Post Production Editing I - FDMA 1996 - Section 501

Syllabus - REMOTE ASYNCHRONOUS - Fall 2021
Instructor: André Callot
acallot66@unm.edu

Credit Hours

This is a 3 credit-hour course. Students are expected to work on their own and in groups to complete assignments using school-supplied resources within the timeframe outlined for each assignment. The course is remote and asynchronous, meaning that class work will be turned in through the Blackboard Learn website (learn.unm.edu) by midnight Mountain Time the night before the class in which the assignment is due.

Course Learning Objectives

Post Production Editing I is an introduction to motion picture post-production, editing, sound design and motion graphics. This class is your opportunity to hone your personal practice as a filmmaker, aware of the process of constructing ideas, feelings and information. We will concentrate on video post-production and editing, building the skills necessary to manipulate time and experience. Course objectives include:

- Students will demonstrate introductory level working knowledge of Adobe Premiere

- Students will demonstrate proper use of post-production and editing software.

- Students will demonstrate editing skills by putting together scenes of shot footage.

- Students will start to build an editing portfolio of their completed works. Students will be able to showcase their finished work on a variety of platforms.

- When working on a project a set of rules must be used to properly cover every aspect of editing. Students will demonstrate their understanding of these rules and concepts.

Grades

Grades are based on participation in class critiques and discussions, as well as weekly assignments and a final project. Class participation in out-of-class group projects is mandatory. Grades will be divided as so: 20% class participation, 10% solo project, 20% group project, 10% found footage project, 10% audio loop project, 10% film essay project, 10% duration project, 10% video art project. Letter grades correspond to point totals:
A: 90-100%   *B*: 80-89%   *C*: 70-79%   *D*: 61-69%

Office Hours

Please email me (acallot66@unm.edu) before October 25, 2021 to schedule a one-hour consultation session to occur before November 1, 2021. We will discuss your interest in the course, your hopes for covering specific subject matter, and your access to library resources. Additional sessions are available for scheduling upon request.

I am available on Fridays between 1 PM and 4 PM for additional meetings. If you would like to meet with me but haven't scheduled a time, you can email me during this weekly period for an immediate meeting, if I am not already meeting with a student.

Class Participation

A portion of the student's final grade (defined above) will depend on the student's weekly participation in class discussions on the Blackboard Learn Discussion Board for this course. Failure to contribute significantly to the weekly forums created for each class will result in a lower final grade for the course. The student's final grade will be reduced by 2.5% for each week you fail to post responses to the prompts in the Discussion Board.

Weekly Editing Assignments

Each week, the student will complete an editing assignment as described below, post to the course Discussion Board, and comment on other students' work in a timely manner.

Course Agreement

Please complete, sign and email to me a copy of the Course Agreement, available at the end of this syllabus, before the start of the second week of this course.

Course Access

This course will occur entirely on Blackboard Learn. A reliable internet connection and a computer capable of accessing the Blackboard Learn online platform are required for this course. For assigned readings provided as hyperlinks or PDF downloads, appropriate additional software for accessing class materials may also be required. Video conference appointments will be conducted on Zoom, using a webcam, a microphone and headphones. Film screenings will occur on Blackboard Learn, which may require minimum internet data speeds. Please test your internet speeds in the first week of class and report issues to me.

Privacy, Equal Access and Title IX

Please inform me of your needs regarding disability as soon as possible to ensure that your needs are met in a timely manner. In an effort to meet obligations under Title IX, UNM Faculty are considered responsible employees. This designation requires that any report made to a faculty member regarding sexual misconduct or gender discrimination must be reported to the Office of Equal Opportunity and the Title IX Coordinator. For information on accessibility at UNM-Valencia, Title IX and student privacy, please click this link.

UNM-Valencia's Equal Access Services

Plagiarism

The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University.

Student Resources

For tutoring resources, information about the library, career counseling, financial aid and other student resources, please click this link.

Required Film Screenings and Discussions

Each week, a film screening posted to the Discussion Board will illustrate the concepts described in each week's lesson. The student will post in the film screening thread with observations and questions about the film, and respond to other students' posts in a meaningful and considerate way.

Week One: Non-linear Editing

Students will learn the basics of editing video in a non-linear editing platform. Topics will include file management, timeline manipulation, as well as basic image adjustments including motion, color, and titles. We will discuss video technical specifications, compression, codecs, export formats and bitrates. Instructional videos that guide the student through the Adobe Premiere Pro interface are available here:

https://helpx.adobe.com/premiere-pro/tutorials.html

Students will edit found footage from archive.org to create a narrative scene with intertitles. We will discuss color timing, frame rate matching, and other techniques for mixing footage from different sources. We will also discuss the archive, the history of found footage, copyright, and the role the world of images plays in our lives.

https://archive.org/details/feature_films
https://archive.org/details/short_films
https://archive.org/details/stock_footage
https://archive.org/details/35mmstockfootage
https://archive.org/details/home_movies?tab=collection

WEEK ONE SCREENING - The Atomic Cafe (1982)

ASSIGNMENT ONE - FOUND FOOTAGE

Each student will download as much footage as they need to create a short silent video, at least 90 seconds long, using text as necessary to tell a visual story. Due in class two.

Week Two: Sound Editing

Students will learn the basics of audio editing - sound effects, audio filters and effects, equalizing, noise removal, room tone, sound transitions. We will discuss technical specifications of digital audio, including sample rate, compression, dynamic range and stereo imaging.

