



COURSE OUTLINE

CMN 142

Course Number

Intermediate TV Production

Course Title

3
Credits

2/2
Studio or Lecture Hours

Catalog description:

Production of programming with complete formats such as news, interviews, music, drama, and fashion. Students plan, produce, write, and direct 15-minute interview/demonstration programs.

Prerequisites: CMN141 with a minimum C Grade

Co-requisites: none

Required texts/other materials:

Medoff, N., Tanquary T. (2002) Portable Video ENG and EFP, New York: Elsevier/Focal Press.
Schell, Jeff, Premiere Pro 2.0: Hands-on Training

Last revised: 2008

Course coordinator: Prof. Barry Levy, Coordinator, Television Program
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Additional Resources:

Bolante, Antony. (2004) Premiere Pro for Windows: Visual QuickPro Guide. New York Peachpit Press.

Millerson, G., (1987) Video Production Handbook New York: Focal Press.

Rosenberg, J. (2004) Premiere Pro Studio Techniques, New York: PeachPit Press.

Zettl, Herbert. (2004) Video Basics 4, Belmont: Wadsworth.

Course goals:

The student will be able to:

- Define and describe basic theory, techniques and procedures of field production.
- Demonstrate practical working knowledge of field production equipment.
- List current practices, problems and opportunities within the television industry, specifically within EFP, ENG and post-production.
- Define and describe basic theory, techniques and procedures of post-production.
- Demonstrate practical working knowledge of post-production software & equipment.

Units of study in detail.

Unit I Introduction to Post Production

The student will be able to:

1. Review the history of television and post production
2. Define and explain in their own words common terms associated with the television and post-production.
3. List and describe the importance of an efficient file saving protocol.
4. Demonstrate how to move/save files in a networked computer environment.
5. List the differences between a studio production and field production.
6. Describe the roles and responsibilities of individuals in a post-production environment.
7. List the evolution of technology utilized in post-production.
8. Describe the post- production process
9. List current post-production software that is utilized in a professional environment.
10. Explain in his/her own words potential career opportunities in post or field production.

Unit II: Editing (Post Production)

The student will be able to:

1. Explain in his / her words the importance of quality post-production.
2. Identify and comprehend key words associated with post-production.
3. Describe the importance of match action editing.
4. List the rationale for creating mental maps for each shot.
5. Describe the importance of continuity in post-production.
6. Describe the concepts of post-production composition.
7. Demonstrate how to properly utilize the current post-production software.
8. Demonstrate how to digitally capture audio and visual media.
9. Demonstrate how to render and export a finished post production
10. Explain in his/her words the importance of graphics, animation, and audio in post-production.

Unit III: EFP Production (Field camera)

The student will be able to:

1. Recall safety procedures for field equipment
2. Explain in his / her words the basic concepts associated with field production specific to the camera.
3. Describe the concepts of proper image composition.
4. Demonstrate how to properly use the tripod.
5. Demonstrate how to pan the camera.
6. Demonstrate how to zoom the camera.
7. Demonstrate how to tilt the camera.
8. Demonstrate how to focus the camera
9. Demonstrate how to white balance the field camera.
10. Demonstrate how to properly frame an interview subject.
11. Demonstrate how to properly interview a subject.

Unit IV: Pre-Production

The student will be able to:

1. Identify the value of quality pre-production.
2. Demonstrate how to create and read a storyboard.
3. Demonstrate how to write/read a production script.
4. Describe the roles of producer, director, and editor in the pre-production process.
5. Compare and contrast high quality pre-production vs. low quality pre-production.
6. Write several field productions.

Unit V: Audio

The student will be able to:

1. Define and describe in his/her words terms associated with field audio production.
2. Describe and demonstrate how and when to use a lavalier microphone.
3. Describe and demonstrate how and when to use a shotgun microphone.
4. Describe and demonstrate how and when to use a handheld microphone.
5. Differentiate between quality and good quality/poor quality audio production.
6. Identify and describe how to use an XLR cable.
7. List the different types of audio cables and plugs.
8. Demonstrate how to record audio for a various types of field productions.
9. Demonstrate how to edit audio for various types of field productions.

Unit VI: Lighting

The student will be able to:

1. Recall safety procedures for field lighting.
2. List and describe effective field lighting.
3. Demonstrate how to position field lights effectively.
4. Describe the basics of a waveform monitor and vectorscope.
5. Differentiate between a well-lit shot and a poorly lit shot.
6. Describe how to create natural looking light.

Evaluation of student learning:

Method of Evaluation	% of Grade
Projects (News Package, Graphics commercial, Match Action, Professional Interview)	30%
Ability to demonstrate practical working knowledge of the various pieces of field equipment and post production software (In Class Exercises)	20%
Journal entry (A weekly in depth review of a professionally edited show that is broadcast on television.)	10%
Final Project: Writing, producing, shooting and editing an original professional client based commercial.	30%
Participation, Attendance, Homework assignments, personal growth	10%

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).