowledge in the service of humanity through learning, justice, and faith,” the Engaged Learning requirement of the Core Curriculum is designed to support the mission by embedding opportunities in courses through the many different forms of experiential learning, helping students enhance their knowledge, skills, and values. All undergraduate Loyola University Chicago students will be required to complete one three (3) credit course designated as Engaged Learning as part of the new Core Curriculum.

How is Engaged Learning Defined?

The criteria to define Engaged Learning courses are those that provide all of the following:

- A core learning experience integrated into a course that engages students in learning outside the classroom, such as in a community agency, professional organization, or in a research setting;
- Critical reflection on that experience through various assignments in class;
- Synthesis of the experience through a final project or portfolio.

What is expected in this course?

Service-learning – In this course students will complete 25+ hours of service work in the community or a community-based project connected to the content of the course. Course assignments and final projects synthesize classroom- and community-based learning. This engaged learning course offers students the opportunity to engage directly with and reflect on service and justice issues in the community.

Students will produce two videos (3 – 5 min. video and :30 or :60 commercial) that will serve a Chicago non-profit organization they have partnered with. Each student will also be required to submit a service-learning agreement, project delivery confirmation, and register online with LOCUS, as well as keep a record of their progress as indicated on the below link:

<http://luc.edu/experiential/service-learning/documentingcommunityprojects/>

Graduate Students – There will be extra components that graduate students will need to complete, details will be provided in class

Prerequisites

COMM 135 (CMUN 235) Introduction to Video Production or
COMM 211 (CMUN 250) Principles of Advertising or
Instructor Approval

Course Objectives

This course broadens the education and expertise of students majoring in Communication Studies, Advertising and Public Relations, and Video-Film Production by providing valuable, real-world-style opportunities not readily available otherwise. For many students their first production job may be working on low-budget television commercials. This course will provide vital tools in the development and production of multimedia commercials. For advertising and public relations majors, this course is an opportunity to learn the details of what goes into producing a broadcast message. For film or communication majors, this course will further introduce them to the specialized world of commercial production. This course will also provide students with a more complete portfolio, allowing them to stand out from the competition when they are seeking their first jobs in the advertising or production fields.

Learning Objectives

- Gain experience developing multimedia commercials.
- Learn to create industry standard formats and documentation for creative concepts such as storyboards, scripts, etc.
- Learn to develop ideas that match client priorities as detailed in creative briefs and to maintain these priorities beyond concepts through to production and post-production phases.
- Learn to pre-produce a television commercial.
- Understand and use common video and multimedia production terms.
- Learn to audition talent for television commercials or other broadcast messages.
- Improve teamwork and collaborative skills.
- Learn to shoot commercials in the studio and field.
- Improve efficiency in managing time, money and other resources.
- Learn to complete pre-production, production, including editing video and audio, and post-production tasks required to turn concepts into finished ads and communications that deliver intended messages.
- Learn to evaluate video messages based on production attributes, such as sound, visuals, and editing, as well as strategic intent, i.e., does the spot deliver the desired message and is it relevant to the target audience.
- Learn to present multimedia messages to secure buy-in.

Text Book

None, selected readings will be provided.

Mandatory Supplies

- “AA” batteries
- Lens cleaning tissue
- Portable hard drive (ideally 2)
- The Sony camera we are using this semester requires a Class 6 SDHC card. Sony recommends an 8 Gig card. This chart illustrates the various storage capacities for different size cards. It is **recommended each student obtain at least 160 minutes of storage** in the form of multiple cards.

Class 6 SDHC card (required)	2 GB	4 GB	8 GB	16 GB	32 GB
Fine mode (best quality)	20 min.	40 min.	80 min.	160 min.	320 min.

You may currently have a drive that does not have a connection that is compatible with the new MACs we had installed this summer. If you have a drive with a Firewire 400 or 800 connection this will not work with the new computers we had installed over the summer without a cable that adapts to fit the port on the new computers. If you are purchasing a new hard drive it is recommended it have a USB 3.0 port. If you have an older drive with only Firewire, you will need to purchase a converter cable that converts Firewire to Thunderbolt (current port on new iMacs).

The drives should meet the following specifications: Minimum USB 3.0. It works best to not have a drive that you have to plug into external AC power. Look for a drive that powers off the computer.

Minimum of 120GB (the larger, the more versatile) Minimum 5400 RPM (7200 RPM recommended, especially for video/film concentrators). There are many different brands that will serve you will. Some brands to consider would be Toshiba, Maxtor, Seagate, Western Digital, and Lacie.

Method of instruction

The primary design of this course will be lecture, group discussion and individual participation. Homework assignments will require students to execute the basic fundamentals being taught in the classroom. This course will be jointly taught by professors John Goheen and Pamela Morris.

