

## Syllabus - Winter 2023

**Date and time:** Wednesdays, 5:45 p.m. to 9:00 p.m.

**Instructor:** Jeff Carrion

**Classroom:** Daley Building Room 513, Loop Campus

**Phone:** (312) 659-2335

**Office:** Daley Building, 13th floor, Room 1318

**Office Hours:** Via Zoom, Mondays - 3:30 p.m. to 5:00 p.m. and immediately after class

**Email:** [jcarrio1@depaul.edu](mailto:jcarrio1@depaul.edu)

### 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. ANI-101 or ANI-201 or FILM-101 is a prerequisite for this class.

### Course Summary

This class will serve as an introduction to the theory and practice of film and video editing.

The class will introduce Adobe Premiere Pro as a post-production tool for video editing and hone your editing skills in order to drive emotion, create decisive moments, craft story, establish rhythm and maintain continuity.

Digital media management and organization, commonly referred to as 'workflow' - the process of organizing all of the various pieces of media that contribute to your editing projects - will be discussed at length and workflow structures will be introduced as a means of media management and organization.

The technicalities of video editing will be covered including specific practice with Premiere Pro editing software and other accompanying applications.

Screenings, discussions and practice will also include the aesthetic elements of good editing, pacing, creating mood, time extension or compression, parallel story lines and non-linear story lines.

Video compression and preparation for delivery through various media such as the web will be discussed.

Throughout the class all of these lessons will build on each other to give you a solid foundation for understanding the technical and aesthetic elements that make for good film and video editing. By the end of class you will be able to efficiently organize digital media assets associated with an editing project, effectively and creatively edit several different types of video projects and finally, prepare completed projects for delivery and distribution through various media such as the web.

## **Learning Outcomes**

- Students will be able to demonstrate proficiency operating digital non-linear video editing software such as Adobe Premiere Pro
- Students will be able to organize any and all digital media assets related to a project in a specific hierarchical folder structure within a computer operating system and maintain an organized workflow of those media assets throughout the entire production process
- Students will be able to demonstrate an understanding of video and audio file formats, compression codecs, frame size and rate and import and export settings and how these attributes of digital media assets interact to generate the desired type of asset needed to maintain the workflow
- Students will be able to contextualize the many creative techniques of editing in order to drive emotion, create decisive moments, craft story, establish rhythm and maintain continuity
- Students will be able to explain how and why editing contributes to the emotional impact of the story
- Students will be able to explain the role of the editor in a post-production workflow

## **How Learning Outcomes Will Be Met**

- Through the quarter there will be screenings of films and TV programs followed by class discussion
- Students will participate in extensive hands-on operation of digital non-linear editing software such as Adobe Premiere Pro
- Students will edit their own versions of several different types of media projects
- Students will learn to analyze and critique the editing techniques and styles of various film and TV genres
- Through question and answer sessions and other class discussion, students will learn to contextualize the editing styles of films and TV shows in relationship to how the editing contributes to the flow of the story

## **Writing Expectations**

Students will be expected to complete a minimum of 2-3 pages of writing for this course.

## **How Writing Expectations Will Be Met**

Students will be expected to write several discussion forum posts reflecting on the Walter Murch “In the Blink of an Eye” reading assignments.

## **Required Text**

In the Blink of an Eye (Revised 2nd Edition) by Walter Murch

Publisher: Silman-James Pr; 2 Revised edition (August 1, 2001)

ISBN-10: 1879505622

ISBN-13: 978-1879505629

## **Required Equipment**

1TB or 500GB external hard drive for media and project storage that is USB3.0 bus powered. A solid state hard drive, while more expensive, is highly recommended due to their exceptional speed.

It is very important that you have your own external hard drive that you can store your personal projects and media on. It cannot be guaranteed that if you save work on the classroom iMacs that it will be there the next time you come in. Exceptions for missed work due to data loss from the classroom iMacs will not be granted.

## **Recommended Equipment**

Second external hard drive for backups

## **Software**

We will be using Adobe’s Premiere Pro video editing software in this course. There are labs located at the Lincoln Park Campus as well as the Loop Campus that have this software available to you. While enrolled in this class you will have free access to Adobe Creative Suite software for your personal computer. [Click here for information.](#)

You will be using an online file sharing service and other means to turn in editing assignments. The particular websites and procedures will be demonstrated in class the first week. This website may be changed depending on availability of the web service throughout the class.

