

COURSE # POST 110 - EDITING I**Section:** 505**Location:** DePaul Center (1 E Jackson Blvd) - C106C**Office Hours** (email to schedule) M/W 9am - 10:30am**Email:** mlauterb@depaul.edu (best way to reach me)**QUARTER: WINTER 2021-22****Times:** Tu/Th 11:50am - 1:20pm CT**Instructor:** Matt Lauterbach (he,him)**Office:** Remote (Zoom)**I will reply within 24 hours;**Saturday emails by Monday*

Catalogue 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: POST 110 is an **introduction to editing** with Adobe Premiere Pro, using techniques and concepts that can be applied to other edit systems. This class will provide students with guidance and **hands-on practice** in how to craft short scenes in the edit room. Even if you're not interested in pursuing a career in editing, the creative concepts we discuss in class will help you understand the creative process in general. Utilizing a workshop atmosphere in combination with lectures, demonstrations, discussions, screenings, readings, and projects, students will take their first steps toward a technical mastery of the **art and craft** of editing.

Type of Instruction:

- Synchronous (Zoom) for the first 2 weeks.
- Face-to-face meetings will begin Tu Jan 18th.

While the class meets over Zoom, I will work to maintain the workshop atmosphere as best I can. We should anticipate that changes may need to be made as the quarter unfolds. Those changes will be communicated as timely as possible and I ask that we all stay flexible and responsive.

Course Management System: D2L

Textbook: *In the Blink of an Eye* (Revised 2nd Edition). Author: Walter Murch
 Publisher: Silman-James Pr; 2 Revised edition (August 1, 2001)
 ISBN-10: 1879505622 ISBN-13: 978-1879505629

Required Materials/Equipment:

Computer: This class requires use of a computer that can handle editing software. Editors typically use Apple / Mac computers. Here is a link to the Laptop Loaner Program if you need assistance. <https://www.cdm.depaul.edu/Student-Resources/Pages/Equipment-Centers.aspx>

Software: Adobe Premiere Pro Creative Cloud 2021 15.2. If you are using your own Adobe software please check with me about which version you're using.

Hard Drive: This class requires the use of a portable hard drive. The hard drive capacity should have a minimum of 1TB and run at 7200rpm. USB3, or USB-c / Thunderbolt (with adaptor) are recommended. Reach out to me if you have questions about this.

Index Cards: 100 count (minimum) of either 3x5 or 4x6 ruled white index cards

Recommended: Notebook and binder; 1 USB flash drive for project file backup.

Zoom Meeting Info

This course will meet Tuesday and Thursday from Jan 4 through Jan 13 over Zoom.

Below is the Zoom link for this class.

Topic: POST 110 Section 505 Winter 2022 Zoom Room

Join from PC, Mac, Linux, iOS or Android:

<https://depaul.zoom.us/j/98488896575?pwd=bGhGZklpTThGc3l1M0hJdWEyYktQdz09>

Password: 594858

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be addressed during class or posted in Announcements in D2L and followed up with an email.

Attendance and Participation: Students are expected to connect and attend at our scheduled class time, whether online or in person. Active participation in discussion, critique, and work-in-progress sharing is essential if you want to achieve anything higher than a C in this class!

- If you miss a class for any reason, visit D2L to stay up-to-date.
- If I feel ill and need to stay at home, I still hope to be with you via Zoom, and will contact everyone with instructions in advance.

Drop Dates: <https://academics.depaul.edu/calendar/Pages/default.aspx>

Grading Scale

A	93 - 100	B+	87 - 89.9	C+	77 - 79.9	D+	67 - 69.9
A-	90 - 92.9	B	83 - 86.9	C	73 - 76.9	D	60 - 66.9
		B-	80 - 82.9	C-	70 - 72.9	F	0 - 59.9

“A” indicates Very Good, “B” indicates Good, “C” indicates Satisfactory, “D” indicates Poor, “F” indicates Unsatisfactory.

Grading - Weighted Breakdown

Scene Project	20%
Partner Project	20%
Final Project	30%
Participation	20%
Attendance	10%

Deadlines: Each of the 3 major projects for this course is divided into 6 stages, which build upon each other and require the previous stages' timely completion. Missing deadlines will incur a loss of points. I recommend meeting each deadline as listed in this syllabus, even if you are not able to come to class on that day.

