RowanCollege
at GLOUCESTER COUNTY

LIBERAL ARTS DIVISION
1400 TANYARD ROAD, SEWELL, NJ 08080
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COM 312   **Film Production I**
LECTURE HOURS/CREDITS: 3/3

Prerequisite: COM210 Film History and Appreciation I, COM212 TV History and Appreciation, COM217 Applied Media Aesthetics, COM219 The Television Industry
Co-requisite: None

CATALOG DESCRIPTION

Film Production I introduces students to the principles and techniques of film style production. Students work in production teams to make a series of short films designed to familiarize them with film production techniques including camera operation, shot composition, and editing. In addition, students gain experience applying basic cinematic narrative concepts.

TEXTBOOK AND COURSE MATERIALS

The Filmmakers Handbook - A Comprehensive Guide for the Digital Age - 2013 Edition by Steven Ascher & Edward Pincus

It is the **responsibility of the student** to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at http://rcgc.bncollege.com/

EVALUATION AND ASSESSMENT

Grading Distribution
Individual instructors may include the following assessments. Grading to be determined by individual instructors.

• In-class Quizzes	10%
• Film Projects	40%
• Final Film Project	30%
• Participation (team work)	10%
• Final Exam	10%

Grading Scale Example

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

DESCRIPTION OF WORK

In-class Quizzes

There will be quizzes throughout the course of the semester; the quizzes are designed to test your knowledge of concepts and terminology based on the required texts and class notes and discussion. They will consist of a mixture of multiple choice, true/false, short answer questions, and may include hands-on skill tests. If you miss a quiz, you will receive a grade of zero.

Film Projects

These projects are designed to teach the basic process of film production. Students will learn the basic technologies of DSLR cameras, studio and on location audio production, lighting techniques and editing. The projects will also introduce students to pre-visualization and basic post productions techniques.

Final Film Project

Filmmaking teams will produce a digital short based on an idea drawn at random. Crews will be responsible for developing a story abstract or narrative based around the idea. The project will allow students to choose specific roles on the crew to explore the collaborative nature of film production. The films will be shot on campus during class. The film will be edited individually be each member of the team on a non-linear digital editing system (NLE). The students will choose a version of the edited film and polish it creating the final edited version. This film will represent the group before the entire class.

Course Participation

Student participation and discussion are essential to a beneficial course experience. You will be graded for your participation in production-related projects, your preparation for the class (i.e. reading chapters of text prior to the class discussed, completion of required assignments, etc.) and your attendance (frequent absences or classroom disruptions will greatly affect your participation grade). Due to the prevalence of team-based work, poor teamwork will be reflected in both participation and project grades. Peer evaluations may be used as a partial measure of class/team contributions.

Final Exam

Will be taken online with our Blackboard eLearning system and will be available during the final week of class.

ROWAN COLLEGE OF GLOUCESTER COUNTY CORE COMPETENCIES
(Revised 2014)

	This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.
1	**Written and Oral Communication** Students will communicate effectively in both speech and writing.
2	**Quantitative Knowledge and Skills** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	**Scientific Knowledge and Reasoning** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	**Technological Competency** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	**Society and Human Behavior** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	**Humanistic Perspective** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	**Historical Perspective** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	**Global and Cultural Awareness** Students will understand the importance of a global perspective and culturally diverse peoples.
9	**Ethical Reasoning and Action** Students will understand ethical issues and situations.
10	**Information Literacy** Students will address an information need by locating, evaluating, and effectively using information

CORE COMPETENCIES

This course focuses on three of RCGC's Core Competencies:
Written and Oral Communication
Technological Competency
Global and Cultural Awareness

STUDENT LEARNING OUTCOMES

Successful completion will help students:	RCGC Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
Students will demonstrate a fundamental knowledge of film production technologies including digital single reflex (DSLR) camera operations, composition, light metering, lens choice, determining depth of field, exposure, continuity editing, as well as a fundamental understanding of film and its general production history.	Written and Oral Communication Technological Competency Global and Cultural Awareness	In-class Quizzes Film Projects Final Film Project Participation (team work) Final Exam
Students will be able to understand and apply basic cinematic storytelling techniques to the creation of short narrative exercises to be produced in class. Students will demonstrate their understanding of these concepts through appropriate preproduction exercises.	Written and Oral Communication Technological Competency Global and Cultural Awareness	In-class Quizzes Film Projects Final Film Project Participation (team work) Final Exam
Students will be able to utilize organizational strategies, project planning and management	Written and Oral Communication	In-class Quizzes Film Projects Final Film Project

