

ITLS 4215/6215 - Digital Video Production 1

Course Description

This course covers fundamental theories and practice in design and development for camera and computer-based audio and video production, including recording, editing, and digitizing audio and video segments for education and training applications. Additional course work is required for those enrolled in the graduate-level course.

Crosslisted as: ITLS 6215

Instructor

Jackson Daneluk

Please message me via Canvas

(I will be responding to emails as follows

Mon-Fri reply within 24 hours; Sat-Sun reply within 48 hours)

Course Objectives

By the end of this course:

1. You will be confident in shooting and editing digital videos on your own.
2. You will be prepared to move on to advanced video production courses if you choose to.
3. You will be better able to work with and empathize with a professional video producer (or anyone in a related career field).

Course Requirements

- A flash drive or hard drive with at least 200 GB (hard drive recommended)
- Headphones (over-ear headphones are recommended)
- A video camera (a DSLR camera is recommended to get the most out of this class, but it is not required). For some assignments a phone camera may suffice but a DSLR or HD Camcorder style video camera will be necessary for assignments as we move through the semester. If using a phone, I recommend looking into these [camera apps](#), which will help you unlock many of the settings you will find on a professional camera.
- SOFTWARE: Adobe Creative Cloud is free and available to all students. [Click here for aid with downloading Adobe Creative Cloud \(free for USU Students\)](#). Final Cut Pro and Adobe Premier Pro are available in Campus Labs.
- No textbook is required

Course Structure Agenda

The Summer 2024 semester is held 100% remotely.

- **Sharing Time (weekly)** You will have an opportunity to share things you have learned if you want to, via Discussion Boards.
- **Question and Answer (optional)** You will have a chance to ask questions about the material from Canvas, via [Q&A Discussion Board](#).
- **Video Journal Feedback (weekly)** Students who want to will have a chance to share their video journals and get feedback from other students in the class may post their live links in the Discussion Board.
- **Discussion (weekly)** Each week we will discuss media that illustrates the principles from the week's topic. You will post and reply to your peers in the weekly Discussion Boards.
- **Assignment Time (estimate 60+ minutes)** Every week, you will have time to work on your video journal assignment.

Course Resources

Camera Checkout Policy

- **Equipment Available:** cameras, microphones, tripods
- **Checkout From:** Brigham Haroldsen
Brigham.Haroldsen@usu.edu
- **Checkout Times:** Monday-Friday, 8am - 4pm

Camera checkout is available for Logan Campus students only. You can checkout equipment over weekends, to be returned by Monday at 9:00 AM. Please be mindful to only checkout gear as needed since equipment is limited. Checkout is not available over holidays.

Please note, you are required to have your own video camera, even if it is a phone/tablet. There are not enough cameras for every student in the class to check one out for every assignment. If you don't have a DSLR camera, you will be able to check one out for the few assignments where that is required. Owning your own DSLR camera is highly recommended to get the most out of this course and to continue pursuing video production afterwards. Unlike most textbooks, a camera is an investment you will continue to use throughout your life. Alternatively, there are a number of apps that allow you to access pro settings on your phone that are available, such as Filmic Pro, etc, as well as lenses that you can attach to your phone that will enhance your footage.

Computer Lab

The following computer labs are open during the summer:

[Library: Information Commons](#) [Library: Emerging Technology](#) [TSC 101](#) [UR Graphics](#)

The computers are Apple computers; make sure your hard drive or flash drive is compatible with a Mac. The editing software(s) we will be using in this class are Premier Pro or Final Cut Pro X. Alternatively, you can get access to Adobe Creative Cloud here: [Adobe Creative Cloud for USU Students](#)

Class Standards

All are welcome to attend this class. In our class, we will be inclusive of everyone, including those with diverse backgrounds and disabilities. **You are expected** to be respectful and act as your best self. If you have any questions you can refer to [The Code of Policies and Procedures for Students at Utah State University](#), which includes sections on sexual misconduct, academic integrity, and students with disabilities.

