

POST 100 - Video Editing – Section 402

Fall 2019

Mon / Weds – 11:50am-1:20pm

14 E. Jackson, Room 506

Prof. Raphael Nash

Office hours: Weds – 1:30pm – 3:00pm – 14 E. Jackson Room 200B

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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. 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 class as a means to an understanding of advanced editing tools and techniques. This course has an additional fee. PREREQUISITE(S): NONE

The Course:

Introduction to Editing:

- What is the Editor's Job? (To illustrate a fictional / non, narrative for audiences using video footage, sound, text and/or special effects)
- What are the viewer's expectations? (Unknowingly they expect Synced Audio, Clear audio, Gapless Cuts, Continuity)
- Via vocabulary, readings, demonstrations, screenings, exercises & projects, the goal is to analyze, understand & create.

Main Projects:

PSA / Montage Project:

- Intro to Montage & Basic Premiere usage
- Will use found or taken videos, photos, text and music
- 2-5 min piece based on one of several topics: TBD (War, Poverty, Global Warming)
- The purpose is to creatively and fully illustrate the topic for an audience
- Videos, Photos and Music can be taken from Internet, and must be referenced
- Text should include facts and statistics

Continuity Project:

- Narrative Editing
- Will use existing footage, audio, text and music
- 2-3 min Spec. Commercial Edit
- The class will be provided with raw footage from an unedited commercial

Movie Trailer Project:

- Montage and Narrative Editing hybrid
- Will use entire films, sound effects, text and music
- 2 min – 2:30 movie trailer for one of several films: TBD
- The purpose is to identify key scenes, characters, dialogue and imagery to best illustrate the themes, summarize the plot and promote the motion picture.

Learning Domain Description

POST 100 – Video Editing is included in the Liberal Studies program as a course with 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 to come to experience art with greater openness, insight, and enjoyment. These courses focus on works of literature, art, theatre, or music as such, though the process of analysis may also include social and cultural issues. Students who take course 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 explain, in well-written prose, what video editing is and/or how it was produced.
2. Students will be able to comment on the relationship between various editing techniques and professional television & film content.
3. Students will be able to assess the formal aspects of their video editing and put those qualities into words, using, when appropriate, vocabulary employed in class and readings.
4. Students will be able to contextualize editing in various forms. They will be able to do so with respect to other films in terms of defining its place within a broader style or genre. They will also be able to contextualize a film in terms of contemporaneous aesthetic, social, or political concerns, discussing how these might shape the film's reception and how that reception might differ amongst various peoples and periods in film history.

How Learning Outcomes Will Be Met

1. In-class screening of the film editing history documentary – The Cutting Edge: The Magic of Movie Making
2. In-class screening of current television shows, films, and online short films
3. Vocabulary from books, handouts, and articles

Writing Expectations

Students will be expected to complete 5-7 pages of writing for this course.

How Writing Expectations Will Be Met

1. 1 two-page essay based on film editing history
2. 3 one-page response essays based on modern television program or film or their choosing

Course Management System – D2L

Textbooks and Printed Resources

NOT REQUIRED: *Adobe Premiere Pro CC Classroom in a Book 13th Edition* - ISBN: 978-0321919380

Software – Adobe Premiere CC

Other Requirements

500 GB Minimum – USB 3.0 or Thunderbolt equipped external hard drive

Course Policies

- Attendance and class participation is mandatory
- Late assignments will not be accepted without permission

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 or COLWeb and sent via email.

Grading

Project 1: 15%

Project 2: 15%

Final Project: 20%

Writing Assignments: 10%

Exercises: 5%

Participation: 5%

Quizzes: 30%

Week-by-week Assignments/Readings (SUBJECT TO CHANGE)

Intro Week – Wednesday, Sept. 11, 2019

Class overview and introductions. Doc film screening.

Week 1

Introduction to Adobe Premiere CC, completion of Exercise 1 (all in-class), and export & upload procedures.

Continue Premiere CC interface introduction, review terminology, and demo for Exercise 2.

Week 2

Exercise 2 Due.

Introduction & demo for Project 1, and class votes on topics. Writing Assignment 1 Due.

Week 3

Project 1 workshopping.

Week 4

Project 1 workshopping & Quiz #1

Project 1 Due - class screenings, and introduction to Continuity Editing.

Week 5

Screenings and Exercise 3 intro.

Exercise 3 workshopping & in-class written exercise / Writing Assignment 2 Due.

Week 6

Exercise 3 Due - class screenings, and introduction to Project 2.

Project 2 workshopping.

Week 7

Quiz 2, and Project 2 workshopping

Project 2 workshopping and peer critique.

Week 8

Project 2 Due.

In-class screening, and introduction to movie trailers

Week 9

Introduction to Final Project

Final Project workshopping

Week 10

Final Project workshopping. Final Writing Assignment due.

Quiz 3, and Final Project workshopping

Final Exam/Screening Date

Monday, November 25th, 2019, from 11:30 AM to 1:45 PM

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. 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.

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: cdm.depaul.edu/enrollment.

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.

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