## **Computer Operating System**

This is a MacOS based class. Editing assignments must be completed using Premiere Pro 2022 on a Mac computer. Editing assignments created on a Windows-based PC computer will not be accepted.

You will be expected to have a familiarity with the MacOS operating system and understand its core functions such as: navigating its file structure, opening and saving files, and launching and understanding the common core system functions of its applications.

## **Course Management System**

This course will use D2L for course management. All course related materials will be made available in D2L including: presentation slides, homework assignment descriptions, quizzes, exercise files and class session replays.

## **Viewing Class Session Replays (available in supported classrooms)**

In supported classrooms, there will be a video recording made of each class session that you can watch if you need to review material or if you are absent. Class replays can be viewed within an hour or two after the conclusion of each week's session. All classes for the entire quarter will be available in D2L. You can access class session replays by logging into this class's D2L section with your Campus Connect.

If the classroom does not have video recording equipment installed, class session replays will not be available.

## **LinkedIn Learning**

This class will use LinkedIn Learning, an online video training platform, as a supplementary training tool in the use of Premiere Pro.

All DePaul students have unlimited free access to LinkedIn Learning for the duration of their enrollment. You can find information about DePaul's LinkedIn Learning student portal [here](#).

There are also mobile apps available where you can login and view courses both online and offline.

# Course Schedule

<b>Week 1</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Class overview and discussion of syllabus</li> <li>• Non-linear editing overview</li> <li>• How shot placement can influence the story</li> </ul>
<b>Screening Topic</b>	The Rule of Threes
<b>Assigned</b>	Reading and Discussion Post: Murch pages ix-23
<b>Due</b>	N/A
<b>Week 2</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction and interface tour of Premiere Pro</li> <li>• Workflow</li> <li>• Importing and organizing assets; adding elements to the timeline; trimming and editing, exporting</li> </ul>
<b>Screening Topic</b>	N/A
<b>Assigned</b>	<ul style="list-style-type: none"> <li>• Editing Assignment 01 (30sec Spot) Rough Cut - Bully</li> <li>• Reading and Discussion: Murch pages 23-51</li> </ul>
<b>Due</b>	Discussion post of Murch pages ix-23
<b>Week 3</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Anatomy of a video file</li> <li>• The “Decisive” Moment</li> </ul>
<b>Screening Topic</b>	The “Decisive” Moment
<b>Assigned</b>	<ul style="list-style-type: none"> <li>• Editing Assignment 01 (30sec Spot) Final Cut - Bully</li> <li>• Reading: Murch pages 52-72</li> </ul>
<b>Due</b>	<ul style="list-style-type: none"> <li>• Editing Assignment 01 (30sec Spot) Rough Cut - Bully</li> <li>• Discussion post of Murch pages 23-51</li> </ul>
<b>Week 4</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Match action and cutting dialogue</li> </ul>
<b>Screening Topic</b>	<ul style="list-style-type: none"> <li>• Screen Editing 01 Assignments</li> <li>• Match action and cutting dialogue</li> </ul>

<b>Assigned</b>	<ul style="list-style-type: none"> <li>• Editing Assignment 02 (Documentary) Rough Cut - Faith and Climate Change</li> <li>• Prepare for Quiz 01</li> </ul>
<b>Due</b>	<ul style="list-style-type: none"> <li>• Editing Assignment 01 (30sec Spot) Final Cut - Bully</li> <li>• Discussion post of Murch pages 52-72</li> </ul>
<b>Week 5</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Quiz 01 and/or Practical Exam (TBD)</li> <li>• Murch Reading Discussion</li> <li>• The Log Line</li> </ul>
<b>Screening Topic</b>	The Log Line
<b>Assigned</b>	Editing Assignment 02 (Documentary) Final Cut - Faith and Climate Change
<b>Due</b>	Editing Assignment 02 (Documentary) Rough Cut - Faith and Climate Change
<b>Week 6</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Anatomy of an audio file</li> <li>• Editing Logic: When and why to cut</li> </ul>
<b>Screening Topic</b>	When and why to cut
<b>Assigned</b>	Editing Assignment 03 (Action Film) Rough Cut - Come and Get It
<b>Due</b>	Editing Assignment 02 (Documentary) Final Cut - Faith and Climate Change
<b>Week 7</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Emotion, action, tension and mood</li> <li>• Workflow in depth</li> </ul>
<b>Screening Topic</b>	Emotion, action, tension and mood
<b>Assigned</b>	Editing Assignment 03 (Action Film) Final Cut - Come and Get It
<b>Due</b>	Editing Assignment 03 (Action Film) Rough Cut - Come and Get It
<b>Week 8</b>	
<b>Content</b>	Color correction