techniques to produce a series of group assignments which stress productive collaboration and professional competencies. Through group collaborations, students will gain a better understanding of the human dimension of film production and the importance of good interpersonal communication skill in production practice.	Technological Competency Global and Cultural Awareness	Participation (team work) Final Exam
Students will be able to coordinate and carry out the post-production of short projects, demonstrating their understanding of basic editing theories, digital editing software, hardware, web-based media technologies and proper digital media management.	Written and Oral Communication Technological Competency Global and Cultural Awareness	In-class Quizzes Film Projects Final Film Project Participation (team work) Final Exam

CLASS POLICIES

ATTENDANCE POLICY:
Class attendance and participation in class discussions are essential to this course. Students are responsible for all materials during class absence and should make arrangements *with other students* to acquire class notes. If you are aware in advance of a class you must miss please notify the instructor and make arrangements to make up the work you will miss.

PLAGIARISM: Please refer to the online syllabus for definitions of plagiarism. The first instance of plagiarism will result in a zero (0) for that assignment and require a student instructor conference. A second offense will result in an F for the course. In addition, a second offense will be reported to the Dean of Liberal Arts and the Director of Student Affairs.

DEADLINES: Project deadlines must be met. If your project is not finished at the scheduled time, it will affect your grade, unless you have made special arrangements with your instructor.

(Please check with individual instructors for their class policies and expectations)

PROFESSIONALISM AND PRODUCTIVE COLLABORATION

- You will be assigned to a production team for class projects. The success of each project will depend on the professional conduct of each member of the team. Professional conduct is an expression of respect for yourself and your collaborators. The media professional is on time for class and production related activities such as meetings and crew calls. In addition, the media professional is organized, strives to present her ideas clearly, and always treats fellow students, professional staff, student supervisors, faculty and others with respect.

- Lateness, absence, or lack of preparation for meetings or assignments is a sign of disrespect for others. Unprofessional conduct will negatively impact on the instructor's evaluation of a student's performance. You should adjust other commitments to allow for your full participation in the classroom and production assignments. Professionalism extends to your interactions with the equipment and the facility. Any damage or improper use of equipment or facilities will negatively impact on your final grade.

PROFESSIONAL PREPARATION

- Most of you are here to learn how to be media professionals. You want to work in this field when you graduate. Starting today, I will treat you as a professional I have hired as part of a production team. The policies below are based on practices best production companies would follow.

- Take this class and your work seriously. You should be striving to develop a marketable skill set to allow you access to the world of the professional. This skill set includes careful work practices, organizational skills, attention to detail, good oral and written communication skills, a professional attitude, and knowledge of film and television history, aesthetic practices, technologies and current professional practices. Working in cinematic film and television production can be both personally and financially rewarding, but it is only open to those individuals who are willing to work hard. There are plenty of jobs for good hardworking professionals, but there almost no jobs for anyone else. Waiting until after you graduate to adopt the attitude and work habits of a professional is a mistake that could be fatal to your career.

GIVING AND RECEIVING PROJECT CRITICISM

One of the most difficult aspects of the course for many students is the critical nature of project evaluation. The real-world media production environment—including RTF, journalism, and advertising— requires a thick skin and keen evaluative skills to sustain success. My goal as an instructor is to emulate that climate in a safe environment (i.e. an environment where you won't be fired for your mistake) and encourage development of the critical skills needed in practically any field. Use the points below for a starting place on developing those skills.

Receiving Criticism:

Double (and triple) check your work. After you've finished, and before you submit it as a polished project, make sure that you've watched it multiple times with a critical eye – and corrected anything that you and your teammates can find. If you haven't watched it until you're sick of it, you haven't watched it enough times. Going over everything beforehand can help you avoid careless mistakes that needlessly lower your grade, and allow the feedback to focus on real learning.

Accept that you are not perfect. No project that you submit will be flawless, and I don't expect perfection from your projects (although it may seem to you like I do at times). The most important thing is that you recognize you will make mistakes, give a lot of effort to try to avoid them, and then learn from them so you don't make them again in the future.

Don't take it personally. If your instructor or fellow students have feedback for you, remind yourself that it is your work being criticized, not you. Remember that they aren't criticizing your work out of spite, but in order to ensure you do the best work possible.