Course Help: Concerned about your grade or feeling overwhelmed? Let's talk. Most students can do well in this course by completing the work on time, meeting project requirements, and proactively asking for assistance. Don't wait until it's too late to seek help.

EDITING 1: LEARNING GOALS

- Learn and practice the creative and technical basics of digital video editing
- Employ the creative and technical aspects of editing in the service of storytelling
- Become proficient in the use of Adobe Premiere Pro

WEEK BY WEEK**Week 1 INTRODUCTION TO EDITING**

Tuesday

1/4/2022:

Topic: Scene Editing

Review: Syllabus / Required Materials / Participation

Reading: Murch, chapter (in class)

Scene Project Part 1: Favorite 3 Minutes of Cinema (due 1/6)

*Reading: Murch, 'Cuts & Shadow Cuts,' 'Why Do Cuts Work?', "Don't Worry, It's Only a Movie," 'Dragnet,' 'A Galaxy of Winking Dots' (due 1/6)

* Reading: McCloud, PDF

Thursday

1/6/2022:

Topic: Why Do Cuts Work?

Review: Murch and McCloud readings

Discuss: Your Favorite Scenes

Dig Into Screen Recording Tools: Ripping Online Clips

Scene Project Part 2: Rip / Record Your Scene (due 1/11)

* Reading: Murch, 'Most with the Least,' 'The Rule of Six,' 'Misdirection' (due 1/11)

Week 2 INTRODUCTION TO PREMIERE

Tuesday

1/11/2022:

MUST HAVE EXTERNAL HARD DRIVES THIS CLASSTopic: How to Make Editing Decisions

Review: Murch reading

Troubleshoot: Any issues with Rip / Record?

Dig Into Premiere: Touring the Workspace, Setting Up a Project, Importing Media

Scene Project Part 3: Scene Import (due 1/14)

Thursday

1/14/2022:

Topic: Basic Editing with Premiere

Troubleshoot: Any issues with importing your scene?

Dig Into Premiere: Essentials of Editing - Panels, Timeline, Commands

Scene Project Part 4: Scene Slice (due 1/18)

* Reading: Murch, 'The Decisive Moment' (due 1/18)

Week 3 EDITING TECHNIQUES

Tuesday

1/18/2022: Topic: The Decisive Moment
Review: Murch reading
Troubleshoot: Any issues with slicing your scene?
Dig Into Premiere: Exporting Frames, Clips, and Sequences
Scene Project Part 5: Scene Storyboard (due 1/20)

Thursday

1/20/2022: Topic: Montage
Discuss: Scene Storyboards
Troubleshoot: Any issues with storyboarding your scene?
Scene Project Part 6: Scene Analysis (due 1/25)
** Reading: Murch, 'Dreaming in Pairs,' 'Team Work: Multiple Editors,'
 'Seeing Around the Edge of the Frame' (due 1/25)*

Week 4 WORKING AS AN EDITOR

Tuesday

1/25/2022: Topic: The Editor's Process
Review: Murch reading
Partner Project Part 1: Discuss Vision (due 1/27)
** Reading: To be determined*

Thursday

1/27/2022: Topic: Story Structure
Review: TBD Reading
Troubleshoot: Any issues accessing a camera?
Partner Project Part 2: Collect Footage (due 2/1)

Week 5 ADVANCED EDITING TOOLS

Tuesday

2/1/2022: Topic: The Organized Editor
Troubleshoot: Any issues offloading footage?
Dig Into MPEG Streamclip: Transcoding footage
Dig Into Premiere: Organizing Media, Bins, Working with Clips and Markers
Partner Assignment Part 3: Exchange Footage (due 2/3)

Thursday

2/3/2022: Topic: Attention to Detail
Troubleshoot: Any issues offloading/importing footage?
Dig Into Premiere: Adding Transitions, Creating Titles
Partner Assignment Part 4: Edit Footage (due 2/8)
** Reading: Murch, 'Test Screenings: Referred Pain' (due 2/8)*

Week 6 FEEDBACK AND FINISHING

Tuesday

2/8/2022: Topic: Feedback Screenings
Review: Murch reading
Troubleshoot: Any issues editing your footage?
Dig Into Vimeo: Basic account, Uploading, Managing Video
Partner Assignment Part 5: Upload, Watch & Critique (due 2/10)

