REQUIRED TEXTS:

REQUIRED MATERIAL:
• 32GB SDHC Card – Class 10, U1 (These should be less than $15 dollars)
  o This is what you will use to save your content when you shoot with our cameras. Please understand that not all SD cards are built the same. The specs above are ideal minimum requirements for shooting in HD. Lower specs may not be compatible with our equipment or may affect the quality/efficiency of your work.
• External Hard Drive (USB-C/USB 3.0)
  o You may need to reformat this to work with Mac and PC. This should be available for less than $80 and will be used to save production work from all your classes. At least 500GB is a good size for this class and for the rest of your time in this program.

COURSE DESCRIPTION:
This course covers theory and practice of television field production techniques, proper use of cameras, video editors and other electronic technology to communicate stories visually.

COURSE CONTACT HOURS AND STUDY HOURS:
This course will meet in person approximately 2.5 hours each week. Based on SFA policy 5.4, classes are to be built with the expectation that roughly 2 hours of work is done outside of class for every 1 hour of class time. In class we will have direct instruction, demonstration, and lecture. Outside of class you will be expected to read assigned content from the text, practice techniques demonstrated in class, and complete assigned projects. The class has been built so that these outside of class activities should stay within the expected 4-5 hours per week.

PROGRAM LEARNING OUTCOMES (PLOs):
1. Demonstrate the ability to write effectively across a variety of platforms appropriate to the discipline.
2. Gather, organize and analyze discipline-appropriate research and communicate information about it.
3. Understand the role of media in society.
4. Comprehend legal and ethical principles relating to media.
5. Demonstrate the application of media technology, terminology, and techniques.

STUDENT LEARNING OUTCOMES (SLOs):
1. Develop an understanding of professional television video production workflow.
2. Demonstrate the ability to effectively and efficiently perform effective preproduction and postproduction activities including visualizing, planning, shooting, and editing video content.
3. Cultivate the ability to discern what elements contribute to quality visual stories.
4. Demonstrate an understanding of basic television field production terminology.

USE OF A.I. IN CLASS PROJECTS:
Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they can not be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Submitting all or any part of an assignment statement to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Using AI to brainstorm, formulate arguments, or template ideas for assignments;
- Using AI to summarize or contextualize source materials;
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

CLASSROOM BEHAVIOR STATEMENT:

In my class I attempt to treat all my students as young professionals. This means that, out of respect, I will do my best to show you respect as young adults who have chosen to attend SFA and enroll in this program. At the same time, I expect students to conduct themselves as professionals. This means being responsible for themselves and respectful of others. Though it is never my intention to discourage overwhelm students, I believe in providing direct constructive feedback and adhering to fairly strict deadlines. That being said, I do recognize students have lives and responsibilities outside my class. I encourage students to use the full allotted time for assignments as I generally provide more time than I believe students will need. Finally, while I am very happy to work with students outside of scheduled class time, I am also a working professional with a life and responsibilities beyond the class. Please keep this in mind when contacting me outside of working hours (9am-5pm).

ATTENDANCE PROGRAM:

Students are expected to regularly attend class and arrive on time or early if possible. Absences may result in grade reduction penalties. Any known schedule conflicts should be discussed prior to the date of absence. Any absence should be accompanied with proper official documentation.

- **THE INSTRUCTOR’S RECORDS REGARDING ABSCENCES ARE THE ONLY ONES THAT COUNT AND IT IS THE STUDENTS’ RESPONSIBILITY TO CHECK IN IF LATE.**
### GRADING:

<table>
<thead>
<tr>
<th>Grade Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (attendance/content)</td>
<td>20%</td>
</tr>
<tr>
<td>Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Production Projects</td>
<td>60%</td>
</tr>
</tbody>
</table>

- **Visual Essay** 10
- **Illustrated Interview** 10
- **Storyteller 1** 20
- **Storyteller 2** 20

Calculating grades:

\[
\text{Your Grade} \times \text{Percentage} = \text{Points out of 100 for semester} \\
80 \times 0.15 = 12 \\
\text{(If the assignment is worth 15% of semester grade then you’d add 12 to the rest of your scores for the semester to find your total for the semester)}
\]

### GRADE CATEGORY EXPLANATION

#### CLASS PARTICIPATION:

A grade will be assigned based on the student’s participation in the class. This includes attendance and engagement during class. I don’t expect students to have answers to every question or to know all the course information prior to class, but I do encourage active participation during class and reviewing content PRIOR to coming to class.

#### Tests

As part of this course you will be given tests to evaluate your understanding of important terms and concepts.

#### Production Projects

The primary grades from this course will come from a series of production projects the students will be expected to complete throughout the semester. These will orient you to the programs and equipment used in video production and evaluate both your technical and non-technical skills. You will be expected to effectively apply skills and techniques discussed in class and in the text in order to produce effective production projects.
### ACADEMIC INTEGRITY (4.1):

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

### WITHHELD GRADES SEMESTER GRADES POLICY (5.5):

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

### STUDENTS WITH DISABILITIES:

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

### STUDENT WELLNESS AND WELL-BEING

SFA values students' overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
  - 936.468.7249
  - dos@sfasu.edu

- **SFA Human Services Counseling Clinic** Human Services, Room 202
  - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - 936.468.1041

- **The Health and Wellness Hub** “The Hub”
  - Location: corner of E. College and Raguet St.

  To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person — mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741
# Course Calendar (Tentative)

*** Calendar may be modified based on number of students in course and/or semester developments.***

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1    | Aug 29-31   | • Introduction/Syllabus  
                      • Basic Concepts of Visual Storytelling   |
| 2    | Sept 5-7    | • Read Chapter 3: Project Planning and Evaluation  
                      • Read Chapter 4: Visual Communication  
                      • Lecture/Demonstration                |
| 3    | Sept 12-14  | • Read Chapter 10: Photography  
                      • Read Chapter 11: Recording Formats and Device Settings  
                      • Lecture/Demonstration                |
| 4    | Sept 19-21  | • Chapter 12: Audio Production  
                      • Chapter 13: Video Production  
                      • Discussing camera tech and visual composition |
| 5    | Sept 26-28  | • Cameras and composition (cont.)  
                      • Assignment: Visual Essay               |
| 6    | Oct 3-5     | • Chapter 14: Time-Based Editing  
                      • Premiere Deep Dive                     |
| 7    | Oct 10-12   | • Discussing audio recording and mics  
                      • Discussing interviewing                |
| 8    | Oct 17-19   | • Review for Terminology Mid-Term  
                      • Assignment: Illustrated Interview  
                      • Mid-Term Exam                          |
| 9    | Oct 24-26   | • Premiere Practice (Classroom in a Book)                              |
| 10   | Oct 31 – Nov 2 | Premiere Practice (Classroom in a Book)       |
| 11   | Nov 7-9     | • Premiere Practice (Classroom in a Book)  
                      • Assignment: Storyteller 1              |
| 12   | Nov 14-16   | Expanding your field Toolkit                                           |
| 13   | Nov 21-23   | THANKSGIVING BREAK                                                     |
| 14   | Dec 5-7     | Drone Flight School <Tentative>                                         |
| 15   | Dec 12-14   | <Tentative>  
                      • Assignment: Storyteller 2  
                      • Review for Terminology Final         |
|      |             | • Terminology Final                                                   |