



IUPUI

**SCHOOL OF INFORMATICS  
AND COMPUTING**

DEPARTMENT OF HUMAN-CENTERED COMPUTING  
Indiana University-Purdue University  
Indianapolis

**NEWM N253  
Introduction to Digital Video  
Department of Human Centered Computing  
Indiana University School of Informatics and Computing, Indianapolis  
Spring 2022**

*Section No.:* 21073      *Credit Hours:* 3  
*Time:* Mondays, 12 p.m.-2:40 p.m.  
*Location:* IT255  
*First Class:* Jan. 10, 2022

*Instructor:* John King, M.S., Lecturer, Media Arts and Science  
*Office Hours:* TBA and by appointment.  
*Office:* IT420H  
*Phone:* (317) 278-4145 (Canvas e-mail strongly preferred – I’m rarely at my desk, but often at a computer)  
*E-mail:* Canvas e-mail only

**COURSE DESCRIPTION**

Introduction to video production techniques for digital media. Hardware, software, and technique are explored through lecture and projects. All phases of video production are addressed, from pre-production through production to post-production with a focus on the digital media aspects.

**Student Learning Outcomes:** <sup>[L]</sup><sub>[SEP]</sub>

Through completion of this course, students will:	RBT*	IUPUI+	PLOs	Assessment
<b>Technique</b>				
Develop a working knowledge of the video signal, camera operation, lighting techniques, audio recording, interview techniques, and basic visual composition and conventions.	1, 2	P2.3	1, 5	<b>Final Project, Quizzes, Midterm Exam</b>
Create and develop story ideas, planning, scripting, scheduling,	6	P1.4, P3.2	2, 6, 7	<b>Final Project</b>

and delivery requirements.				
Develop various production skills: camera handling, framing, lighting, interview techniques, sound recording, and shooting for coverage.	1, 2	P2.4, P3.2	2, 6, 7	Final Project
Develop effective editing techniques including A-rolling story structure, B-rolling coverage, voiceover, editing and creating graphics.	6	P1.4, P2.3, P3.2	2, 5, 6, 7	Glass Blowing Project (Editing), Final Project
Produce exported final video to specific media formats suitable for uploading to video hosting web sites.	2, 5	P2.4	6	Glass Blowing Project (Editing), Final Project
<b>Aesthetics</b>				
Execute objectives with the tools of film production (camera, lights and grip)	3	P1.4, P3.2	2, 6	Final Project
Create scenes with the techniques of film production (Photography, lighting, editing, sound) at a rudimentary level	6	P1.4, P3.2	2, 6, 7	Final Project
<b>Meaning</b>				
Apply the theory and current practices involved in successfully planning, shooting, editing and delivering a complex digital video project.	3, 6	P3.2	2, 6, 7	Final Project

Analyze video in terms of effective delivery of information through successful production and post-production techniques.	3, 6	P2.3	1, 5	Glass Blowing Project (Editing), Final Project
<b>Professional Practice</b>				
Participate as a member and/or leader of a video production team.	3, 6	P2.2, P3.2	2, 3	Final Project

\*RBT: Revised Bloom's Taxonomy: 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Creating

<i>Media Arts and Science B.S. Program-level Learning Outcomes (PLOs)</i>	<i>†Profiles of Learning for Undergraduate Success (PLUS, IUPUI+)</i>
1. Understand digital media and its effective use as a form of communication.	<b>P1.1 Communicator</b> – Evaluates Information
2. Communicate ideas effectively in written, oral, and visual form to a range of audiences.	<b>P1.4 Communicator</b> – Conveys Ideas Effectively <b>P1.2 Communicator</b> – Listen Actively* <b>P3.2 Innovator</b> – Creates/Designs**
3. Work effectively as a member of a team to achieve a common goal.	<b>P2.2 Problem Solver</b> – Collaborates <b>P1.3 Communicator</b> – Builds Relationships*
4. Analyze a problem, identify and evaluate alternatives, and plan an appropriate solution.	<b>P2.1 Problem Solver</b> – Thinks Critically <b>P3.1 Innovator</b> – Investigates*
5. Evaluate media from multiple perspectives using the theories, concepts, and language of digital media with an appreciation for the history, theory, and traditions of digital media.	<b>P2.3 Problem Solver</b> – Analyzes, Synthesizes, and Evaluates
6. Demonstrate mastery of the concepts, techniques, and tools in one or more digital media specialties.	<b>P2.4 Problem Solver</b> – Perseveres <b>P3.2 Innovator</b> – Creates/Designs*
7. Develop professional quality digital media productions by promptly applying knowledge and skills including best practices and standards.	<b>P3.2 Innovator</b> – Creates/Designs <b>P3.3 Innovator</b> – Confronts Challenges*