Screen Found Footage assignment. Discuss.

Students will learn cutting music with images: dance sequences, music videos, musical score in narrative scenes, musical transitions.

WEEK TWO SCREENING - Strange Days (1995)

ASSIGNMENT TWO - AUDIO LOOP

Each student will edit a video of any length, intended to be played on a loop. The audio must loop, but the picture can change if the student wishes. Due in class three.

Week Three: Continuity Editing

Students will learn classical Hollywood continuity editing: shot-reverse-shot, line of action, character perspective, cutting on action, parallel action, diegetic sound, temporal ellipsis, eyelines, establishing shots, master/close up, flashbacks.

Students will watch and discuss the "Assignment Two" projects, keeping an eye toward sound and image repetition and rhythm.

WEEK THREE SCREENING - Carol (2015)

ASSIGNMENT THREE - GROUP PROJECT PROPOSAL

Students, in pairs, will collaborate on a single five-minute video. One student will edit sound and the other will edit picture. Proposals for this project will be due in class four.

Week Four: Motion Graphics

Students will experiment with motion graphics animations. Create shapes, mattes, keys and titles, move them over time, change color and transparency, use different blending modes, use different animation effects to alter how things move and change over time.

Student pairs will present their project proposals, which the class will discuss.

Students will learn to edit footage to communicate an argument or thought, using documentary techniques, montage strategies and interview footage.

WEEK FOUR SCREENING - Sans Soleil (1983)

ASSIGNMENT FOUR - FILM ESSAY

Students will create a brief film essay on the subject of their choice, due in class seven.

ASSIGNMENT FIVE - SOLO PROJECT PROPOSAL

Students will propose a five-minute video project to be completed by themselves. Proposals will be due in class five.

Week Five: Montage

Students will learn editing in the epic mode (similar images building to an effect), the dramatic mode (images in conflict that create meaning in their difference), and intellectual montage (images corresponding to concepts interacting like an academic argument).

Students will present their proposals for their solo projects. The class will discuss these proposals.

WEEK FIVE SCREENING - Sink or Swim (1990)

ASSIGNMENT SIX - PRODUCTION PLANS

Students will create comprehensive plans for the production of their group and solo projects, including shot lists and schedule. Due in class six.

Week Six: Video Art

Students will learn to edit a sequence to create a work of art with a particular experience and concept. Students will consider détournement, visual dynamics, documentation of performance, and traditional film language.

Students will discuss production plans for group and solo projects. Final group and solo projects due in class eight.

WEEK SIX SCREENING - True Stories (1986)

ASSIGNMENT SEVEN - VIDEO ART

Students will produce a work of video art, due in class fourteen.

Week Seven: Duration

Students will learn to create videos using long takes. Students will consider hidden edits, dynamic movement, stillness, performance and other tools that may help them make a film compelling without cutting. Students will consider tempo as an element of editing.

WEEK SEVEN SCREENING - Les Rendezvous d'Anna (1978)

ASSIGNMENT EIGHT - DURATION

Students will create a video no less than three minutes long, without any cutting. Due in class eight.

Students will screen and discuss the videos made for the Video Art assignment.

Students will screen and discuss the videos made for the Film Essay assignment.

Week Eight: Finals

Screen and discuss videos from the Duration assignment

Group projects will be screened and discussed.

Students will screen and discuss their solo projects.

Additional Contact Information

Program Chair   -   Alexa Wheeler   -   alexa08@unm.edu
Department Chair   -   Justin Bendell   -   jbendell@unm.edu

Mental Health and Counseling Services

UNM-Valencia has one part-time mental health counselor, Arturo Fierro. His hours are Wednesdays, 3pm - 6pm and he is located in the SCC (Student Community Center) Room 206. (phone # and email will be shared via Learn). He is able to see patients in-person or in Zoom. He may have more hours throughout the semester, but this is the current info. I will update this via Learn if/when it changes. Services available in Valencia County and around the state: https://valencia.unm.edu/students/student-resources/index.html

COURSE AGREEMENT

I, the undersigned, commit to fulfill the expectations of this course as laid out in this syllabus, specifically regarding these requirements:

1. I will participate each week in the course Discussion Board in Blackboard Learn, providing constructive criticism of my fellow students' completed assignments. I will interact in a meaningful way with my fellow students while demonstrating respect and courtesy. I will demonstrate my understanding of each week's lesson by commenting meaningfully on the week's film discussion, in a timely manner.

2. I will complete each week's short editing assignment on time, with an eye toward the week's lesson and a progression over the semester toward refinement of my personal understanding of non-linear editing as a discipline. I will post on the Discussion Board with any relevant thoughts or questions that arise through my completion of the week's assignment.

3. I will complete my final project and turn it in before the deadline, having acknowledged here that I am aware before the course begins that this assignment constitutes 40% of my grade and has a deadline of December 13, 2021. My final project will reflect the skills and concepts I learn as I progress through this course.

4. I will meet one-on-one with the course instructor before November 1, 2021 to discuss my goals for the course, my potential concepts for my final project, and my ability to use school resources to successfully fulfill my obligations outlined in the points above.

If at any point during this semester I become aware of conditions in my life that make any of these requirements difficult or impossible to fulfill, I pledge to contact my instructor through email (acallot66@unm.edu) to discuss what mitigations may be enacted to provide for my continued success in my education at the University of New Mexico.

_____   _____   _____

Full Name   UNM ID   DATE