John C.P. Goheen has worked in the broadcast industry for 30 years. At Loyola, he teaches introductory and advanced video/film production classes encompassing the full range of tasks involved in producing multimedia, from conception and shooting to post-production. He remains an active filmmaker, shooting and producing a variety of projects throughout the year.

Dr. Morris worked for nearly 20 years in the advertising industry. In 2004, after returning to school, she earned her PhD in Mass Communications from Syracuse University. Having managed accounts such as California Milk Advisory Board, Kellogg's, Mattel Toys, and Universal Studios Tour, Dr. Morris brings significant advertising industry experience to the classroom.

Building a good foundation is critical to success and a clear understanding of basic standards is essential before advancing to the next level. Students will primarily work in pairs/threes. Working as a team, students are expected to share what they know with one another in order to reach a common goal of successfully completing each assignment.

Everyone's work will be evaluated and critiqued during class. Students will be asked to participate in the process of critiquing each other's work. They should never take constructive criticism personally, understanding that learning is a life-long process.

Hands-on training is where each student develops the physical and mental skills necessary to perform each task successfully. This may require some students to put in more time and effort to be successful. Students who may have more knowledge, skill and a willingness to help those with less natural skill or experience should reach out to others.

Course Component Specifics

Students will be given multiple homework assignments to be completed outside the normal scheduled classroom. While some of these are individual, such as reading, many of these assignments will be conducted working with assigned partners. Students should do their best to coordinate times to work on each project at the same time.

Group Participation

As assignments will involve working in teams, this will require each individual to be responsible to their teammate for meeting deadlines, be it to shoot an assignment or to edit an assignment. It's expected that these assignments are to be completed as a team. Inevitably, there are always individuals who show up late or not at all, and yet they expect the others in the group to "carry" the load for them. When this occurs and is brought to the instructors' attention, there will be a one-grade reduction for that assignment to the individual responsible for letting their team down. If this occurs on more than one occasion, a failing grade will be awarded to the student for that assignment.

Class Participation

An overall grade for class participation will be given and will consider how actively involved students are in all class discussions and work. Participation is always valued and is expected of all students.

Attendance – Regular and on time attendance is essential for the educational process to work. Loyola University Chicago expects all students to attend every scheduled class on time. Exceptions may be made for University sponsored or work related activities, illness, or valid emergency situations.

You should make every effort to inform us ASAP of any absence. If you know of a conflict with a school program outside this class, please don't wait to inform us at the last minute. You will not be allowed to make up any in-class work on a day you are absent unless it is an excused absence. Remember, we are in the School of Communication. . . so please make an effort to communicate. More than two unexcused absences will automatically result in a lower attendance grade.

Meeting Deadlines – Deadlines for all projects are firm. Any work turned in after the designated deadline will receive a one letter grade reduction for each week it is late, even if by one day.

Special Needs – Please give us written notice in the first week of class about any medical or other conditions that may interfere with your individual performance. Documentation may be required. Information about Services for Students with Disabilities (SSWD) can be found at <http://www.luc.edu/sswd/index.shtml>

Wellness Center – Students are urged to contact the Wellness Center for any physical or mental health issues. Please visit <http://www.luc.edu/wellness/> if you have issues or concerns about you or someone you know.

Spelling & Grammar – All assignments must be typed (unless otherwise directed) and free of spelling and grammatical errors. Allow time for proofreading, editing and revision. Also remember that your computer's spell check program doesn't

catch everything. As a student in a communications college, you have a responsibility to pay close attention to spelling and grammar. If your work contains blatant spelling or grammar errors, expect a deduction off your grade.

Classroom Rules of Conduct

Please turn off cell phones and other electronic devices before entering class.

You will not need a personal laptop for this course, so please do not bring it to class unless you use it to edit on. Once class has started, do not sign onto a classroom computer unless instructed to do so. Non-compliance will have a negative impact on your participation grade. Be respectful of other people’s opinion in discussions. We can disagree without disrespecting each other.

No napping or sleeping – it is disrespectful to other students. Do not leave class early. If you foresee that you will not be able to stay the whole class, please let us know beforehand. Any questions or concerns, let us know as soon as possible.

Major Course Projects

Core assignments planned for the class are outlined below. Details for each will be given closer to the assignment and assignments may change depending on the needs, pace, and opportunities that may arise during the semester.

1. Commercial Re-creation – Select one of the spots provided and recreate it based on assignment parameters.
2. Non-profit video and PSA – Find a Chicago non-profit; develop a 3-5 minute video and :30 or :60 spot that the organization can use for awareness/fundraising and post on their website. The project will be assigned on the first day of class. Client will need to be involved and complete forms. Students will be required to submit weekly project summaries including activities, reflections and time put toward project.
3. Green Screen Video Invitation – Find a student or other campus organization or event, create a broadcast :30 or :60 invitation to the organization/event using stock footage and green screen technique, post on the Internet.
4. Contest Assignment – Following contest rules, including specific spot length, create a commercial.
5. Viral Video – Select a topic and develop a creative way to promote it with a spot (length TBD) that will go viral.