Listen carefully. If you ignore criticism, you're likely to repeat the same mistakes. Be sure to take notes on your feedback, and think of how to correct the problems specified. Ask for suggestions on how you can improve that aspect of your project. Admittedly, this is a difficult task as it requires you to take responsibility for your own errors. Don't interrupt or digress; this is an opportunity to learn about your progress.

Don't be defensive. Try not to be defensive about what you are hearing, or to justify your actions or reject the information. You don't have to agree with what you hear, but it is important to hear it.

Don't hold a grudge. Staying angry/upset about criticism can affect your future work. Put the mistakes out of your mind and focus on doing the best job possible on the next task.

Clear the air. If you are upset or believe the criticism is unfair, come see me to discuss it outside of class. We can clear up any lingering bad feelings and discuss ways to improve your work in subsequent projects. If you're not sure about certain points, ask for clarification. Don't get discouraged; constructive criticism is a key part of any job.

Giving Criticism:

Participate fully. Nothing is more troubling than a lack of participation, or superficial participation. Remember that the learning you can get from this class is directly tied to your participation. The more you watch other projects with a critical eye, the better your own projects will be.

Pay objective attention. Try to look at each project for its merits/flaws. Don't compare it to your own project. Pay attention to all aspects of the project, including technical, aesthetic, and thematic.

Be specific rather than general. Providing specific examples helps the recipient understand exactly what the issue is. Take notes as you view each project to refer back to.

Describe, don't accuse. Use active listening to defuse the emotion in the situation. Make sure you are communicating a specific point rather than assigning blame.

Don't just offer opinions, offer solutions. Point out flaws in the project when coupled with a possible solution. Merely pointing out audio problems (for example) in a project is of limited utility; sharing techniques for correcting/avoiding those audio problems in the future will be of much greater benefit to the entire class.

TOPICAL OUTLINE

WEEK	DATE	In Class LEARNING OBJECTIVE	outside class Assignment
1		Introduction / Review of Syllabus / eLearning Class Webpage / Equipment Rules and Lab Hours / Camera and tripod Demonstration (Canon DSLR 7D Kit)	Read Chapter 1 Intro to Digital Film Systems
2		Review Tripod set-up, DSLR workflow, and camera reports Lenses and Exposure / Discuss Camera Test	Read Chapter 2 Before Production Login to our eLearning class page
3		**Quiz on Readings** / Check out camera package from equipment room and review all documents / SHOOT CAMERA TEST	Read Chapter 3, 4 & 8 Camera, Lens and Filters
4		Edit Camera Test - Due next week / Lecture: Composition, Continuity and Screen Direction / Discuss Film Project 1	Read Chapter 9 Shooting the Movie / Camera Test and Film Project idea due next week
5		**Quiz on Readings** / Screen and discuss the Camera Test Projects	Read Chapter 13 Picture and Dialogue Editing
6		Shoot Film Project	Read Chapter 14 Editing Digital Video
7		**Quiz on Readings** / Editing Demo / Lighting Demo / discuss final project	Log footage / Start editing film project
8		Pitch final ideas/scripts to groups. Prepare for presentations next week. Film project editing time	Prepare pre-production materials/clips for presentation. Continue editing film project - rough cuts due next week
9		Final Project Presentations with storyboards. Get feedback from class/prof approval. / Final Editing (time permitting)	Finalize editing of film project / final version due next week
10		Finish Pre-production for Final Film Project / Screen individual film projects	Prepare props and wardrobe, review pre-production paperwork
11		Final Film Shoot #1	Log footage
12		Final Film Shoot #2	Log week two footage
13		Screen individual film projects / Editing of Final Film Projects	Continue editing
14		Editing of Final Film Projects	Finish Final Film Project / study for final exam
15		Screening of Final Films	
16		**Final Exam** / Screening of Final Films	

Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or *ajones@rcgc.edu*.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADAAA/504 Officer at 856-415-2265 or *dcook@rcgc.edu*.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit *RCGC.edu/SpecialServices*.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the Student Profile Form.
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:

    a. Diagnosis with written evaluation of current disability;
    b. Date the student was diagnosed;
    c. Tests used to reach diagnosis;
    d. Credentials of the medical professional conducting evaluation; and
    e. How the disability affects daily activities and/or academic performance.

- By clicking on the following links, students can download the Special Education Records Release Form and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.

    1. Students should schedule a meeting after submitting the Student Profile Form, proper documentation and completing the College's placement test. (Click on Special Accommodations for Placement Testing to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
    2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the technology link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.