Evaluation Methods and Criteria

- **Discussion/Attendance:** These points will be given as students participate in the weekly discussions online.
- **Quizzes:** You will be quizzed on the Canvas material covering the topic(s) of the week each week.
- **Video Journal Assignments:** These video journal assignments are an opportunity for you to apply what you have learned that week. The video journal assignments can contribute to your final project. The video you submit each week cannot be longer than 30 seconds and can be much shorter than that as long as they meet the assignment requirements. You will not get a better grade for a longer video.
- **Final Project:** Your final project *proposal* is due on June 7th. You choose what date to turn in your final video project and will submit that due date with your proposal. Your final video project must be at least two minutes long, must include well-mixed music, must include human subjects and human voices, must include shots following the rule of thirds, must incorporate three topics covered in class, and must meet objectives you outlined in your proposal. The Final Project due date is self-assigned by you, you may choose any date between the first and last day of the semester (August 9th). Create your own production schedule and manage your time wisely.

Here is an outline of how we will proceed:

All of you will be responsible for learning the material in Canvas on your own, each week. We won't be holding regularly scheduled live lectures and discussions as we have in the past. Instead we have regularly scheduled weekly material to go through, videos to watch and online discussion boards to take part in. Please keep on up to date by the week to keep up to speed or you will end up losing quiz points and participation/discussion points as we move through the modules.

Each Monday the new discussions and quizzes become available. Your first reply to the weekly discussion is due every Wednesday by 11:59 pm, and you are expected to thoughtfully reply to two of your peers every Sunday by 11:59 pm. Weekly quizzes are due every Friday by 11:59 pm, covering the material you were responsible to learn that week. The first of which is a quiz on the syllabus. I would advise taking the quiz as soon as you have read and watched all of the "Weekly Learning" material. Late quizzes cannot be made up so don't be late!

Video journal assignments are all available at the beginning of the course so you can better plan your projects. They are due each Sunday by 11:59 pm starting on May 19th. Graduate work is

about revision. You are not expected to get it perfect when you are just learning new skills. Use the [video repository](#) to get feedback on your projects before submitting them.

You will want to get in the habit of checking canvas multiple times a week. You are responsible to know when your assignments are due.

Grading Breakdown

Final Project	45%
Weekly Video Journals	30%
Weekly Quizzes	15%
Weekly Discussions	10%

Final Project

Clearly the most important part in terms of your grade and what you take away from this class. Start thinking now about what kind of video you would like to create for your final project; your [project proposal is due June 7th \(06/07\)](#) and you can submit it early or email me with questions at any point before that date. The final project could be a paid gig for a client, a project to benefit your workplace or a personal passion project. Whatever it may be, I hope that you will put the time and effort into it so it can be a future portfolio piece to showcase the skills you have learned. The video needs to be at least 2-minutes in length and showcase at least three technical elements (color correction, camera movements, sound effects, etc).

Weekly Video Journals

Weekly journals are worth a large part of your grade as well. Applying what you've learned and creating a tangible production is where students learn and retain the most.

These video projects are where you should invest the most time throughout the week.

All video assignments need to be turned in via a **YouTube link**. You will need to create your own YouTube channel ([if you do not already have one, click here for a step by step guide](#)). You can easily do this using your USU student Gmail account.

Weekly Quizzes

Each week you will have to complete a quiz on the current module. These will help me know that you are up to speed and learning with the class. **These quizzes cannot be made up** if you miss them. You can allow Canvas to give you notifications so you don't miss the deadlines. You are allowed 2 attempts.

Weekly Discussions

All students have a discussion board that they will post to and comment on every week. Participation in discussions here is how students will receive their Weekly Discussion points.

I did want to take this week to briefly introduce you to the discussion boards that are open all semester long. You will be regularly posting to some of these discussion boards to earn your participation points. Some discussion boards such as the [Question and Answer Board](#) provide opportunities for you to earn bonus points as well.

About the Question and Answer Board

The [Question and Answer Board](#) is a place for you to resolve your concerns. Before emailing me to ask a question, I expect you to post your question to this discussion board. Unless it's private or it's something we've already talked about you emailing me about, post it here first. That way, if any other student has the same question, they can see the answer I've already posted here. If you happen to know the answer so a fellow student's question on this board feel free to answer it and I can reward you with bonus points.

About the General Discussion Board

The [General Discussion Board](#) is a place for you to post anything you want. If you've learned something interesting or cool about filmmaking or video production you want to share with the class, please feel free! If you found a cool video you want to share, please do! This board can be as awesome as you all make it.