8. Explain the impact of digital media on individuals, organizations, and society.	<b>P4.4 Community Contributor</b> – Anticipates Consequences <b>P4.1 Community Contributor</b> – Builds Community*
9. Acknowledge diverse opinions regarding professional, ethical, legal, and social issues with a global perspective.	<b>P4.3 Community Contributor</b> – Behaves Ethically <b>P4.2 Community Contributor</b> – Respectfully Engages Own and Other Cultures*
10. Plan for continuing professional development with an appreciation of the need for lifelong learning.	<b>P3.4 Innovator</b> – Makes Decisions

**Required Textbooks:**

Title: Digital Filmmaking for Beginners: A Practical Guide to Video Production  
 Authors: Michael K. Hughes  
 Edition: 2012 edition  
 Publisher: McGraw-Hill Companies  
 Book site: <https://www.mcgraw-hill.com.au/html/9780071791366.html>  
 ISBN: ISBN10: 0071791361, ISBN13: 9780071791366.  
 Available at IUPUI student bookstore and on Amazon.com: <http://www.amazon.com/Digital-Filmmaking-Beginners-Practical-Production/dp/0071791361/>

Title: How To Shoot Video That Doesn't Suck  
 Authors: Steve Stockman  
 Edition: 2011 edition  
 Publisher: Workman  
 Book site: <http://workman.com/products/9780761163237/>  
 ISBN: ISBN-10: 0761163239, ISBN-13: 978-0761163237  
 Available at IUPUI student bookstore and on Amazon.com: <http://www.amazon.com/Shoot-Video-That-Doesnt-Suck/dp/0761163239>

**Required Software and Other Materials:**

- Pen and paper for taking notes and completing in-class tasks as assigned.
- Storyboard materials (more on this later).
- Access to Microsoft Office, QuickTime (IUPUI provides via iuware.)
- Access to LinkedIn Learning tutorials through IUPUI.
- Access to DaVinci Resolve — This post-production software is free to download and use on either Mac or PC. Download here: <https://www.blackmagicdesign.com/support/>
- DaVinci Resolve should be installed in our classroom, and you can work in this lab after hours or on weekends without having to run the software on your own machine. You will need your own external hard drive in order to do this. More info on that will follow.
- DaVinci Resolve keyboard cover. This is a keyboard skin that shows all the Resolve keyboard shortcuts, which will be tremendously helpful as you're learning to use the software. These can be purchased online – simply search Amazon for the above.
- Internet connection for accessing Canvas, E-mail, and LinkedIn Learning tutorials (provided to students through university)
- Headphones or ear buds for use ONLY when editing projects, not for tuning out class.

Lastly, but perhaps most importantly, you need a **USB Hard Drive (specs: at least 500 GB, 5400 rpm, USB 3.0)**.

- This is **NOT** a thumb drive. Don't try to do this class with just a thumb drive. They're not fast enough to store and handle the project files you'll be creating.
- Same with Cloud storage. Not the same thing. You need an external hard drive to work with video. Don't try to use Cloud storage except to share footage NOT to edit off the Cloud.
- This external hard drive will be used to store and transport digital projects. If you don't own one, get one. You will use it in multiple classes, not just this one.
- You need a drive that is formatted to ExFAT. This means you can transfer large files like the ones we will create in this class and move your files from Mac to PC if needed. We can help you do this. Takes about a minute with a blank drive.
- If you already own a hard drive that you plan to use for this class, then you need to make sure it's formatted to ExFAT. If you don't know how to format it, don't worry. I'll show you how in class. However...please note...
- **Reformatting your hard drive to ExFAT erases all the information on the disk**, so don't bring in a hard drive with tons of personal or academic stuff saved on it and not backed up anywhere else, or you'll have to copy everything off before you can re-format, and that always takes forever.
- Don't ask for formatting help until you've ensured your drive is blank or completely backed up elsewhere.

Two tiers of hard drives are eligible for this class:

1) A "G-Drive" like this:

[https://www.amazon.com/SanDisk-Professional-G-DRIVE-Enterprise-Class-SDPH51J-004T-NBAAD/dp/B098SBSKNG/ref=sr\\_1\\_5?crid=DNITIVBFZO0V&keywords=g+drive+4tb&qid=1641660990&prefix=g+drive+4+tb%2Caps%2C116&sr=8-5](https://www.amazon.com/SanDisk-Professional-G-DRIVE-Enterprise-Class-SDPH51J-004T-NBAAD/dp/B098SBSKNG/ref=sr_1_5?crid=DNITIVBFZO0V&keywords=g+drive+4tb&qid=1641660990&prefix=g+drive+4+tb%2Caps%2C116&sr=8-5)

This type of hard drive is required if you plan to take other video classes in the program. Do not think of it as \$300+ for a hard drive for one class. Think of it as \$300 for the only hard drive you will need for the four years you're in the MAS program. Although it's a big chunk up front, it's a powerful investment in your toolkit.

