

I. Course Information**Course Acronym:***

FILM

Course Number:* 122**Descriptive Title:*** Production I**Division:** Fine Arts**Department:***

Film/Video

Course Disciplines: Film/Video**Catalog Description:***

This course explores basic concepts and techniques of professional film/video production. Students will create films and videos using professional single-camera production methods.

Conditions of Enrollment:**Prerequisite:****Co-requisite:****Recommended Preparation:**

English 1 or eligibility for English 1A or qualification by appropriate assessment

Enrollment Limitation:**Course Length:** Full Term**Hours Lecture (per week):** 2**Hours Laboratory (per week):** 3**Outside Study Hours:*** 4**Total Course Hours:*** 90**Course Units:*** 3**Grading Method:** Letter Grade only**Credit Status:** Credit, degree applicable**Transfer CSU:** Yes**Effective Date:** Prior to July 1992**Transfer UC:** Yes**Effective Date:**

General Education:
ECC

Term:

Other:

CSU GE:

Term:

Other:

IGETC:

Term:

Other:

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)
SLO revisions are completed via the SLO Change Form available on the College Curriculum Committee website.

Student Learning Outcomes:

SLO #1 Calculating Exposure and White Balance

At the end of this course, students will be able to demonstrate how to properly calculate exposure, white balance, and focus on selected camcorders.

SLO #2 Outputting Picture and Sound Tracks

At the end of this course, students will be able to demonstrate how to capture, edit, and output picture and sound tracks utilizing supplied software and hardware.

SLO #3 Master Shot Technique

At the end of this course, students will be able to demonstrate how to plan, shoot, and edit a scene using master shot technique.

B. Course Objectives (The major learning objective for in this course are listed below.)

Course Objectives:

1. Identify the basic components of a film/video system designed for location production.
2. Demonstrate competence in using strategies and techniques for solving common production problems.
3. Demonstrate the proper techniques for the operation and the utilization of basic film/video production and postproduction equipment.
4. Demonstrate the ability to work with a film/video production crew by taking and/or giving directions.
5. Demonstrate the ability to conceptualize, write, and produce a short film or video from the initial idea to the finished product.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

I. Main Topic (3 hours, lecture)

A. Sub topics

B. Sub topics

1. Super sub topic
2. Super sub topic

Major Topics:

I. The Preproduction Process (6 hours, lecture)

1. Film/video forms
2. Short video screenings

II. Developing the Shooting Script for First Video (10 hours, lecture)

1. Equipment basics
2. Production responsibilities
3. Safety

III. Single Camera Production Strategies (15 hours, lab)

1. Exposure control
2. White balance
3. Focus
4. Depth of field
5. Neutral density filters
6. Camera operating

IV. Approaches to Image Making (14 hours, lab)

1. Fundamentals of lighting
2. Preproduction planning

V. Nonlinear Editing Systems (15 hours, lab)

1. Editing software principles
2. Continuity
3. Pace and rhythm

VI. Single and Double System Sync-Sound Techniques (10 hours, lab)

1. On location shooting
2. Crew responsibilities

VII. Shooting/Editing Short Films (20 hours, lecture)

1. Images, music, sound effects
2. Screen and critique

Total Lecture Hours: 36

Total Laboratory Hours: 54

Total Hours: 90

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

- 1) Substantial writing assignments
- 2) Problem solving demonstrations (computational or non-computational)
- 3) Skills demonstrations

Primary Method of Evaluation: 3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: Working in groups of 3-5, conceptualize, write, and produce a 30-second commercial using single-camera production techniques.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: Within given parameters, conceptualize, write, and produce a 60-second Public Service Announcement video for your school.

Critical Thinking Assignment 2: Write a 30-second scene that involves two actors talking about how tough college is and then shoot it using the master scene technique.

D. Other Typical Assessment and Evaluation Methods

Examples: Class Performance, Objective Exam, Clinical Evaluation, Oral Exams, Completion, Other Exams, Embedded Questions, Performance Exams, Essay Exams, Presentation, Fieldwork, Quizzes, Homework Problems, Reading Reports, Journal kept throughout course, Term or Other Papers, Laboratory Reports, True/False, Matching Items, Written Homework, Multiple Choice, Other (specify)

Other Evaluation Methods: Class Performance, Completion, Fieldwork, Matching Items, Multiple Choice, Objective Exam, Performance Exams, Quizzes, True/False

V. Instructional Methods

Examples: Lecture, Group Activities, Lab, Role play/simulation, Discussion, Guest Speakers, Multimedia presentations, Field trips, Demonstration, Other (specify)

Instructional Methods: Demonstration, Discussion, Group Activities, Lab, Lecture, Multimedia presentations

If other: screenings of professional and student films and videos

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Work Outside of Class: Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

VII. Texts and Materials

A. Up-to-date Representative Textbooks: Please use the following format(s):

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. *Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

***Multiple textbooks may be listed.**

Up-To-Date Representative Textbooks: Schroepfel, Tom. The Bare Bones Camera Course for Film and Video. 3rd ed. Allworth Press, 2015. (Discipline Standard)

B. Alternative Textbooks: Please use the following format(s): if applicable

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. *Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

**Multiple textbooks may be listed.*

Alternative
Textbooks:

C. Required Supplementary Readings

Required
Supplementary
Readings:

D. Other Required Materials

Other Required
Materials:

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Category:

Requisite course(s):
List both
prerequisites and
corequisites in this
box.

Requisite and
Matching skill(s):**Bold**
the requisite skill.
List the
corresponding course
objective under each
skill(s).

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite Skill:

Requisite Skill and
Matching Skill(s):
Bold the requisite
skill(s). If applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course: English 1

Requisite and Matching skill(s): **Bold the requisite skill. List the corresponding course objective under each skill(s).**

Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.

ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.

ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite Skill:

Eligibility for English 1A or qualification by appropriate assessment

Requisite Skill and Matching skill(s): **Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable**

Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.

Summarize, analyze, evaluate, and synthesize college-level texts.

Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Howard Story

Date: 04/29/1988

Original Board Approval Date:

Last Reviewed and/or Revised by: Kevin O'Brien

Date: 12/10/2021

Last Board Approval Date: 06/20/2022