Thursday

2/10/2022: Topic: Deliverables and Distribution
Discuss: Your collaboration experiences
Dig Into Premiere: Sweetening Sound and Correcting/Grading Color
Partner Assignment Part 6: Revise, Reflect, and Deliver (due 2/15)
** Reading: Murch, "Cut Out the Bad Bits," 'Methods and Machines: Marble and Clay'
(due 2/10)*

Week 7 TACKLING THE EDIT

Tuesday

2/15/2022: Topic: The Blank Screen
Review: Murch reading
Dig Into Premiere: Managing Your Projects
Final Project Part 1: Footage Review (due 2/17)

Thursday

2/17/2022: Topic: Working with Transcripts and Interviews
Final Project Part 2: Selects from the Interview (due 2/22)

Week 8 ASSEMBLY AND ROUGH CUT

Tuesday

2/22/2022: Topic: Working with Music and Voiceover
Discuss: Best interview bites and sequencing
Dig Into Premiere: Editing and Mixing Audio
Final Project Part 3: Assembly (due 2/24)

Thursday

2/24/2022 Topic: Working with Photos and B-Roll
Share: Music choices
Dig Into Premiere: Putting Clips in Motion
Final Project Part 4: Rough Cut (due 3/1)

Week 9 FINE CUT / CRITIQUE SESSIONS

Tuesday
3/1/2022: Topic: Expanding Your Audience with Captions
Dig Into Premiere: Captions
Small Group Critiques of Rough Cuts
Final Project Part 5: Fine Cut and Critique (due 3/3)

Thursday
3/3/2022: Critique Sessions 1-10 (Group A screens, Group B critiques, Group C scores)

Week 10 CRITIQUE SESSIONS

Tuesday
3/8/2022: Critique Sessions 11-20 (Group B screens, Group C critiques, Group A scores)

Thursday
3/10/2022: Critique Sessions 21-30 (Group C screens, Group A critiques, Group B scores)
Final Project Part 6: Final Cut Delivery (due 3/15)

Finals Week MENTORING / CRITIQUE SESSIONS

Tuesday
3/15/2022 **Final Project, Final Cut DUE**
Topic: Starting Your Editing Career - Tips + Q&A
ALT: Reserved if additional time for Critique Sessions is needed

Final Project: The Final Project for this course will be critiqued by your peers as part of your Winter quarter exam. To fulfil the requirements of this Final Project you are expected to:

1. Upload a Fine Cut of your Final Project to D2L Submissions by the deadline of March 3rd.
2. Participate in three days of Critique sessions (on March 3, 8, and 10).
3. Upload the Final Cut of your Final Project to D2L Submissions on the day of your scheduled Final Exam on March 15.

Please plan to attend class on the date of our scheduled Final Exam, even though no timed exam will be given. We will use the time allotted to discuss tips about starting a career in editing; address any remaining questions you have about Premiere Pro or about post production in general; and most importantly, to wrap up additional Critique Sessions if needed.

Final Exam - Scheduled Date and Time: Tuesday, March 15, 2022 from 11:30am-1:45pm

COVID-19 Health and Safety Precautions

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a mask as required at all times while indoors on campus; (2) refrain from eating and drinking in classrooms; (3) keep current with their COVID-19 vaccinations or exemptions; (4) stay home if sick; (5) participate in any required COVID-19 testing; (6) complete the online Health and Safety Guidelines for Returning to Campus training; and (7) abide by the City of Chicago Emergency Travel Advisory. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who do not abide by the mask requirement may be subject to the student conduct process and will be referred to the Dean of Students Office. Students who have a medical reason for not complying with any requirements should register with DePaul's Center for Student with Disabilities (CSD).

Center for Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

Loop Campus - Lewis Center #1420 - (312) 362-8002

Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students can also email the office at csd@depaul.edu

Students who are registered with the Center for Students with Disabilities are also invited to contact me privately to discuss how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term. Our conversation will remain confidential to the extent possible.

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.

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>

Writing Center

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing for more information.

Dean of Students Office

The [Dean of Students Office \(DOS\)](#) promotes student learning and ethical decision making in an inclusive and validating environment. Utilizing a comprehensive approach to student advocacy that is informed by DePaul's Catholic, Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents and community partners to support students in reaching their academic and personal success.

