

Post Production Editing I - FDMA 1996 - Section 501

Syllabus - REMOTE ASYNCHRONOUS - Fall 2022

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 UNM Canvas website (canvas.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: 25% class participation, 5% for each weekly editing assignment. 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 August 26, 2022 to schedule a one-hour consultation session to occur before September 2, 2022. 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 Canvas 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 1.25% 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 - Can't Get You Out of My Head (2021)

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 - Dancer in the Dark (2000)

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. **No music may be used.** 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 - The Graduate (1967)

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. Outline, budget, cast and crew lists, locations and storyboards shall be submitted as part of your proposal. 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 group project proposals, which the class will discuss.

WEEK FOUR SCREENING - Waking Life (2001)

ASSIGNMENT FOUR - SOLO PROJECT PROPOSAL

Students will propose a five-minute video project to be completed by themselves. Outline, budget, cast and crew lists, locations and storyboards shall be submitted as part of your proposal. Proposals will be due in class five.

Week Five: Montage - Epic Mode

Students will learn editing in the epic mode (similar images building to an effect).

Students will learn to accumulate images ritualistically, to transform a film into a magical experience akin to a memory, a hallucination or a dream.

https://monoskop.org/images/6/68/Deleuze_Gilles_Cinema_2_Time-Image.pdf

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

WEEK FIVE SCREENING - Scorpio Rising (1963)

ASSIGNMENT FIVE - PRODUCTION PLANS

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

Week Six: Montage - Intellectual Mode

Students will learn editing in the intellectual mode (images that form a semiotic system).

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

WEEK SIX SCREENING - Le fond de l'air est rouge (1977)

ASSIGNMENT SIX - FILM ESSAY

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

DISCUSSION - What is the relationship between written essays and film essays?

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 - Rope (1948)

ASSIGNMENT SEVEN - DURATION

Students will create a video three minutes long, without any cutting. Due in class eight.

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

DISCUSSION - Why does slow editing make the viewer feel a particular way?

Week Eight: 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 sixteen.

Screen and discuss videos from the Duration assignment

ASSIGNMENT EIGHT - VIDEO ART

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

WEEK EIGHT SCREENING - Saute Ma Ville (1968)

DISCUSSION - What is video art? How do you know if you're looking at video art?

Week Nine: Music Video

Students will learn how to edit picture to music, as in music videos, dance sequences and musical montage.

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

ASSIGNMENT NINE - MUSIC VIDEO

Students will use a pre-existing piece of music to edit a music video. Due in class ten.

WEEK NINE SCREENING - Help! (1965)

DISCUSSION - How have music videos changed in the last fifty years?

Week Ten: Action

Students will learn to edit action sequences involving artificial action.

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

ASSIGNMENT 10 - ACTION

Students will edit an action sequence. Due in class eleven.

WEEK TEN SCREENING - Dunkirk (2017)

DISCUSSION - What allows an action sequence to make sense to the viewer?

Week Eleven: Live Performance

Students will learn to edit multiple angles of a live performance.

Students will screen and discuss the videos made for the Action assignment.

ASSIGNMENT 11 - LIVE PERFORMANCE

Students will edit together multiple angles of a live event.

WEEK ELEVEN SCREENING - Ziggy Stardust and the Spiders from Mars (1973)

DISCUSSION - What is the benefit of multiple angles in a recording of a performance?

Week Twelve: Commercials

Students will learn to edit a product commercial.

Students will screen and discuss the videos made for the Live Performance assignment.

ASSIGNMENT 12 - COMMERCIAL

Students will edit a commercial for a product of their choice.

WEEK TWELVE SCREENING - Top Gun (1986)

Week Thirteen: Coverage

Students will learn to edit together close-ups and master shots in narrative.

Students will screen and discuss the videos made for the Commercials assignment.

ASSIGNMENT 13 - COVERAGE

Students will edit multiple angles of a narrative scene.

WEEK THIRTEEN SCREENING - Death and the Maiden (1994)

DISCUSSION - Does coverage give too much power to the editor?

Week Fourteen: Speed

Students will learn to edit rapidly, without repeating shots.

Students will screen and discuss the videos made for the Coverage assignment.

ASSIGNMENT 14 - SPEED

Students will edit a one minute video with sixty shots of one second each.

WEEK FOURTEEN SCREENING - Requiem for a Dream (2000)

DISCUSSION - How fast is too fast? Why?

Week Fifteen: Color

Students will learn color correction tools in After Effects.

Students will screen and discuss the videos made for the Speed assignment.

ASSIGNMENT 15 - COLOR

Students will edit a video with a deliberate color palette added in After Effects.

WEEK FIFTEEN SCREENING - Enter the Void (2009)

Week Sixteen: Finals

Group projects will be screened and discussed.

Students will screen and discuss their solo projects.

Students will screen and discuss the videos made for the Color assignment.

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 Canvas, 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 must be screened in week sixteen. 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 September 2, 2022 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