You will need to present each stage of your projects in front of the class as if in client presentations. These presentations will be considered serious and points will be earned from them, so you must dress and act the part. You will also need to submit a 1-page business style memo selling your final piece.

Grading Components

The following are the major areas by which each assignment will be reviewed and graded:

- Creative brief/copy platform – Is the plan well thought out?
- Concepts – Are they creative, deliver the intended message, and relevant to the target audience?
- Script and storyboard – Are these prepared in the proper format and good in details?
- Camera work.
- Editing work.
- Presentation of fine cut and finished piece – Content and presentations will be evaluated.
- Memo supporting and selling finished piece – Are memos professional and use branding and TV language?

The grading policy is subject to some change during the semester, but it will be based upon these guidelines:

Grading Plan	Passing	Non-Passing	Numerical Value
20% In-class assignments, fine cut presentations, participation	A 4.00 B- 2.67	D+ 1.33	95-100% = A 77-79% = C
15% Quizzes	A- 3.67 C+ 2.33	D 1.00	92-94% = A- 74-76% = C-
30% Assignments (#1, #3, #4, #5, and P. Harvey video for grad students)	B+ 3.33 C 2.00	D- .67	89-91% = B+ 71-73% = D+
<u>35%</u> Non-profit Project (Assignment #2)	B 3.00 C- 1.67		86-88% = B 68-70% = D
100%			83-85% = B- 65-67% = D- 80-82% = C+ 65% > = F

Plagiarism and Academic Integrity

Any use in whole or in part of another person’s work or ideas constitutes plagiarism and will result in an automatic failure in this course. Details of the SOC policy on this issue will be given to students and they are expected to understand and follow the policy. Students should always ask questions if they are not sure about the policy rather than risking a failing grade. The policy can also be found here: <http://www.luc.edu/soc/Policy.shtml>. Remember, integrity is one of the most important traits for success. You control your own honor and integrity.

Equipment Use

Loyola University Chicago prides itself on providing state-of-the-art equipment for its students to learn the craft of visual story telling.

The SOC provides cameras, tripods, microphones, lighting and editing equipment that can be checked out from the Equipment Room SOC 004.

This equipment passes through the hands of many students and in order to assure that the equipment remains in good working order, treat it like your own. **You** are financially responsible for all the equipment you use and should treat it with great care. This kind of equipment is not indestructible and it is susceptible to various environmental situations such as dirt, dust, rain, snow, water, and heat.

Caution should be taken when transporting all equipment as this equipment is fragile and can easily be damaged. Be aware of your environment and where you are at all times. This type of equipment is popular with thieves and can easily be pilfered if you are not paying attention. Do not rely on your lab partners to be the one responsible for “watching” the equipment. In the event something should happen, everyone in the group will be considered a responsible party.

Do not leave equipment in a parked vehicle where it can easily be stolen from the backseat. If you do have to leave equipment in your car, do so by placing it in the trunk. But again, as a reminder, do not let the equipment roll around.

You may use your own equipment, but first clear this with the instructors before any assignment.

School of Communication – Production Facilities Water Tower Campus SOC 51 E. Pearson
Audio and Visual Production Coordinator – Andi Pacheco 312-915-8830 or apacheco@luc.edu

Facility and Equipment Rules

- Schedule all equipment use through Andi Pacheco. When individuals request use of the equipment outside of class time, the request should be made 5 working days in advance of the desired time. Andi will schedule requests for equipment and facilities in person, by phone, or by email. Do not assume equipment is reserved unless you have a confirmation from Andi. Equipment and use of facilities are available on a first come first serve basis anytime they are not being used for classes.
- Whenever possible, students should telephone Andi well in advance of their scheduled equipment pick-up or facility appointment should they anticipate a problem in arriving at the scheduled meeting time. Anyone more than 15 minutes late for equipment pick-up may forfeit the use of the equipment at that time. Students who are repeatedly delinquent may lose their equipment privileges.
- Audio and video equipment is checked out on a 24 hour basis during the week and Friday to Monday on weekends. Equipment must be signed out in room SOC 004 with authorized personnel. Students will be responsible for returning equipment and materials within 24 hours and in their original condition. Students must report immediately any damage or theft of equipment. Failure to do so may result in a suspension or loss of equipment privileges.
- Students may bring additional crew members, if needed, to the lab for production.
- There is no smoking in any lab space. No eating or drinking at any work/edit station.
- Students are responsible for careful handling of all equipment, and for abiding by all rules and regulations governing the use of the facility.

