



COURSE OUTLINE

CMN 241

Course Number

Applied Field Production for Video

Course Title

3

Credits

2 Lecture/2 Laboratory

Lecture/Laboratory Hours

15 Weeks

Course Length

Catalog description:

Develops practical skills and knowledge of video production while executing a project for a community client in a professional atmosphere. Pre-production, production, and post-production activities center around the realities of client expectations, professional deadlines, and working together as one production unit. Advanced post-production techniques are implemented utilizing professional-level software and applications.

Prerequisites: CMN141, CMN142, CMN143 with minimum C Grades

Co-requisites: None

Required texts/other materials: Reference Division Text List

Last revised: 2007

Course coordinator:

Prof. Barry Levy, Coordinator, Television Program
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Course goals:

The student will be able to:

- Complete a professional video production for an outside community client (approximately 30-minute length).
- Summarize the value of teamwork in video production.
- Assess and evaluate media from all aspects of video production (pre-production, production, and post-production).
- Demonstrate practical working knowledge of a advanced Non Linear Editing platform (Avid).
- Describe in their own words the value of meeting client deadlines and expectations.
- Assess the overall quality of a video production.
- Illustrate the relationship between quality pre-production planning and final production output.
- Identify current and future employment opportunities in video production in various forms of the industry including, but not limited to, multimedia, distance learning, education, web design, and high definition.

Units of study in detail.

Unit I: Advanced Editing (Post Production)

The student will be able to:

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

Unit II: Introduction to Professional Client (Pre-Production)

The student will be able to:

1. Recall and implement pre-production principles to create post-production.
2. Create goals and objectives for finished video production.
3. Identify potential hurdles for video production.
4. Identify target audience for video production.
5. Create a working relationship with an outside client.
6. Summarize their creative vision and present to client.
7. Discuss and debate concepts with client.
8. Recommend solutions to client.
9. Debate and discuss concepts with peers.
10. Design a quality shooting script.
11. Present and defend shooting script to client.
12. Rewrite the shooting script after client revisions.
13. Create an effective shooting schedule.

Unit III: Production

The student will be able to:

1. Recall and implement production principles to create effective video productions.
2. Evaluate proper image composition.
3. Demonstrate how to direct a field production.
4. Demonstrate how to be part of a crew for a field production.
5. Demonstrate how to record audio for a field production.
6. Demonstrate how to work within a team for a field production.
7. Demonstrate how to work with on-screen talent for a field production.
8. Compare and contrast differing video angles for desired shots.
9. Develop effective shooting schedule with peers.
10. Design and formulate a production plan to unite class towards one end goal.
11. Integrate practical working knowledge of proper EFP practices and theories to create production.
12. State the rationale for effective logging of all recorded camera footage.
13. Summarize three point field lighting techniques.
14. Compare and contrast lighting quality on location.
15. Evaluate and choose required microphones for field productions.
16. Evaluate recorded image quality.

Unit IV: Graphics Fonts & Backgrounds

The student will be able to:

1. Distinguish between quality fonts and difficult-to-read fonts.
2. Identify broadcast-safe colors.
3. Design broadcast-quality lower-third graphics.
4. Select fonts for dissemination of information for final video production.
5. Create effective graphics for final video production.
6. Select appropriate graphics for final video production.
7. Select broadcast-quality backgrounds for final video production.

Unit V: Sound

The student will be able to:

1. Identify proper microphone to utilize for field productions.
2. Combine various forms of audio (Natural Sound, Voiceover, SFX, Ambient noise) for final production.
3. Evaluate and edit audio for final video production.
4. Select effective background music for final video production.

Unit VI: Post-Production

The student will be able to:

1. Analyze and evaluate various forms of production (sound, video, graphics, and on screen performances).
2. Demonstrate practical working knowledge of a non-linear editing platform.
3. Recall and implement editing and post production principles to create effective video productions.
4. Evaluate and implement effective graphics, images and fonts to present information on video production.
5. Arrange sound and video into logical informational chunks.
6. Discuss post-production problems with peers.
7. Develop post-production solutions working with peers.
8. Evaluate and assess final video production to present to client.

Evaluation of student learning:

Method of Evaluation	% of Grade
Avid Editing Project	10%
Pre-Production evaluation	20%
Production Evaluation	20%
Final Project Evaluation	35%
In class participation, growth, client relationship, journal entries	15%

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).