POST 110-501: EDITING I
DePaul University | Winter Quarter 2021
Monday & Wednesday | 1:30PM-3:00PM | REMOTE

Instructor: Eric Marsh
Email: marsh@cdm.depaul.edu
Office Hours: Fridays, 9AM-2PM, Remote, <u>by appointment only</u> (email me to schedule)

Course Management System:

D2L - The course materials for this course such as syllabus, announcements, course documents, editing materials, and assignments will be available to you on D2L

ZOOM - In-class meetings will be conducted every week via ZOOM video conferencing software at the designated class meeting times. I will post a link to the video chat 10-15 minutes before class on the D2L homepage.

COURSE DESCRIPTION - Students analyze and assemble dramatic scenes under a variety of conditions and narrative strategies. Editing theories, techniques and procedures, issues of continuity, effects, movement and sound are examined as they relate to the fundamentals of cinematic montage and visual storytelling. Prerequisite(s): ANI101, ANI201, or FILM101 is a prerequisite for this class.

COURSE SUMMARY - Post 110 is an introduction to editing using Adobe Premiere Pro. Utilizing a workshop atmosphere in combination with lectures, demonstrations, readings and projects, students will take their first steps toward a technical mastery of the art and craft of cinema editing.

LEARNING GOALS
• Understanding the role of the editor in a post-production workflow
• Learning and practicing basic editing workflows and techniques
• Mastery of the basics of Adobe Premiere Pro and Adobe Media Encoder
 • Understanding how to engage the emotions and intellect of an audience

SOFTWARE - Adobe Premiere Pro Creative Cloud (REQUIRED)

This class requires the use of Adobe Premiere. You can access the software HERE by following the instructions.

REQUIRED EQUIPMENT & MATERIALS - All of our class exercises and home assignments deal with projects and media. It is the responsibility of the student to backup all projects & media. It is very important that you have your own <u>external hard drive</u>, so that you can save your personal projects and media on it.

The recommended specs are 500GB and run at 7200RPM. USB3, USB-c, Thunderbolt (with adaptor), or FW800 (with adaptor) connections are recommended. USB 2 connections are

not recommended. FYI: We will not be using nearly that much space for this class, so a smaller drive would work just fine.

GRADING SCALE - A = 100-93, A- = 92-90, B+ = 89-87, B = 86-83, B- = 82- 80, C+ = 79-77, C = 76- 73, C- = 72-70, D+ = 69-67, D = 66-63, D- = 62-60, F = 59-0.

BASIS FOR EVALUATION

Responses _____ 15%
Project #1 (Assignments 1-3) _____ 15%
Project #2 (Assignments 4-5) _____ 15%
Project #3 (Assignments 6-7) _____ 20%
Final Project _____ 25%
Attendance & Participation _____ 10%
Total _____ 100%

TEXTBOOKS - Recommended, *not* **required**
Adobe Premiere Pro CC Classroom in a Book (latest version)
In the Blink of an Eye (Revised 2nd Edition) by Walter Murch

READINGS - Readings on historical and theoretical topics will be assigned and provided by the instructor. These readings are required and will be discussed in class.

TUTORIALS - DePaul students have access to tutorials and other learning courses through LinkedIn (formerly Lynda.com), where you can find Premiere Pro tutorials for all levels.

To connect, select 'your organization' (depaul.edu) and log-in with your Campus Connect ID username/password here: https://www.linkedin.com/learning/

Premiere Pro CC Essential Training by Ashlyn Kennedy

CLASS SCHEDULE & COURSE OUTLINE

Week 1	M	1/4	Intro & Syllabus. What is Editing?
	W	1/6	The Cut: A Brief History of Film Editing
Week 2	M	1/11	The Logic of Editing: When to Cut and *Why*
	W	1/13	Premiere Pro: Interface & Organization
Week 3	M	1/18	Premiere Pro: Editing & Action
	W	1/20	Classical Editing: The Continuity System
Week 4	M	1/25	Premiere Pro: Refining the Edit / Project Workshop

	W	1/27	Project Workshop
Week 5	M	2/1	Premiere Pro: Sound & Dialogue
	W	2/3	Cutting Conversation: Dramatic & Emotional Logic
Week 6	M	2/8	Project Workshop
	W	2/10	Discontinuity & Alternative Methods
Week 7	M	2/15	Performance: Spotting, selecting takes, etc.
	W	2/17	Group Discussion: *In The Blink of an Eye*
Week 8	M	2/22	Premiere Pro: Transitions, Motion, Effects, Color Correction
	W	2/24	Project Workshop
Week 9	M	3/1	Montage Theory / Assign Final Projects
	W	3/3	Final Project Pitches / Brainstorm
Week 10	M	3/8	Principles of Montage
	W	3/10	Project Workshop
FINALS	W	3/17	FINAL PROJECTS DUE (11:30AM-1:45AM)

Group Feedback - One of the most important aspects of editing is feedback and you will be required to share (via private vimeo/youtube links or sharing through google drive) and comment on your classmates rough cuts throughout the quarter (on D2L discussion boards). Make sure you have the ability to upload/share videos.

Weekly Updates - Every week I will post an update (or two) on the D2L homepage detailing the class business for that week: assignments, readings, projects, etc. If you want to keep up with the course, you *must* follow the updates/lists and make sure you're on track. No excuses.

Attendance - Each class consists of lecture, discussion, and clips; attendance is mandatory. That being said: given the extraordinary circumstances of our current predicament I understand that this may not always be possible, etc, which is why all of the ZOOM meetings will be recorded and posted to D2L afterwards. If you are not able to attend any of our meetings please reach out to me via email and let me know ahead of time. Every situation will be handled according to individual circumstances and the instructor's discretion.

NOTE: Even though we are virtual this quarter, class time is most productive when everyone <u>arrives promptly</u> and <u>comes prepared</u> to discuss that week's topics (i.e. readings, films, etc).

<u>Class Discussion</u> - Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading assignments. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

<u>Attitude</u> - A professional and academic attitude is expected throughout this course. Although we are not meeting in person I expect that we will all conduct ourselves as if we were. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to, or over, others when the instructor or another student is speaking, mocking another's opinion, messing around inappropriately on or with the video chat software, cell phones ringing, or anything else that could be considered a distraction. It's hard enough having to do this online, don't make it harder! The professor will work with the Dean of Students Office to navigate any such issues or problems.

<u>Civil Discourse</u> - DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

<u>Online Course Evaluations</u> - Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

<u>Academic Integrity and Plagiarism</u> - This course will be subject to the university's academic integrity policy. More information can be found [here](). If you have any questions, be sure to consult with your professor.

<u>Academic Policies</u> - All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University

Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found [here](#).

<u>Students with Disabilities</u> - Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: csd@depaul.edu.

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