JOMC 221
Audio-Video Information Gathering
Spring 2017

Professor (for now): Francesca R. Dillman Carpentier
Office: 327 Carroll Hall
Phone: 919-843-1035
E-mail: francesca@unc.edu
Office Hours: by appt

Class Hours: TR 11:00-12:15p
Classroom: CA 132

Course Philosophy

This course introduces students to the tools and skills needed to engage in quality storytelling with audio and video in broadcast and multimedia environments. Emphasis is in mastering technical and aesthetic aspects of audio and video information gathering. As this course is also intended to give students insight into what they may expect as entry-level employees in "the real world," attention to detail is key, as is timeliness, thoroughness and active participation in course activities.

Texts

Old school but still relevant - Ron Whittaker's TV Production Modules from *Television Production: A Free, Interactive Course in Studio and Field Production*. Available for free through Cybercollege.com (http://www.cybercollege.com/tvp_ind.htm)

Other useful links:
- **Lynda.com tutorial access for UNC students:**
  http://software.sites.unc.edu/lynda/
- **Free trials of Adobe software (including Premiere):**
  http://www.adobe.com/downloads.html
- **UNC lab access for MJ School:** http://jomclabaccess.web.unc.edu/
- **UNC virtual lab:** https://virtuallab.unc.edu/vpn/index.html

Required Supplies

SDHC memory card at least 16GB (can use 8GB if necessary). Should be Class 10 and say it can store HD video.

USB flash drive (or thumb drive) or other external hard drive with at least 64 GB capacity.

Headphones with a standard mini jack (any headphones you might use with your phone or mp3 player will do).

Course Goals

The School of Media and Journalism's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML - vals&compshttp://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML - vals&comps

No single course could possibly give you all of these values and competencies, but collectively, our classes are designed to build your abilities in each of these areas. In this

class, we will address a number of the values and competencies, with special emphasis on the last six bullet dots under "Professional values and competencies" in the link above.

In particular, we will be focused on the last competency listed, regarding the application of tools and technologies. Within this competency:

- You will learn to recognize, use, and know the functions and limitations of the equipment and software introduced in class.
- You will be able to critique others' work based on technical quality, aesthetics, and story flow.
- You will be able to plan and execute a short, clean, logically-flowing product.

Throughout this class, we will discuss how to best engage audiences using the tools you are learning. Clear, ethical and engaging storytelling is the ultimate course goal.

Attendance Policy

Similar to having personal time off (PTO) at work, you are allotted two absences without need to justify or explain your reasons for missed class. Similar to extending beyond one's allotted PTO, any additional absence past the two allotted days will result in a half-grade deduction (e.g., a B becomes a B- at three absences) for each additional day of absence. As this course is project-based and cumulative in its delivery of technical information, it is important to attend each scheduled course day to receive new information and to practice new skills.

Late Assignments

Accepting late assignments is unfair to the students who have sacrificed to turn theirs in on time. Assignments that are not turned in by the date/time they are due will receive no credit.

Grading

You are graded according to the highest professional standards. The breakdown in percentages is listed below.

- **F** = 59% or below,
- **D-** = 60-62%,
- **D**= 63-66%,
- **D+** = 67-69%,
- **C-** = 70-72%,
- **C** = 73-76%,
- **C+** = 77-79%,
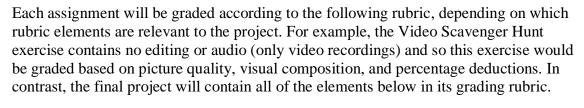- **B-** = 80-82%,
- **B** = 83-86%,
- **B+** = 87-89%,
- **A-** = 90-92%,
- **A** = 93-96%,
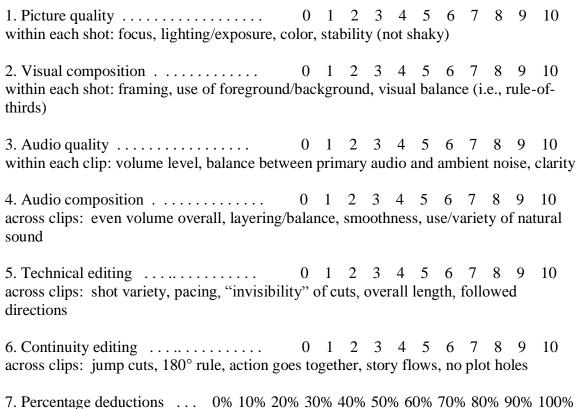- **A+** = 97-100%

Below is a guideline for how grades are described within this course:

