

**DePaul University**  
**Winter Quarter 2018 – 2019**  
**DC 120 – Video Editing**  
**Section: 203**  
**Class Location: Lincoln Park Campus Student Center, Room 331**  
**Class Times: Tuesdays & Thursdays, 11:20AM - 12:50PM**

**INSTRUCTOR INFORMATION**

Instructor: Firas Aladai

Email: faladai@cdm.depaul.edu

Office Location: 14 E. Jackson, Room 200B

Office Hours: Mondays, 1:30PM-5:00PM

**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. This class presents a variety of topics and experiences that are designed to broaden the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the course as a means of understanding advanced editing tools and techniques. This course has an additional fee. PREREQUISITE(S): NONE

**LEARNING DOMAIN DESCRIPTION**

DC 120 – Video Editing is included in the Liberal Studies program as a course for credit in the Arts and Literature domain. Courses in the Arts and Literature domain ask students to extend their knowledge and experience of the arts by developing their critical and reflective abilities. In these courses, students interpret and analyze particular creative works; investigate the relations of form and meaning; and, through critical and/or creative activity, come to experience art with greater openness, insight, and enjoyment. These courses focus on works of literature, art, theatre, cinema, and/or music. The process of analysis may also include social and cultural issues. Students who take courses in this domain choose three courses from such choices as literature, the visual arts, media arts, music, and theater. No more than two courses can be chosen from one department or program.

**LEARNING OUTCOMES**

1. Students will be able to describe, in well-written prose, video editing and how it was produced.
2. Students will be able to comment on the relationship between various editing techniques and professional television and film content.
3. Students will be able to assess the formal aspects of their video editing and articulate those qualities, using, when appropriate, vocabulary from lectures, discussions, and assigned readings.
4. Students will be able to contextualize editing in various forms. They will be able to do so with respect to other films, defining the role of editing within a broader style or genre. They will also be able to contextualize films included in the course in terms of contemporaneous aesthetic, social, or political concerns, discussing how these might shape a given film's reception and how that reception might differ amongst various peoples and periods in film history.

## **HOW LEARNING OUTCOMES WILL BE MET**

- Through the quarter, students will view screenings of films and TV shows and will be expected to participate in class discussions demonstrating their understanding of key course concepts.
- Students will analyze and critique the editing techniques and styles of various film and TV genres.
- Through questions and answer sessions and other class discussions, 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**

A minimum of 5-7 pages of writing for courses in the Arts and Literature domain (including studio courses) is required.

## **TEXTBOOK**

**Required:** *In the Blink of an Eye: A Perspective on Film Editing* by Walter Murch (2<sup>nd</sup> Edition)  
<https://www.amazon.com/Blink-Eye-Perspective-Film-Editing/dp/1879505622>

**Optional:** *Adobe Premiere Pro CC Classroom in a Book (13th Edition)* - ISBN: 978-0321919380

## **OTHER REQUIREMENTS**

External hard drive: 500 GB Minimum – USB 3.0 or Thunderbolt equipped

## **GRADE BREAKDOWN**

Project 1:	15%
Project 2:	15%
Project 3:	20%
Writing Assignments:	20%
Exercises:	10%
Reading Quizzes:	20%

A = 100-93, A- = 92-90, B+ = 89-88, B = 87-83, B- = 82-80, C+ = 79-78, C = 77-73,  
C- = 72-70, D+ = 69-68, D = 67-63, D- = 62-60, F = 59-0.

A indicates excellence, B indicates good work, C indicates satisfactory work, D work is unsatisfactory in some respect, and F is substantially unsatisfactory work.

## **WEEKLY SCHEDULE (SUBJECT TO CHANGE)**

*Note: For class days with assigned readings, students will be asked to write an answer to a question about the reading at the beginning of the class.*

<b>WEEK 1</b>	(1/8)	<u>Introduction, Syllabus, and a Brief History of Cinema and Editing</u>
	(1/10)	<u>Soviet Montage: Eisenstein, Pudovkin, Kuleshov &amp; Vertov</u> Explanation of Writing Assignment #1