The Dean of Students Office is primarily responsible for administering and adjudicating violations of the Code of Student Responsibility at DePaul University. Additionally, the office provides the administrative withdrawal and absence notification process, and can help students identify campus and community resources in times of personal and/or family crises and medical emergencies.

University Counseling Services

DePaul University Counseling Services (UCS) is committed to providing a range of culturally aware and sensitive clinical services to help currently enrolled DePaul students remove barriers to academic and personal success by addressing emotional, psychological, and interpersonal concerns through multiple treatment modalities. Services offered include: group counseling, individual counseling, couples counseling, crisis management, consultation, referrals, and telereach/outreach workshops. All services are currently being offered on a virtual, remote basis with no fees due to COVID-19. To connect with the counseling center, contact our main number at (773) 325-7779 during regular business hours (Monday-Friday, 9am-5pm) to schedule an initial consultation, which is typically scheduled within 1-2 business days of your call.

If you need more immediate assistance or are in acute distress, you can call the main number during regular business hours and ask to speak with a counselor. If you are experiencing a life-threatening emergency, call 911 or go to your nearest emergency room. The Counseling Services staff has extensive experience with providing support services to individuals of varying social identities and backgrounds. Further, our counselors know that commitment to diversity, inclusivity, and anti-racism is an ongoing and open-ended journey and, as such, our counselors frequently and regularly engage in self-reflection and training opportunities to increase cultural awareness and to challenge one's own privileges and biases.

Sexual and Relationship Violence

As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and may not begin the process of DePaul providing a response. Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) and/or the Title IX Coordinator (Lincoln Park: 312-362-8970 or titleixcoordinator@depaul.edu). Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at <http://studentaffairs.depaul.edu/hpw/shvp.html>. Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

Preferred Name and Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender

variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at policies.depaul.edu.

Health Promotion and Wellness (HPW)

[The Office of Health Promotion & Wellness](#) (HPW) empowers the DePaul community to embrace a healthy lifestyle and is dedicated to creating a culture of health and well-being that fosters personal and academic success for every DePaul student.

HPW empowers DePaul students, staff and faculty members to 'Take Care DePaul' through holistic education, support, and resources for individuals to establish and sustain long-term, healthy behaviors. HPW provides services and programs on mental well-being, sexual and relationship violence, alcohol and substance misuse and many more topics. The office consists of professional staff members and the Health Education Action Team (HEAT), which consists of a group of trained undergraduate [peer health educators](#).

In light of the COVID-19 impact on the University, the Office of Health Promotion and Wellness programs and services will continue and can be accessible to students remotely. Students can meet with a staff member via Zoom or telephone. Appointments can be requested by calling 773-325-7129 or [completing this online intake form](#). Learn more by viewing our HPW Digital Brochure or visiting our website go.depaul.edu/HPW.

Basic Needs

Access to nutritious food and reliable housing are factors that influence many students' ability to succeed in the classroom and beyond. However, students facing food or housing insecurities may be hesitant to call attention to their ongoing struggles. DePaul University is committed to and cares about all students. To help you manage personal challenges and basic needs security, the university offers several resources. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students Office for support: by calling 773-325-7290 or emailing deanofstudents@depaul.edu. You can also contact Elizabeth Ann Seton Food Pantry and Sandwich Kitchen ([Outreach](#)) and the Dax Program ([Chicago - Depaul](#); email: emily.edwards@depaulusa.org; phone: 312-362-7931) for support. More food and housing resources can be found [here](#).

If you are comfortable doing so, please also let me know about these challenges, so that I can help you access resources.

Respect for Diversity and Inclusion

Respect for Diversity and Inclusion at DePaul University as aligned with our Vincentian Values

At DePaul, our mission calls us to explore “what must be done” in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions, and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

Student Success

Your success is our number one priority at DePaul University. University resources to help you succeed include computer labs, free or discounted software, tutoring centers, health services, and services for designated groups, such as veterans and students with disabilities. Visit go.depaul.edu/success to learn more.

Online Teaching Evaluations

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable. As you experience this course and material, think about how your learning is impacted.

Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

For additional information, please see:

<https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx>.

Help Desk

The Help Desk provides technical assistance via phone, email and web for current DePaul students, faculty and staff. The Help Desk supports computers, network access, telephones, email accounts, and university instructional and administrative software. They can troubleshoot and resolve hardware and software related issues with both the Mac and Windows operating systems. Visit <https://depaul.service-now.com/sp> to get help.