2) A wallet-sized pocket drive like this:

[https://www.amazon.com/Western-Digital-Elements-Portable-External/dp/B0713WPGLL/ref=sr\\_1\\_3?crid=15YZD2EI9N9Q6&keywords=4tb%2Bexternal%2Bharddrive&qid=1641661178&prefix=4%2Btb%2Bexternal%2Bharddrive%2Caps%2C74&sr=8-3&th=1](https://www.amazon.com/Western-Digital-Elements-Portable-External/dp/B0713WPGLL/ref=sr_1_3?crid=15YZD2EI9N9Q6&keywords=4tb%2Bexternal%2Bharddrive&qid=1641661178&prefix=4%2Btb%2Bexternal%2Bharddrive%2Caps%2C74&sr=8-3&th=1)

This type of hard drive is for people who are only planning to take this one video course. It is a cost-effective solution and provides the storage you need (though it is not as fast or versatile, you can get by). This type is popular among non-majors and folks exploring what our program offers.

If you are unsure whether you'll take more video classes, you can choose which drive is right for you. Just know that if you end up taking more video classes, MAS video faculty are going to require you to get a G-Drive later.

#### **Optional, but very helpful materials:**

- Reflector/bounce card. White posterboard is fine – you'll likely need this to reflect light if you shoot outdoors.

- Gels for lights. We have some, but not many — check with local shops such as Roberts Camera (<https://robertscamera.com>) or Hammer Lighting and Grip (<http://hammergrip.tv>), or go online search for gels for lighting.
- Diffusion sheets for lights. We have some, but not many — same as above.
- Spare 16GB SD memory card for camera
- Work gloves for handling lights

### **Equipment You Can Check Out:**

You are required to shoot live-action video in a team setting for this class. You will have access to the following equipment for checkout, but quantities are limited, so reserve what you need in advance:

- JVC GY-HM100U or GY-HM150U high-definition digital video camera with 16GB memory card
- Tripod and sandbags for stability
- Microphone(s) – lapel, handheld, and boom
- Boom pole(s)
- XLR Cables (needed whenever you check out a microphone)
- Light kits (Lowell Pro preferred, though Lowell DP and other kits may be available)
- Reflectors, gels, and diffusion (Note: We don't have tons. Depending on the effect you want or the situation in which you're shooting, you may need to purchase your own supplies at local camera shops such as Roberts, or you can go online.)

### **Instructions for Checking out Equipment:**

- Checkout hours and other info are posted here: <http://soic.iupui.edu/technology>.
- Check available equipment at: <http://informatics.iupui.edu/technology/equipment>.
- Review equipment policies at: <http://informatics.iupui.edu/technology/policies/equipment.html>.
- For pickup, go to Room IT259 (next to the stairwell in the NW corner of the building). Hours will be posted on the door as well as on Canvas under Announcements.
- For team projects, appoint one member of the team responsible for the pick-up and drop-off of the equipment. This keeps things organized and ensures someone is accountable.
- **Make your equipment reservations at least 24 hours in advance.** Do not wait until the last minute to try to reserve a camera.
- Plan shooting schedules and pick up equipment **ahead of time** to ensure availability.

**Personal Cameras:** Use of personal video cameras is discouraged, but not prohibited. If you have a camera you want to use, check with your instructor about your camera to see if it is appropriate for class use (no phone cameras or cheap old school cameras in obsolete formats). Note: You understand that the instructor is not an expert with all makes and models of video cameras on the market, nor is he responsible for tech support with your property, nor is he responsible for any damage that might occur when you insist on using your own property instead of the school's.

**Hard Drives:** Sharing one hard drive as a group is NOT recommended and strongly discouraged. Saving the only copy of your projects to lab computers is NOT recommended. The instructor will not be sympathetic to students who fail to acquire materials for use in this class and as a result are unable to complete the work. You are responsible for backing up your own work. This is not the responsibility of the instructor or the school.

Making multiple backup copies of all work is HIGHLY RECOMMENDED. If someone in your group has the only copy, and that person drops the class or otherwise disappears, what will you do then? Best to have multiple backups, so you all have access no matter what.

### **Accessing the building and lab classroom outside of class time:**

To get swipe card access to the labs, we have a kiosk set up on the 4<sup>th</sup> floor of the IT building, at the reception area. This only gets you into the *classrooms*, not the building.