<b>Screening Topic</b>	Using color and tone to accent the story
<b>Assigned</b>	Editing Assignment 04 (Comedy/Horror Film) Rough Cut - Stranger at the Door
<b>Due</b>	Editing Assignment 03 (Action Film) Final Cut - Come and Get It
<b>Week 9</b>	
<b>Content</b>	Editing workshop
<b>Screening Topic</b>	Style
<b>Assigned</b>	Editing Assignment 04 (Comedy/Horror Film) Final Cut - Stranger at the Door
<b>Due</b>	Editing Assignment 04 (Comedy/Horror Film) Rough Cut - Stranger at the Door
<b>Week 10</b>	
<b>Content</b>	Experimental and alternative forms of editing
<b>Screening Topic</b>	Student's Choice
<b>Assigned</b>	Continued work on Editing Assignment 04 (Comedy/Horror Film) Final Cut - Stranger at the Door
<b>Due</b>	N/A
<b>Week 11 (Finals Week)</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Practical Exam (TBD)</li> <li>• Review and discussion of Editing Assignment 04 (Comedy/Horror Film) Final Cut - Stranger at the Door</li> </ul>
<b>Due</b>	Editing Assignment 04 (Comedy/Horror Film) Final Cut - Stranger at the Door

## Course Policies

### Attendance

In-person attendance to all class meetings is expected and required. However, if you are sick you should stay home. Therefore, attendance requirements are as follows:

- An **Excused Absence** is when a student does not attend a class session for reasons such as, but not limited to, illness, unexpected emergencies, and significant personal hardship.
- An **Unexcused Absence** is when a student does not attend a class session for reasons other than, but not limited to, the provisions of an Excused Absence.
- Two (2) Unexcused Absences will result in an automatic deduction of one letter grade for the class.
- Three (3) Unexcused Absences may result in a loss of credit for the course at the discretion of the instructor.
- Arriving more than 15 minutes late to class will be considered tardy. Two tardies are equivalent to one Unexcused Absence.
- Arriving more than 45 minutes late will count as an Unexcused Absence.
- Leaving part-way through a class will count as an Unexcused Absence.
- **Excused Absences** - If you will be absent from class, for reasons such as, but not limited to, illness, unexpected emergencies, and significant personal hardship, you must contact the instructor before the class period begins to make **Alternative Attendance Arrangements**.
- **Alternative Attendance Arrangements** could include attending class virtually (via Zoom or other) and/or completing an alternative assignment.
- Contacting the instructor before a missed class may provide sufficient reason for an Excused Absence.
- An Excused Absence can only be granted at the discretion of the instructor after the reason for the absence has been discussed.

### Mobile Devices and Classroom Decorum

On most evenings, we will take a 15-minute break midway through the class. Please remain in the classroom except during the break.

Mobile devices should be set to silent and put away. Having a mobile device out on a desk is a subtle indication that your attention is not completely focused on the class and is inconsiderate of the instructor and other students. Therefore, all

mobile devices are to be put away during class time. Mobile device usage should be reserved for the break or after class. If you have a circumstance that requires you to monitor your mobile device please tell the instructor at the beginning of the quarter so accommodations can be made.

The computers in class are for specific class work only, using them for personal use or anything other than the specific class material and exercises is not allowed.

## **Changes to Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

## **Course Requirements**

### Editing assignments, 800 points (8 x 100 points each)

You will be assigned 8 (4 editing projects including a rough and final cut of each) editing projects to complete outside of class. The projects will vary in their scope and specificity depending on the technical or aesthetic goal of the assignment. Editing projects will expand in their complexity and build upon each other as the class progresses.

