Syllabus - Winter 2019

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

Instructor: **Jeff Carrion**

Classroom: **Daley Building Room 210, Loop Campus**

Phone: **(312) 362-6296**

Office: **55 East Jackson Building, 20th floor (Ext. 2-6296)**

Office Hours: **Mondays - 3:30 p.m. to 5:00 p.m. and immediately after class, or by appointment**

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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) ANI 101 or ANI 201 or DC 110 or DC 205 or TV 110.

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 CC 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

Suggested Text (Not Required)

Adobe Premiere Pro CC Classroom in a Book (Latest Edition)

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. If you wish to purchase your own license of Premiere Pro you may do so at a significant discount through the DePaul Demon discount program. Search DePaul.edu for more 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.

This is a Mac OSX based class. You will be expected to have a familiarity with the Mac OS operating system and understand its core functions such as: navigating it's 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.

You can access D2L at: https://d2l.depaul.edu/

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.

When logged into D2L select this class, then navigate to the "Course Home" page, there you will be able to view class sessions under the "CDM Lectures" tab.

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

Lynda.com

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

All DePaul students have unlimited free access to lynda.com for the duration of their enrollment. You can log into DePaul's lynda.com student portal using your Campus Connect here:

https://login.depaul.edu/ldap/login?service=https://www.lynda.com/portal/depaulu

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

Course Schedule

Week 1	
Content	• Class overview and discussion of syllabus • Non-linear editing overview • How shot placement can influence the story
Screening Topic	The Rule of Threes
Assigned	Reading and Discussion: Murch pages ix-23
Due	N/A
Week 2	
Content	• Introduction and interface tour of Premiere Pro • Workflow • Importing and organizing assets; adding elements to the timeline; trimming and editing, exporting
Screening Topic	N/A
Assigned	• Editing 01 - The Spot, Rough Cut • Reading and Discussion: Murch pages 23-51
Due	Discussion of Murch pages ix-23
Week 3	
Content	• Anatomy of a video file • The "Decisive" Moment
Screening Topic	The "Decisive" Moment
Assigned	• Editing 01 - The Spot, Final Cut • Reading: Murch pages 52-72
Due	• Editing 01 - The Spot, Rough Cut • Discussion of Murch pages 23-51
Week 4	

Content	• Match action and cutting dialogue
Screening Topic	• Screen Editing 01 Assignments • Match action and cutting dialogue
Assigned	• Editing 02 - Dialogue, Rough Cut • Prepare for Quiz 01
Due	• Editing 01 - The Spot, Final Cut • Discussion of Murch pages 52-72

Week 5

Content	• Quiz 01 • Murch Reading Discussion • The Log Line
Screening Topic	The Log Line
Assigned	Editing 02 - Dialogue, Final Cut
Due	Editing 02 - Dialogue, Rough Cut

Week 6

Content	• Anatomy of an audio file • Editing Logic: When and why to cut
Screening Topic	When and why to cut
Assigned	Editing 03 - Documentary, Rough Cut
Due	Editing 02 - Dialogue, Final Cut

Week 7

Content	• Emotion, action, tension and mood • Workflow in depth
Screening Topic	Emotion, action, tension and mood
Assigned	Editing 03 - Documentary, Final Cut
Due	Editing 03 - Documentary, Rough Cut

Week 8

Content	• Quiz 02 • Color correction
Screening Topic	Using color and tone to accent the story

Assigned	Editing 04 - Action, Rough Cut
Due	Editing 03 - Documentary, Final Cut
Week 9	
Content	Editing workshop
Screening Topic	Style
Assigned	Editing 04 - Action, Final Cut
Due	Editing 04 - Action, Rough Cut
Week 10	
Content	Experimental and alternative forms of editing
Screening Topic	Student's Choice
Assigned	Continued work on Editing 04 - Action, Final Cut
Due	N/A
Week 11 (Finals Week)	
Content	Review and discussion of Editing 04 - Action Final Cuts
Due	Editing 04 - Action, Final Cut

Course Policies

Attendance

Attendance is mandatory. **Two absences will result in a automatic deduction of one letter grade for the class. Three absences may result in a loss of credit for the course**. Although circumstances and illness can and do happen, there is no such thing as an excused absence. Furthermore, there is no substitute for being in class and participating in the discussion, lecture and exercises. Students arriving more than 15 minutes late to any class will be considered tardy. Two tardies are equivalent to one absence. Arriving more than 45 minutes late will count as an absence. Leaving part-way through a class will count as an absence.

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 me 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 version CC2018 (v12.1.X) 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 along with your adherence to the parameters of organization within the Project Template Folder structure.

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, 100 points (2 x 50 points each)

There will be 2 quizzes for the course. These quizzes will test you on your knowledge of the theory and technical aspects of 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 and quizzes

The particulars of each assignment and quiz 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 and quizzes depending on the progress of the class as a whole.

Late Assignments, Makeup and Extra Credit

The due dates and exact 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. It would be a disservice to those who meet the assignment requirements to allow makeup and extra credit to others, therefore: **Late assignments will not be accepted. Makeup and extra credit assignments will not be offered.**

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

900 - 1,000 points = A

800 - 899 points = B

700 - 799 points = C

600 - 699 points = D

599 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

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. Please see https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx for additional information.

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at https://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/Pages/default.aspx

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

Incomplete Grades

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. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx

Students with Disabilities

DePaul University is committed to ensuring equal access to its educational and extracurricular opportunities for students with disabilities. The Center for Students with Disabilities (CSD) offers reasonable academic accommodations and services to support our students. We also serve as a resource to the many university departments that have a responsibility to accommodate students. Please see https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx for services and contact information.