For building access (if the kiosk doesn't offer the option), use this link:

<https://soic.iupui.edu/app/technology-management/index.php/facility-access/request-form>

You'll need to make abundant time to work on projects outside of normal class time to be successful in this course. The final project can take beginners 10-12 hours or more to complete well.

### **Using DaVinci Resolve and LinkedIn Learning**

DaVinci Resolve is industry standard color correction software, but in the last few years it has become much more robust as an editing suite. In the upper-level video classes in the MAS program, we've begun to rely more heavily on Resolve to teach editing. Although it's not the only software on the market, it is used quite commonly in the industry — and it's growing in popularity among pro editors. You should expect to use Apple machines and DaVinci Resolve in this classroom. If you know how to use some other editing software, that's great — this gives you an advantage when learning Resolve, and you'll become more versatile learning more than one program. (Premiere loyalists, you'll find Resolve to be similar, but still worth learning — and quite easy to pick up.)

The School of Informatics provides students with access to LinkedIn Learning tutorials to learn software at your own pace as the semester progresses. This is not “teaching yourself” the software. This is class material provided to you that you will be expected to use, just as textbooks and supplemental handouts should be read, lecture notes should be taken, equipment should be checked out and used, etc. Class time, lectures, and projects are designed to convey concepts, methods, practices, and theories related to various aspects of video production. This is not a software class at a technical school. We do not go over, step-by-step, click-by-click, how to open and use every function within the software. LinkedIn Learning tutorials delve much deeper into working with the software than what I can show during class time. I will provide a schedule of benchmarks to follow as you go.

One of your assignments will require you to use LinkedIn Learning tutorials to learn how to edit effectively. Expect to watch a total of 1-2 hours of tutorials per week (when we get there), as well as following some demonstrations in class. In-class demonstration will not cover everything because the tutorials do that.

These tutorial chapters are clear, paced well, and broken into small chunks (many segments are less than 10 minutes, so you can watch them in small bursts, or revisit them later to refresh your memory). They provide everything you need to know to be successful using DaVinci software in this class. You're not expected to become a Resolve expert. You just need to gain proficiency.

The software is just one tool among many we'll be demonstrating and using. We may, from time to time, watch a tutorial as a class or demonstrate something specifically, but overall, the tutorials are there for you to use. There will be days when we look at the software as a class and discuss specific techniques. We will have several scheduled “work days” in class when you can work, ask questions, catch up on tutorials, etc. This approach is consistent with many other classes on campus and within this department.

**Homework:**

For a class that meets for 160 minutes total each week for 3 credit hours, you should expect to spend at least that much time outside of class completing assigned readings, tutorials, and/or projects. More time probably will be necessary, depending on the week. Some projects, especially the later ones, will require a great deal of time, so a lot of in-class “lab time” has been provided as well as ample distance between due dates. The final project is staggered, too, so you don’t have to turn in all the stuff at once – it’s stuff that you turn in from week to week as you build toward the finish line. Here’s what we’re doing:

<b>Assignments:</b>	Final Project Written Proposal	(25 points) = 5%
	Final Project Screenplay	(25 points) = 5%
	Final Project Shot List	(25 points) = 5%
	Final Project Storyboard	(25 points) = 5%
	Scavenger Hunt	(50 points) = 10%
	Midterm Exam	(100 points) = 20%
	Final Project Final Cut	(100 points) = 20%
	Reading Quizzes (10 points each X 10)	(100 points) = 20%
	Participation	(50 points) = 10%
	<b>TOTAL</b>	<b>500 POINTS</b>

Specific instructions and expectations will be distributed as each task is assigned.

<b>Grading Scale:</b>	93-100%	A	77-79%	C+
	90-92%	A-	73-76%	C
	87-89%	B+	70-72%	C-
	83-86%	B	67-69%	D+
	80-82%	B-	63-66%	D
			60-62%	D-
			< 60%	F

No credits toward major, minor, or certificate requirements are granted for a grade below C. No credits toward general education or elective requirements are granted for a grade below C-.

**General Rubric (more specific rubrics will appear on each assignment):**

- “A” represents superior work that goes above and beyond the requirements of the course. “A” work shows substantial creativity and insight, often superlative and professional quality.
- “B” represents good, solid work with clear improvement over the duration of the course. “B” work meets all course requirements and shows some creativity and insight but is not superlative and represents work that is still a bit rough.
- “C” represents work that meets course requirements but fails to demonstrate significant improvement or command. “C” work is considered average and often is rough or very rough.
- “D” represents work that in one or more ways fails to meet the requirements of the course, but just barely meets basic competencies required and is enough to pass, but is very, very rough.
- “F” represents general failure to meet the requirements and competencies of the course or assignment.