- **D, D-, or F,** needs to consider a different field
- **D+**, did not demonstrate understanding of the basics but tried
- **C-**, has glimpses of potential in a limited range
- **C**, acceptable work, follows instructions, understands basics, does the minimum to pass
- **C+**, good in one area of work, but consistent problems with another area
- **B-**, needs a bit more polish, pretty good handle on things, participates in class, does more than the minimum
- **B**, solid effort, would have no problem recommending this person
- **B+**, very good performance, consistently does more than required, a self-starter, would get an unqualified job recommendation
- **A-**, stands out, good attitude, work is impressive in quality, very few problems, works like career depends on it
- **A**, nearly perfect in execution, quality of work is exceptional

Grading Rubric

Each assignment will be graded according to the following rubric, depending on which rubric elements are relevant to the project. For example, the Video Scavenger Hunt exercise contains no editing or audio (only video recordings) and so this exercise would be graded based on picture quality, visual composition, and percentage deductions. In contrast, the final project will contain all of the elements below in its grading rubric.

1. Picture quality   0   1   2   3   4   5   6   7   8   9   10
within each shot: focus, lighting/exposure, color, stability (not shaky)

2. Visual composition   0   1   2   3   4   5   6   7   8   9   10
within each shot: framing, use of foreground/background, visual balance (i.e., rule-of-thirds)

3. Audio quality   0   1   2   3   4   5   6   7   8   9   10
within each clip: volume level, balance between primary audio and ambient noise, clarity

4. Audio composition   0   1   2   3   4   5   6   7   8   9   10
across clips: even volume overall, layering/balance, smoothness, use/variety of natural sound

5. Technical editing   0   1   2   3   4   5   6   7   8   9   10
across clips: shot variety, pacing, "invisibility" of cuts, overall length, followed directions

6. Continuity editing   0   1   2   3   4   5   6   7   8   9   10
across clips: jump cuts, 180° rule, action goes together, story flows, no plot holes

7. Percentage deductions . . .   0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
for non-completion of any element, not following a specific direction

In addition to these numerical grades, you will also receive written comments that will help explain the reasons for the numerical evaluation.

Honor Code

It is expected that each student in this class will conduct him/herself within the guidelines of the Honor System (http://honor.unc.edu). All academic work should be done with the high level of honesty and integrity that this University demands. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please feel able to see the course instructor, speak with the senior associate dean of undergraduate studies in this school, and/or speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

Seeking Help

If you need individual assistance, it is your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem, whether the problem is difficulty with course material, a disability, or an illness. Please feel able to contact the course instructor as soon as you perceive any warning signs of things that might adversely affect your class performance or final grade.

Diversity

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin at http://www.unc.edu/ugradbulletin/. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

 In this course, you are encouraged to represent diverse populations, diverse viewpoints, and diversity of perspective in your own work. You are also asked to be sensitive to the various backgrounds, perspectives, origins, and situations represented by the students in the course, the students, faculty, and staff at this university, and the residents of this state.

Special Needs

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service (ARS) Office. In the first instance please visit their website at http://accessibility.unc.edu, call the office at 919-962-8300, or email accessibility@unc.edu. A student is welcome to initiate the registration process at any time. However, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester.

Please contact ARS as early in the semester as possible.

Class Requirements

Course Assignments (35%):

There will be a number of in-class or take-home assignments (homework) throughout the semester. Grades for these are based on quality and completion. The average of these assignments will account for 15% of your total grade.

- Video Scavenger Hunt
- Video and Light Exercise
- Audio Scavenger Hunt
- Video Production Quiz

Project 1 (25%):

The first major project is a short 30-second story showcasing **one person describing an action or event**. The person should be interviewed and the person's narration should be present in at least 15 of the 30 seconds. We should see the person's interview at least once. The action or event should be featured using a collection of footage with natural sound and ambient noise. This exercise is designed to get you thinking about shot variety in relation to editing. The exercise also gives you an opportunity to practice the art of 'movement' using stationary shots, action follow-through, and use of compelling imagery to tell a story without the use of words. Finally, this exercise gives you the opportunity to practice making a product that is exactly 30 seconds in length. You are restricted from using a roommate or your own home for this project. Evaluation will be based on overall length, picture quality and focus, visual composition, pacing, continuity, avoidance of 180° rule and jump cut issues, shot variety, clarity of audio, audio levels throughout, layering and balancing audio, and adherence to the directions of this exercise. This project will be worth 25% of your total grade.