<b>WEEK 2</b>	(1/15)	<u>Basic Terminology: Frame, Shot, Scene, and Sequence</u>
	(1/17)	Screening: <i>The Cutting Edge: The Magic of Movie Editing</i> <b>WRITING ASSIGNMENT #1 DUE</b>
<b>WEEK 3</b>	(1/22)	<u>Adobe Premiere Overview: Basic Editing Functions</u>
	(1/24)	<u>Exercise 1: Workshop</u> Explanation of Writing Assignment #2
<b>WEEK 4</b>	(1/29)	<u>Continuity Editing: Part 1</u>
	(1/31)	<u>Exercise 2: Workshop</u> <b>WRITING ASSIGNMENT #2 DUE</b>
<b>WEEK 5</b>	(2/5)	<u>Continuity Editing: Part 2</u>
	(2/7)	<u>Exercise 3: Workshop</u> <b>Explanation of WRITING ASSIGNMENT #3</b>
<b>WEEK 6</b>	(2/12)	<u>Pacing and Rhythm</u>
	(2/14)	<u>Project #1: Workshop</u> <b>WRITING ASSIGNMENT #3 DUE</b>
<b>WEEK 7</b>	(2/19)	<b>PROJECT #1 DUE (BOTH GROUPS A &amp; B)</b> <u>Group A will present their projects</u> <u>Group B will critique Group A's work</u>
	(2/21)	<u>Project #2: Workshop</u>
<b>WEEK 8</b>	(2/26)	<b>PROJECT #2 DUE (BOTH GROUPS A &amp; B)</b> <u>Group B will present their projects</u> <u>Group A will critique Group B's work</u>
	(2/28)	<u>Introduction to Project #3 (Final Project)</u> Screening: <i>Run Lola Run</i> (Tom Tykwer, 1999)
<b>WEEK 9</b>	(3/5)	<u>Documentary Editing</u>
	(3/7)	TBD
<b>WEEK 10</b>	(3/12)	<u>Project #3: Workshop</u>
	(3/14)	<u>Project #3: Workshop</u>

WEEK 11

(3/19)\*

**PROJECT #3 DUE (BOTH GROUPS A & B)**

Students in Groups A and B will present Project#3

**\*Note: Class time will be 11:30-1:45 (Final Exam Schedule)**

**WRITING ASSIGNMENTS**

There will be a total of 3 papers due during the quarter. A prompt will be posted on D2L. Submit to the Submissions folder on D2L as a .doc or .pdf. NO LATE PAPERS WILL BE ACCEPTED.

**GUIDELINES FOR WRITING ASSIGNMENTS**

1. 500 words (minimum)
2. Double-spaced, 1" margins, 12 point font, Times New Roman or Cambria
3. Heading containing your name, the assignment, and the due date
4. Creative title – encouraged but not required
5. Formal academic style (i.e., using academic language, not in a conversational style; no contractions, informal language, or slang)
6. In paragraph form – 3-5 paragraphs, each starting with a topic sentence
7. Thesis statement at the end of the introduction paragraph

**READING QUIZZES AND PARTICIPATION** will be measured in two ways. First, students will write an answer to a question based on the assigned reading at the beginning of class. Second, students will receive points for actively contributing to class discussions. Students must keep up with the reading to participate in class discussions.

5 points – Excellent answer, with details from the assigned reading

3 points – Acceptable answer

1 point – Inaccurate/unclear answer

0 points – Absent/no answer

**NOTE ON REQUIREMENTS (and the syllabus in general)**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, and posted on D2L. As a member of this class, you are required to know and follow the guidelines set forth on the totality of this syllabus. These guidelines are established to ensure that all students know what is expected of them and that all students are treated equally by being held to the same standards.

**COURSE POLICIES**

**Attendance:** Students are expected to attend each class and to remain for the duration. *Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. **Five absences for any reason, whether excused or not, may constitute failure for the course.***

**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 another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise, a student may be asked to leave the classroom. The instructor will work with the Dean of Students Office to navigate such student issues.

**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.

### **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.

### **ACADEMIC POLICIES**

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 at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

### **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  
Lewis Center  
25 E. Jackson Blvd. (1420)  
Phone: (312)362-8002  
Fax: (312)362-6544  
TTY: (773)325.7296

### **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 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.

**Cell Phones/On Call:** If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of respect for fellow students and the professor, texting is never allowed in class.