## EXPECTATIONS, GUIDELINES, AND POLICIES

**Student Conduct:** Students are expected to conduct themselves professionally and respectfully toward classmates, the instructor, other university employees, and invited guests. You can expect to be treated with the same courtesy. The class should be a friendly and fun experience, as long as everyone does his/her part.

**Grade Appeals: The grading process is not a negotiation.** You should not approach your instructor(s) after receiving a grade and attempt to negotiate or argue for more points unless you can show a miscalculation in your point total or show there is something your instructor might have overlooked. The grading process is not something to take lightly, and great care will be taken to ensure accurate assessment of your work. If you have a legitimate concern about your grade such as a miscalculation or something the instructor might have overlooked, then please see your instructor in person either after class or during regular office hours. If office hours are not convenient, you may schedule an appointment. To discuss graded work, you must bring the original, graded assignment (with instructor comments and any peer feedback) to your appointment. Your instructor will not discuss grades via electronic means such as e-mail, where privacy of student records is suspect, though you may set up an appointment via e-mail.

**Extra Credit Policy:** Your best bet at earning more points in class is to take every assignment and quiz very seriously and revise any work that the instructor indicates is eligible to revise. Having said that, if your instructor chooses to offer an extra credit opportunity, then you should pursue that. You may suggest specific opportunities that are relevant to class, but they must be something that can be offered to the entire class (a film or presentation, guest speaker, or some other activity all students can attend).

**Participation: The course participation grade** is a combination of factors such as attendance, punctuality, work ethic, responsibility, decorum, attitude toward the course and others, and attention to due dates and policies on the syllabus, etc. Students who show up on time, work hard, and respect others usually do fine.

**Attendance** is *only part of your participation grade*. Perfect attendance doesn't necessarily mean a perfect participation score. Excessive absences equal a lack of participation, which will affect your grade.

If you miss an important due date, exam, or other graded activity in class, then you will not be allowed to make up the work unless you can provide official documentation in case of an emergency, illness, official obligation, or approved university activity (all of which should be able to supply documentation for you to give to an instructor upon your return to class).

Some examples of approved absences with documentation include, but are not limited to:

- Medical issue(s)/illness requiring doctor/hospital/health center visit
- Field trips or immersive projects for another class
- Athletics or other official university business
- Military deployment or assigned duty/training
- Jury duty/Legal obligations

I handle this on a case-by-case basis because everyone's situation is a bit different.

Although I track class attendance to some extent, I am much more interested in *class participation*. You can't really participate if you're not here. The quality of your work suffers too.

**Planning:** If you know you will be absent for a legitimate reason on a certain day, your responsibility is to look ahead on the schedule and see what we're doing, then communicate with me. I do not provide class notes via e-mail. You'll be expected to turn in early any work due on that missed day.

**Punctuality:** Everyone runs late now and then, but frequent tardiness or early departure is disruptive, and if it's the result of a scheduling conflict, see above. If you are the type of person who is often late, I do notice, and this factors into your final grade. On the other hand, perfect attendance is impressive and can help your grade. Sometimes, I even award bonus points for perfect attendance. Sometimes.

**Late Work Policy:** Generally, late work submitted without a legitimate reason (again, case-by-case basis here) receives an automatic 59% if not turned in by the required due date and time. The most you can earn on a late assignment is 59% no matter how much you revise the work. Once 7 days have passed since the designated due date and time, and you still have not communicated your situation or delivered an assignment, that 59% turns into a zero on the assignment.

Normally, I won't accept late work without this penalty unless there's official documentation of some sort from a physician's office, legal representation, or an office of the university, etc., though some exceptions may be made in rare circumstances. I handle this case by case and try to be as flexible as possible while remaining fair to the rest of the class. Fairness is a big deal here.

For your work to be considered for late acceptance *without penalty*, you or someone acting on behalf of you must contact the instructor by e-mail to explain your situation, preferably in advance of the due date and time, or at the very most, within 48 hours *after* the due date and time. Your situation must be some kind of emergency or other unforeseen circumstance that can be somehow documented in writing and verified, and the date on the documentation must match or span the due date you missed. You must provide documentation when you and your instructor arrange for you to turn in the late work. Document, document, document.

I ask for documentation a lot because I want to be fair to everyone.

Any in-class work or quiz you miss because of unapproved absence(s) cannot be made up.

On the Final Project Final Cut and Final Script, late work is not accepted for any credit unless extreme and verifiable circumstances arise that affect your entire group and prevent everyone in the group from attending on the due date.