About the Video Repository Discussion Board

The [Video Repository](#) is a place for you to post a link to your video journal or final video project for the class. If you're interested in increasing views, likes, and subscribers on your YouTube channel, this is a great place to start. If you want some feedback on how to make your video better, this is the place to go.

Graduate Students

There is an additional assignment that only you will have access to in canvas.

If you are enrolled in 6215, you will be required to write an APA-style paper with five sources (due 08/09/24). Three of these sources must be from peer-reviewed journals. You can choose one of these topics for your paper:

- The characteristics of effective videos in online courses or online training
- The disadvantages of educational or instructional videos
- The best use for virtual reality in teaching, training, and/or learning
- The best uses of storytelling and narrative in educational videos
- The characteristics of effective video games used in teaching, training, and/or learning

If you are new to the APA 7th Edition writing guide, please contact the university's [Writing Center](#). This wonderful team is available to all students.

All Students

Be sure to manage your time wisely. Pay attention to due dates on quizzes and assignment and plan accordingly. Make sure you block off enough time to both learn the material and to complete the video journals. Prioritize your time and spend it on what's worth the biggest percentage of your grade. You should constantly be working towards your final project so give yourself at least a couple of hours per week to work on both your video journals as well as your final project. This is aside from the time it will take you to move through the Weekly Learning sections.

For your information, the final video project (as well as the final essay assignment for graduate students) is linked to from its own module below all the other modules in the course. You can turn in these final assignments at any time throughout the semester. You get to pick your own due date. Don't procrastinate it to the last minute!

Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

Late and Missed Work Policy

Quizzes cannot be made up.

For weekly video journals, late work is accepted for up to two weeks. Each week the project loses 10% of total points (maximum 20% lost at week two past the due date). I have no obligation to accept your late work beyond two weeks, but understand extenuating circumstances, so please contact me immediately. When possible, please be proactive rather than reactive in reaching out.

There will be opportunities for extra credit throughout the semester.

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. *(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)* This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog](#)).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgmt/>

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc.

Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](#) for more information.

University Policies & Procedures

Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with [USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources](#) and the accompanying [Terms of use for USU IT](#) resources, as well as [Article V-3.B.25.c](#) of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

Classroom Behavior

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](#) for more information.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#)

Discrimination and Sexual Misconduct

General Overview

USU strives to provide an environment for students and employees that is free from [discrimination](#) and [sexual misconduct](#). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, titleix@usu.edu, or at equity.usu.edu/report. You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu. Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources.

Required Reporting of Sexual Misconduct and Threats of Harm

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them,

including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented [reporting policies and practices](#) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "[reporting employee](#)." This means that if you share information with me about incidents of [sexual misconduct](#) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, I *will report* that information to the [USU Title IX Coordinator](#). I will also share with you information about [designated confidential resources](#), [supportive measures](#), and [how you can file a report](#) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the [mental health and wellness resources](#) available to you.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students Who are Pregnant or Have a Pregnancy-Related Condition

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be approved by the Office of Equity. The Office of Equity will then coordinate with instructors to provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

Office of Equity: Distance Education, Room 400, Logan Campus, 435-797-1266, [Office of Equity: Pregnancy and Pregnancy Related Conditions](#).

Inclusive Excellence

USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the [Inclusive Excellence Office](#).

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the [Academic Grievances section of the Course Catalog](#).

Full details for USU Academic Policies and Procedures

- [Acceptable Use of University Computing Resources](#)
- [CanLinks to an external site.Academic Policies and Practices \(USU Catalog\)](#)
- [Student ConductLinks to an external site.](#)
- [Student CodeLinks to an external site.](#)
- [Links to an external site.Academic Freedom and Professional Responsibility Policy](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building via USU official communication channels. Those channels will be: an audible alarm, such as a fire alarm; an Aggie Alert notification; or notification by a USU representative. In the event of a disaster that does not permit enough time for notifications, evacuate as the situation dictates (i.e., when shaking ceases in an earthquake; immediately when a fire is discovered or in the event of other immediate life safety concerns). If it does not inhibit safety, turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs. See [USU Emergency Management](#) for more information.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#).

Students are also encouraged to download the [“SafeUT App”](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.