Career Center

The DePaul Career Center helps students build confidence, explore possibilities, and develop a powerful personal brand. We offer resume and cover letter review, skills assessments, career exploration and pathway conversations, assistance with internship and job searches, interview preparation, access to alumni mentors, employer insights workshops, career fairs, and many more experiential opportunities to prepare for your future. It's never too early to begin exploring! Start your personal and professional journey here: careercenter.depaul.edu.

Internet-Enabled Devices: For Learning Only

While in the classroom, internet-enabled devices such as laptops, tablets, smartphones, and smartwatches can ONLY be used for the purpose of learning as required by the instructor. No texting, emailing, or web browsing is allowed in the classroom. Violation will result in losing all of the 10% class performance grade.

LinkedIn Learning Online Training

DePaul students, faculty and staff have free unlimited access to LinkedIn Learning, which offers a large library of video tutorials across a range of topics, from how to use popular software titles such as Adobe Creative Suite and Microsoft Office to practical advice on saving time and being productive. Visit bit.ly/dpu-linkedin to learn more.

ZOOM GUIDELINES AND EXPECTATIONS

This class will use Zoom, a video conferencing tool, for instruction and/or collaboration. Students should follow general guidelines and meet participation expectations for Zoom meetings.

General Guidelines

- Use your given or preferred name as your display name.
- Don't use distracting or inappropriate profile photos or virtual backgrounds.
- Don't share meeting links, passwords, screenshots, recordings, or other meeting information with people outside the class.
- Mute your microphone when you're not speaking to minimize background noise.
- If connectivity issues impact your audio/video quality, try turning off your camera.

Contact DePaul's Technology Support Center at 312.362.8765 if you need assistance during a video call.

Participation Expectations

- Be on time or notify your instructor if you will be late or unable to attend.
- Minimize distractions, such as televisions and cell phones, when possible.
- Don't engage in other activities during sessions (driving, cooking, cleaning, etc.)
- Try to put your device at eye level on a solid surface. Holding your device or placing it in your lap can add movement to your video, which can be distracting.
- If you think you might have trouble actively participating in meetings, let your instructor know in advance, if possible.

Please note: Students should report any incidents of behavioral misconduct (including harassment) in video conference meetings to their instructor. Any incident of harassment and/or behavioral misconduct that impedes the teaching & learning environment may be reported to the Dean of Students Office for referral to the student conduct process. This includes sharing meeting links, passwords, screenshots, recordings, or other meeting information in a way that could facilitate harassment or misconduct by others.

Camera Use During Zoom Meetings

It's much easier for us to feel connected as a class and build a sense of community if we can see and hear each other. While I don't require students to have their cameras on at all times, having your camera on during class meetings is strongly encouraged. During our meetings, I'll do my best to indicate if there are times when you don't need to have your camera on. I'll also provide a heads up if there will be times when it's particularly important that all participants have their cameras and microphones on (during a small-group discussion activity, for instance).

Camera-Related Concerns

For some students, having cameras on during class meetings may be a source of stress, for them or for others with whom they share their space. Internet bandwidth limitations can also make it difficult for some students to fully participate in meetings at times. If you have experienced these issues, please review the tips below. If you're still concerned about camera use or participation expectations in general after reviewing these guidelines, please contact me so we can identify potential solutions.

Workarounds and Accommodations

- Be proactive. If you won't be able to use your camera or microphone during an upcoming meeting, please email me beforehand so I'm aware. This helps me know if participation levels might be lower than usual so I can plan accordingly.
- Consider using a virtual background. If you have concerns about sharing your space, feel free to use a virtual background if your device supports this feature. When choosing a [virtual background](#) please avoid images or videos that are overly distracting or inappropriate for a class setting.
- Add an image to your Zoom profile. For moments when you aren't able to use your camera, it's helpful if your classmates and I can see a visual representation of you instead of just your name. By [adding a photo to your Zoom profile](#), we'll be able to put a face with your name even if you need to turn your camera off temporarily. Ideally, your Zoom profile photo should be relatively professional (selfies are fine) and show your face clearly. If you have reservations about adding a photo to Zoom, let me know so that we can discuss your concerns and find a possible alternative.