**Computer Use:** There are times when using a computer during class is appropriate, such as taking notes, using Canvas, or looking at class materials. If what's on your screen has nothing to do with class, then you should shut it down. If you're playing games or using social media or streaming sites, especially during lecture or critique, then that's a disruption, and my grad assistants and I reserve the right to ask you to shut it down. If you do not adjust the situation, then I reserve the right to dismiss you for the day and/or deduct from your participation. I don't care if you have something open. I care if it's distracting you from learning.

**Gaming, Headphones, and Cell Phones:** Gaming in class (computer-based, portable device-based or otherwise) is absolutely not appropriate at any time. Headphones are appropriate if we're editing in class, but if you're wearing them during other times (like lectures/discussions), then that's not appropriate. As for phones, either turn yours off or set it to vibrate. If personal circumstances

require you to keep your phone on or take an emergency call, let me know ASAP, set to vibrate, and take the call in the hallway. Please do not abuse this policy with frequent calls.

**Use of personal recording and streaming devices** is not permitted unless necessitated by a disability. Otherwise, you do not have permission to record the instructor, grad assistant(s), any guests, etc.

**Contacting the Instructor:** Contact me through Canvas e-mail. Good e-mail etiquette is greatly appreciated! This helps me help you. Please check your e-mail regularly (once per day, minimum) and keep your mailbox size down. E-mails that bounce back will not be re-sent, and students who do not check e-mail regularly might miss information sent to the class. *Generally speaking, I do not accept assignments via e-mail.*

**Working Hours:** I'm not available or on-call 24/7, but I am available often. I typically don't check or answer e-mail or take/return phone calls after 5 p.m., on weekends, or during breaks. I also tend not to respond to class-related questions that you might send over social media. If you e-mail or call, I will respond as fast as I can. However, if you e-mail me after 5 p.m., on a Friday, or before a break, then you likely will not receive a response right away.

**Group Work:** For this class, you must work in group(s), just like a video production crew. There is not enough video equipment for everyone to do a project alone, nor is it possible or reasonable to expect everyone to provide or purchase their own equipment. Additionally, professionals work together. Ever watch the credits of a movie or TV show? That's a long list of people doing group work. Therefore, group work is required.

**Group Accountability:** Occasionally, a group contains one or more members that "freeload" and don't contribute in any meaningful way to a project. Your group is responsible for delivering work to expectations regardless of freeloaders, just as you would be in the professional world. Speaking of freeloaders...

**Anti-Freeloading Policy:** How groups divide the work is up to you and your group. Each member of every group must document his/her activities and contributions on each project. While it is rarely possible to divide all the work perfectly evenly among all members, carrying wildly disproportionate workloads leads to unfair situations and undeserved grades. These situations will be addressed on a case-by-case basis, but the instructor reserves the right to remove difficult or non-contributing members from groups.

When you begin a project, you'll write a project proposal as a group. In your project proposal, groups should indicate who is doing what. This can change, but initial responsibilities need to be established. Then group members must document their time as the project progresses. This will be submitted to the instructor in the form of a simple 1-page paper on how the project went.

If your group complains about you or your lack of contribution, then I reserve the right to investigate and, if needed, pull you out of a group. You will get a chance to respond to their charge and work things out with your group. Sometimes the problem is simple (scheduling, miscommunication, etc.).

If you are removed from a group for non-contribution (very rare), you must find another group within the class and ask them if you can join them. Your instructor or grad assistant will not assist you in this process. If no group will add you, then you must complete the project alone for 1/3 of the points, or you can take a zero on the project. (This has never happened, but the policy is in place

just in case.)

If it looks like your group is trying to remove you for personal reasons or is not being reasonable about the situation, then I'll help you find another group and deal with your original group separately. If this is the case, your original group can complete the project without you for a 25% deduction.

Everyone must contribute to a reasonable, if not equitable level. No member should insist on doing all the shooting, editing, etc. If one or more members of your group "take over" and prevent part of the group from helping, or otherwise enable a situation where you are not working as a group, then that person or persons may be pulled from the group and asked to complete the project alone for no better than 1/3 of the points on the project.

**Individual Edits:** On major projects, post-production is an individual effort; everyone in every group must turn in his or her own edit of each project. These "individual cuts" all should be at least somewhat different. The idea is that you work together on pre-production and planning, as well as shooting together, and then everyone gets to edit his or her own version of the film. This gives everyone in every group a chance to take ownership of their own progress, rather than putting all the editing on one person and having to settle for whatever grade that editor earned, for better or worse. This also means every student must learn how to edit in order to be successful in this course. This is partly why the course requires tutorial use and multiple editing projects.

#### MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

#### STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

#### CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/> (Links to an external site.). All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> (Links to an external site.) You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin> (Links to an external site.)