Suggestions for Success

<ul style="list-style-type: none">• Treat the class like a job• Show up on time• Come to class prepared• Pay attention and take good notes• Do the work• Stay for the entire class period• Be fully engaged in class	<ul style="list-style-type: none">• Don't be afraid to ask for help• Be resourceful• Take the initiative to learn and succeed• Communicate• Make no excuses• Don't wait until the last minute to do the assignment
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COMM 337 Spring 2014 Tentative Schedule*

Wk	Date	Topics and Activities/Assignments Discussed/DUE
1	Jan 14	<ul style="list-style-type: none"> - Introductions, course overview schedule, expectations, grading. - Review partner process, fast-track pace, multi-tasking, and spirit of cooperation requirement. - Discussion on making unique videos/commercials – screen episode of <i>The Pitch</i>. - What goes into producing a multimedia commercial? Review production process, creative brief, script, storyboard formats, client approvals. Review PSA goals. - Discuss/assign groups. - <u>Introduce Commercial Re-creation Assignment.</u> - <u>Introduce Non-Profit Assignment (2 parts: 3-5 minute video and :30 or :60 PSA commercial).</u> - <u>Introduce Graduate Students' Viral Video Report and Presentation Assignment.</u> - <u>Introduce Graduate Students' Paul Harvey Video Assignment.</u> - Camera demonstration. - Provide handouts, <i>Creativity, Branding, Strategy</i>, to read and be prepared to discuss 1/21.
2	Jan 21	<ul style="list-style-type: none"> - Quiz – Camera. - What is creativity and branding? Discussion (handouts). - Creative brief (<i>Strategy</i> handout) and memo writing workshop. - Due – Non-profit client. - Provide <i>Television</i>, handout to read and be prepared to discuss 1/28.
3	Jan 28	<ul style="list-style-type: none"> - Quiz – Creativity, branding, strategy. - Due/present – Commercial Re-creation creative brief. - Due/present - Non-profit client completed/signed client contract. - Discussion of television advertising terms/ techniques: purpose, process, and persuasive devices, strengths/weaknesses, storyboard/script format (<i>Television</i> handout). - Talent discussion. - Skills to create commercials: camera operation, sound, lighting, writing, editing. Show examples. - <u>Introduce Green Screen Video Invite Assignment – LUC org./event video invite for internet.</u>
4	Feb 4	<ul style="list-style-type: none"> - Quiz – Television. - Due/present – Commercial Re-creation storyboard/script and talent details. - Due/present - Non-profit client video/commercial creative brief. - Green screen demo.
5	Feb 11	<ul style="list-style-type: none"> - Due/present – Commercial Re-creation fine cut. - Due/present – Green Screen Video Invite creative brief. - Due – Graduate students' Paul Harvey video script/storyboard. - <u>Introduce Contest Commercial Assignment.</u>
6	Feb 18	<ul style="list-style-type: none"> - Due/present – Commercial Re-creation final cut and memo. - Due/present - Green Screen Video Invite storyboard/script.
7	Feb 25	<ul style="list-style-type: none"> - Due/present - Green Screen Video Invite fine cut. - Due/present – Non-profit 3-5 min. video and :30 or :60 PSA storyboard/script. - Due/present – Contest Commercial creative brief.
8	March 4	NO CLASS – Spring Break
9	March 11	<ul style="list-style-type: none"> - Due/present – Green Screen Video Invite final cut and memo. - Due/present – Contest Commercial storyboard/script. - Due/present – Graduate students' viral video report and presentation. - Due/present – Graduate students' Paul Harvey video fine cut. - <u>Introduce Viral Video Assignment.</u>
10	March 18	<ul style="list-style-type: none"> - Due/present – Non-profit 3-5 minute video and :30 or :60 PSA fine cut. - Due/present – Contest Commercial fine cut. - Due/present – Viral Video creative brief.
11	March 25	<ul style="list-style-type: none"> - Due/present – Non-profit 3-5 minute video and :30 or :60 PSA final cut, memo. - Due/present – Graduate students' Paul Harvey video final cut.
12	April 1	<ul style="list-style-type: none"> - Due – Non-profit 3-5 minute video and :30 or :60 PSA proof of delivery from client. - Contest Commercial final cut and memo. - Due/present – Viral Video storyboard/script.
13	April 8	- Edit viral video.
14	April 15	- Due/present – Viral Video fine cut.
15	April 22	- Due/present – Viral Video final cut and memo. Critique and suggestions for improvement offered. If students have completed projects they will be offered additional time to be turned in 4/29.
16	April 29	- Due – Viral Video final cut improvements if approved by instructors.

*Schedule may change based on class interests, understanding, needs, and unforeseen events.