Project 2 (40%):

This second, final production is a video, either documentary- or news-style. **At least two interviews** (or character narratives) must be featured, intercut with other **supporting video** (b-roll) and **natural and ambient sound**. Music may be used, but only if it fits the production. The video must be exactly 150 seconds in length. Choose your story wisely. You should have compelling video, as well as compelling audio in order to make this story work. Think of this project as a way to show that you could be hired by an organization to produce material for either their online video brand or a broadcast outlet. You are restricted from using a roommate or your own home for this project. Evaluation will be based on overall length, picture quality and focus, visual composition, pacing, continuity, avoidance of 180° rule and jump cut issues, shot variety, clarity of audio, audio levels throughout, layering and balancing audio, and adherence to the directions of this exercise. This project will be worth 40% of your total grade.

Tentative Course Schedule (subject to change)

Day 1:   1/17   Introduction to video composition

Skim for next class:
Composition and Graphics—Composition–Setting the Scene (http://www.cybercollege.com/tvp022.htm)
Composition and Graphics—Elements of Composition I (http://www.cybercollege.com/tvp023.htm)
Composition and Graphics—Elements of Composition II (http://www.cybercollege.com/tvp024.htm)
Composition and Graphics—Elements of Composition III (http://www.cybercollege.com/tvp025.htm)

Day 2:   1/19   Continuing with video composition
(begin thinking about Projects 1 and 2)

Sign up for camera partners, visit equipment room
Check out camera for next class

Day 3:   1/24   Camera orientation
(students bring camera kits)

Day 4:   1/26   Camera orientation continued
(students bring camera kits)

Assigned: Video Scavenger Hunt

Due: written informal pitch for Projects 1 and 2

Day 5:   1/31   In-class video critiques (instructor provides footage)

Due: Turn in scavenger hunt footage at beginning of class (turn in memory card with name on it or load footage into dropbox)

Day 6:   2/2   Lighting for video

Day 7:	2/7	Lighting in-class exercises with three-point lighting (instructor will bring in three lighting kits) (students bring camera kits)

Assigned: Video and Light Exercise

Skim for next class:
  Video Editing—Continuity Editing
   (http://www.cybercollege.com/tvp050.htm)
  Video Editing—Solving Continuity Problems
   (http://www.cybercollege.com/tvp052.htm)
  Video Editing—Technical Continuity
   (http://www.cybercollege.com/tvp053.htm)

Day 8:	2/9	Capturing audio for video (students bring camera kits)

Assigned: Audio Scavenger Hunt

Due: Turn in video and light footage at beginning of class (keep memory card, turn in footage into dropbox)

Day 9:	2/14	Editing and continuity

Assigned: Record 20 shots of a single action for later editing into the Matched Action video)

Due: Turn in audio scavenger hunt footage at beginning of class (keep memory card, turn in footage into dropbox)

Day 10:	2/16	Video editing orientation

"Knowing how to use Final Cut or Avid and saying you can edit is like knowing Word and thinking you're a novelist."-Anon

Day 11:	2/21	Video editing orientation continued (students bring 20 shots for Matched Action)

Assigned: Begin editing the Matched Action video

Day 12:	2/23	Revisiting light and color, more editing
Day 13:	2/28	In-class quiz on Video Production
		Video storytelling styles and production planning
		Due: Turn in Matched Action at end of class period
		Assigned: Project 1 – single person interview with b-roll
Day 14	3/2	In-class work day Use this time to work on Project 1
Day 15:	3/7	In-class work day Use this time to work on Project 1 In-class reviewing of footage with instructor
Day 16:	3/9	In-class work day Use this time to work on Project 1 In-class reviewing of footage with instructor
		Due: Project 1 final cut due at end of class period
		Assigned: Project 2 – Video and Audio
Day 17:	3/21	In-class critiques of Project 1 videos
		Assigned: Project 2 – Two-character story
Day 18:	3/23	In-class critiques of Project 1 videos
Day 19:	3/28	In-class work day Use this time to work on Project 2 In-class reviewing of footage with instructor

Day 20:	3/30	In-class work day
		Use this time to work on Project 2
		In-class reviewing of footage with instructor

Day 21:	4/7	In-class work day
		Use this time to work on Project 2
		In-class reviewing of footage with instructor

Day 22	4/9	In-class work day
		Use this time to work on Project 2
		In-class reviewing of footage with instructor

Day 23:	4/14	In-class work day
		Use this time to work on Project 2
		In-class reviewing of footage with instructor

Day 24:	4/16	In-class work day
		Use this time to work on Project 2
		In-class reviewing of footage with instructor

Due: Project 2 final cut due at end of class period

| Day 25: | 4/21 | In-class critiques of Project 2 videos |

| Day 26: | 4/23 | In-class critiques of Project 2 videos |
| | | (please complete class evaluations) |

| Day 27: | 4/28 | In-class critiques of Project 2 videos |

No Final Exam