#### OTHER POLICIES

1. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
2. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course\\_policies.html](http://registrar.iupui.edu/course_policies.html) (Links to an external site.)
3. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones engagement in private conversations and other unrelated activities. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. IUPUI nurtures and promotes "a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued" (IUPUI Strategic Initiative 9). IUPUI prohibits "discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status" (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
4. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.
5. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: [aes@iupui.edu](mailto:aes@iupui.edu), Tel. 317 274-3241). Visit <http://aes.iupui.edu> (Links to an external site.) for more information.
6. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the

student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

7. **Class Courtesy:** Come to class on time and be prepared. Turn off your cell phone and other noisy devices. Don't do homework, answer email, or engage in conversation during class. Listen to your classmates when they are asking questions or presenting their work. Do not bring children with you to class.

All students should read the IUPUI Code of Student Rights, Responsibilities, available at <http://www.iupui.edu/code>. This document describes your rights and responsibilities as an IUPUI student.

### **Incomplete:**

The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. <http://registrar.iupui.edu/incomp.html> (Links to an external site.)

**Academic Responsibilities & Misconduct** (as stated in the Indiana University Student Code of Conduct at <http://www.iupui.edu/code/#page> (Links to an external site.))

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.

Policies of academic misconduct apply to all course-, department-, school-, and university-related activities, including field trips, conferences, performances, and sports activities off-campus, exams outside of a specific course structure (such as take-home exams, entrance exams, or auditions, theses and master's exams, and doctoral qualifying exams and dissertations), and research work outside of a specific course structure (such as lab experiments, data collection, service learning, and collaborative research projects). The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to, the following:

### **1. Cheating**

Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

- A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
- A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.
- A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.

- A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
- A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
- A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

## **2. Fabrication**

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

## **3. Plagiarism**

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- A student must give credit to the originality of others and acknowledge indebtedness whenever:
  - Directly quoting another person's actual words, whether oral or written;
  - Using another person's ideas, opinions, or theories;
  - Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  - Borrowing facts, statistics, or illustrative material; or
  - Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

## **4. Interference**

A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

## **5. Violation of Course Rules**

A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

## **6. Facilitating Academic Dishonesty**

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

## Weekly Schedule

*Note: Assigned readings and tutorials should be completed before class on the day they are listed.*

### Week 1: 1/10/22

Syllabus, introduction to the course.

- Lecture: What Are We Going To Learn?
- Introduction to LinkedIn Learning, DaVinci Resolve, equipment checkout
- Lecture: A Little Film History
- Handouts: “What Makes The Cut?” and “Helpful Terms” posted to Canvas.
- Final Project: 2-3 Minute Film Discussed. Written Proposal assigned.

### Week 2: 1/17/22 – MLK DAY – NO CLASS

Quiz #0: Over “What Makes The Cut?”/“Helpful Terms” handouts (online). Watch Canvas for when this quiz opens and use handouts to complete it.

### Week 3: 1/24/22

**DUE: Final Project Written Proposal (25 points), end of class.** Must include: idea for film, brief synopsis of story, locations, subject or actor(s), and why.

Quiz #1 (over assigned reading below) online (10 points).

- Reading Assignment: Read *Digital Filmmaking for Beginners*, Chapter 1 (Film and Video: History and Technical Aspects) and *How To Shoot Video That Doesn't Suck* (Introduction + Quick-Start Guide) before class.
- Demo: Basics of camera operation. Additional tutorials under Modules.
- Lecture: Camera basics.

### Week 4: 1/31/22

Quiz #2 (over assigned reading below) online (10 points).

- Reading Assignment: Read *How To Shoot Video That Doesn't Suck*, Part 1 (Think Like A Director: Chapters 1-10 — short chapters) before class.
- Demo: How to write a quick screenplay for your final project.
- Assigned: Final Project Screenplay.
- View: Camera Movement clips.
- Lecture: Color, Composition, Rule of Thirds, ISO, focus, white balance, etc.

### Week 5: 2/7/22

**DUE: Final Project Screenplay (25 points)**

Quiz #3 (over assigned reading below) online (10 points).

- Reading Assignment: Read *Digital Filmmaking for Beginners*, Chapter 2 (The Camera) and Chapter 3 (Picture Composition) before class.
- Lecture: Basics of production.
- Demo: How to do a quick shot list and storyboard for your final project.
- Assigned: Shot List and Storyboard.

### Week 6: 2/14/22

Quiz #4 (over assigned reading below) online (10 points)

- Reading Assignment: Read *Digital Filmmaking for Beginners*, Chapter 4 (Lighting) and Chapter 5 (Production Audio) before class.
- Demo: Lighting setup. Camera, tripod, C stands, boom, etc.