Editing projects must be made with Premiere Pro 2021 (v15.4.3) and your project must be organized within the Project Template Folder (PTF) structure that will be presented in class. You will be graded on the technical and aesthetic quality of your projects.

You will be expected to verbally discuss your editing projects and describe to the class why and how you made your edits.

The projects you submit must be made specifically for this class, during the particular assignment period. Turning in projects previously created will result in a significant, or total deduction of credit for the assignment.

### Reading and discussion assignments, 50 points

You will read Walter Murch's "In the Blink of an Eye," post and participate in group discussion boards in the course's D2L discussions area along with classroom discussions. The book will be divided into several readings, following each reading you will write a 200-300 word essay describing your reaction to the content in the reading and post to the class discussion boards. You will be expected to elaborate, with close attention to detail, significant and specific descriptions of what you learned from the reading and describe how you can incorporate the lessons into your editing. You should contribute several, specific new ideas to the discussion. Do not merely restate ideas already provided by other students.

### Quizzes and/or Practical Exams, 65 points

There will be 1 quiz and/or practical exam during the course. The quiz will test you on your knowledge of the theory and technical aspects of editing. The practical exams will be in-person exercises where you will be expected to demonstrate skills and techniques with the editing software, workflow procedures or other aspects of video editing.

### Class participation, 50 points

Class participation is expected and required for this class. Constructive comments on others projects, active listening and asking relevant questions will be reflected in your class participation grade. Not paying attention, talking with classmates, texting, sleeping and using the computers for non-class related activity will result in a deduction of credit for class participation.

### **Flexibility of assignments, quizzes and practical exams**

The particulars of each assignment, quiz and practical exam will be discussed in class before they are assigned. While they will follow the general guidelines as summarized above each assignment will be different as well as the requirements for turning them in and providing additional supporting documentation with them. There will also be flexibility in the frequency of assignments, quizzes and practical exams at the discretion of the instructor.

### **Late Assignments, Makeup and Extra Credit**

Due dates and times will be listed in D2L for each assignment. The method for turning in assignments will vary depending on the assignment. All students will be held equally accountable for assignment requirements. Therefore, assignment requirements are as follows:

- Submitting an assignment any duration of time past its due date/time will be considered a late assignment.
- Each student will be allowed partial credit for 1 late assignment.
- The student's first late assignment will be automatically deducted 1 full letter grade from the initial assessment of the assignment.
- Any/all subsequent late assignments will be automatically assigned zero points.
- It would be a disservice to those who meet the assignment requirements to allow makeup assignments and extra credit to others, therefore, makeup and extra credit assignments will not be offered.
- Excused Absences may allow for alternative assignment submission arrangements at the discretion of the instructor.

## **Grading criteria for assignments**

Video editing is, by nature, a subjective medium. While some may say that there is no such thing as a "bad" or "wrong" video, that will not be the case in this class. Specific aesthetics and techniques will be taught and will be expected to show in your work.

While you will be learning many so-called "rules" of editing in this class, the one rule you will be expected to follow above all others is - you must first know the rules before you can break them. In other words, if your work shows a break of any of the rules you must be prepared to explain exactly why you chose to do so, it must be pre-meditated.

Further description of grading criteria will be discussed as projects are assigned.

## **Grade Scale**

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

59% or lower = F

Depending on the flexibility of assignments and quizzes as stated above, this grading scale may be modified to reflect a change in total available points.

## **College Policies**

### **Attitude**

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking others' opinions, mobile device use and ringing, emailing, texting or using the internet. If any of these issues arise, a student may be asked to leave the classroom.

### **Civil Discourse**

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.

## **Online Course Evaluations**

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 the 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.

## **Academic Integrity and Plagiarism**

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions, be sure to consult with your professor.

## **Withdrawal**

Students who withdraw from the course do so by using Campus Connect. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

## **Retroactive Withdrawal**

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

Autumn Quarter: Last day of the last final exam of the subsequent winter quarter  
Winter Quarter: Last day of the last final exam of the subsequent spring quarter  
Spring Quarter: Last day of the last final exam of the subsequent autumn quarter

Summer Terms: Last day of the last final exam of the subsequent autumn quarter.

## **Incomplete**

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptional cases will receive such approval.
- If approved, students are required to complete all remaining course requirements independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

## **Students with Disabilities**

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](mailto:csd@depaul.edu).

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