- View: Lighting Tutorials under Modules

### Week 7: 2/21

**DUE: Shot List (25 points).** Upload to Canvas prior to deadline.

**DUE: Storyboard (25 points).** Upload to Canvas prior to deadline.

Quiz #5 (over reading below) online (10 points)

- Reading Assignment: Read *Digital Filmmaking for Beginners*, Chapter 6 (The Three Stages of Production) and *How To Shoot Video That Doesn't Suck*, Part 2 (Preparation: Chapters 11-17) before class.
- Scavenger Hunt assigned (some A-roll and B-roll shots, establishing shots, varying types CU, ECU, WS, etc.) *Note: Scavenger Hunt is folded is into the Final Project as preliminary footage acquisition, not just random shots.*

### Week 8: 2/28

**Work week for Scavenger Hunt.**

Quiz #6 (over assigned reading below) online (10 points)

- Reading Assignment: Read *Digital Filmmaking for Beginners*, Chapter 7 (Pre-Production) and *How To Shoot Video That Doesn't Suck*, Part 3 (Setting the Stage: Chapters 18-23) before class.

### Week 9: 3/7

**DUE: "Scavenger Hunt" (uploaded to Canvas by end of class) (50 points)**

Quiz #7 (over assigned reading below) online (10 points)

- Reading Assignment: Read *Digital Filmmaking for Beginners*, Chapter 8 (Production) before class. *How To Shoot Video That Doesn't Suck*, Part 4 (Ch. 24-36) before class.

**MIDTERM EXAM (100 points)**

**Week 10: 3/14 – SPRING BREAK – NO CLASS**

### Week 11: 3/21

**Final Project: You should be shooting footage this week.**

Quiz #8 (over assigned reading below) online (10 points)

- Reading Assignment: *How To Shoot Video That Doesn't Suck*, Part 4 (Ch. 36-48) and *Digital Filmmaking for Beginners*, Chapter 9 (Post-Production) before class.
- LinkedIn Learning Tutorial Assignment: View "Davinci Resolve Fundamentals" Intro, Ch. 1, Ch. 2 before class.
- View: The Cutting Edge, Pt. 1.
- View: Short films.

### Week 12: 3/28

**Work Week for Final Project. You should be shooting footage.**

Quiz #9 (over assigned reading below) online (10 points)

- Reading Assignment: Read *How To Shoot Video That Doesn't Suck*, Part 6 (Ch. 61-71) before class.
- LinkedIn Learning Tutorial Assignment: View "DaVinci Resolve Fundamentals" Ch. 3 before class.
- View: The Cutting Edge: Constructing a Scene, plus Charlie Brooker.
- View: The Cutting Edge: Style and Pacing.
- View: Short films.

Lecture: Film Time.

**Week 13: 4/4****Work Week for Final Project. You should be shooting remaining footage and editing by now.**

- LinkedIn Learning Tutorial Assignment: View "DaVinci Resolve Fundamentals" Ch. 4, Ch. 5 before class.
- View: BDO, The Cutting Edge: Cutting Sound
- View: The Cutting Edge: Continuity, plus various continuity clips under Modules.
- View: Short films.

**Week 14: 4/11****Work Week for Final Project. You should be done shooting and totally editing by now.**

Quiz #10 (over assigned reading below) online (10 points)

- Reading Assignment: Read How To Shoot Video That Doesn't Suck, Part 7 (Ch. 72-77) before class.
- LinkedIn Learning Assignment: View "DaVinci Resolve Fundamentals" Ch. 6, Ch. 7, Conclusion before class and BEFORE EXPORTING AND TURNING IN YOUR PROJECT.
  - These final tutorials show you how to finish and export your project.
  - File size is a major concern. These tutorials show you how to export your file at a reasonable size. No final project export files should be larger than 1 GB. If your file comes in and it's massively over 1 GB, it's a strong clue that you did not watch these tutorials.
- View: Short films.

**Week 15: 4/18****Final Project Due Date: You should be basically done by now.****Viewing Week for finished Final Projects**

- **DUE: Final Project Final Cut.** (playable file submitted to Canvas folder, time stamped prior to normal class time) **(100 points)**
- Note: Any projects time-stamped or received late will receive 59% of the possible points automatically, with standard deductions taken from there depending on the quality of the project and the satisfactory submission of all Final Project work prior to this date.

**Week 16: 4/25****Viewing Week for finished Final Projects**

Quiz #11 [Bonus] (over assigned reading below) online (10 points)

- Reading Assignment: Read Digital Filmmaking for Beginners, Chapter 10 (That's A Wrap)

**Week 17: 5/2****Viewing Week for finished Final Projects (if needed)**