



## **Video Production Syllabus CHS Business Department**

**Contact Information:** Parents may contact me by phone, email, or visiting the school.

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**Teacher Contact Websites:**

- Google Classroom (Class Code: u226d2b)

**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high-quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

### **Course Description and Prerequisite(s) from Course Handbook:**

**Course Code:** 340145

Pre-requisite: None

Elective

Grade: 9-12

Graded: Conventionally

Credit: 1

### **Course Description:**

This course focuses on video production for commercial use. Students plan and coordinate work with clients to produce projects on a tight timeline. They learn how to read and interpret a script, select and maintain equipment and combine graphics, text and special effects. Skills obtained include pre-production documentation and planning; in-production audio and video recording; and post-production editing and distribution. **NOTE:** Students are free to sign up for the course during course registration, but teacher discretion will dictate entry into the course based on ability with and interest in technology, prior course completion, academic aptitude, attendance, and discipline history.

**Required:** 120-150 hours

**Course Fee:** Students will have the opportunity to be a part of a Career Tech Student Organization (Business Professionals of America)

as part of this course. Students who choose to be a part of the program's respective Career Tech Student Organization will have opportunities to be student officers, attend leadership activities, and participate in various leadership and skill competitions. Students who wish to be a part of the program's respective Career Tech Student Organization will be required to pay the dues associated with the organization prior to participation in activities outside the normal classroom. **\$40 for BPA Membership; \$15 lab fee.**

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether a student scores well on assessments administered for this course.

- **1st Quarter**
  - **Unit I Title: Business Operations and 21<sup>st</sup> Century Skills**
    - **Big Idea #1:** I can demonstrate professional and ethical practices in the work place.
      - *Essential Question #1: What cultural practices do I possess, and how should I work with others who have different beliefs?*
      - *Essential Question #2: How can I effectively self-promote myself in the work place?*
      - *Essential Question #3: How can I use constructive feedback to improve overall work production?*
    - **Big Idea #2:** I can demonstrate professional, ethical, and legal practices within my work.
      - *Essential Question #1: What is intellectual property, and how do I protect it?*
      - *Essential Question #2: What is defamation, and how can I ensure that my work is free of it?*
      - *Essential Question #3: How can I extract relevant, valid content that can be legally used within my project?*
  - **Unit II Title: Performance**
    - **Big Idea #1:** I can identify the stages of the production process.

- *Essential Question #1: What tasks must be completed in the pre-production stage?*
  - *Essential Question #2: What tasks must be completed in the production stage?*
  - *Essential Question #3: What tasks must be completed in the post-production stage?*
- **Big Idea #2:** I can demonstrate the duties and roles of video production management.
  - *Essential Question #1: What tasks fall under the role of the producer?*
  - *Essential Question #2: What tasks fall under the role of the director?*
  - *Essential Question #3: What tasks fall under the role of the floor and technical directors?*
- **Big Idea #3:** I can demonstrate the duties and roles of the video production crew.
  - *Essential Question #1: What tasks fall under the role of the camera operator?*
  - *Essential Question #2: What tasks fall under the role of the boom operator?*
  - *Essential Question #3: What tasks fall under the role of the production assistant?*
- **2nd Quarter**
  - **Unit III Title: Videography**
    - **Big Idea #1:** I can select camera equipment for a video production project.
      - *Essential Question #1: How do I set up a camera on a tripod, and how do I properly tear down my equipment?*
      - *Essential Question #2: How do I white balance my camera and connect an external microphone to it?*
      - *Essential Question #3: What factors should I consider when selecting a file format, frame rate, and resolution?*
    - **Big Idea #2:** I can properly frame shots.
      - *Essential Question #1: What terminology must I use when calling out camera movements?*
      - *Essential Question #2: What is the rule of thirds, and how should I use it to properly frame my interview subjects?*

- *Essential Question #3: What is the range of shot types I can use when gathering A-roll and B-roll?*
  - **Big Idea #3:** I can edit post-production video for commercial purposes.
    - *Essential Question #1: How should I log footage and reference the storyboard?*
    - *Essential Question #2: What best practices should I follow when using a non-linear editor to cut between shots?*
    - *Essential Question #3: What considerations do I need to make when exporting and uploading media in the appropriate format?*
- **Unit IV Title: Lighting**
  - **Big Idea #1:** I can implement four-point lighting.
    - *Essential Question #1: What is key light?*
    - *Essential Question #2: What is fill light?*
    - *Essential Question #3: What are back light and background light, and how do I utilize them to achieve desired lighting?*
  - **Big Idea #2:** I can manipulate my light sources.
    - *Essential Question #1: What are hard and diffused, and when is it appropriate to use each?*
    - *Essential Question #2: What is a gel, and how can I use one to achieve desired lighting?*
    - *Essential Question #3: What is a light reflector, and how can I use one to achieve desired lighting?*
  - **Big Idea #3:** I can achieve proper exposure on my camera.
    - *Essential Question #1: What is aperture, and how do I determine which f-stop meets the needs of my composition?*
    - *Essential Question #2: What is ISO, and what factors must I consider to properly select my ISO setting?*
    - *Essential Question #3: What is shutter speed, and how does it impact my composition?*
- **MID-TERM EXAM**
- **3rd Quarter**
  - **Unit V Title: Audio**

- **Big Idea #1:** I can apply the properties of sound to analyze audio.
  - *Essential Question #1: What is amplitude, and how is it measured?*
  - *Essential Question #2: What is frequency, and how is it measured?*
  - *Essential Question #3: What are audio channels, and how can I manipulate them to achieve desired sound?*
- **Big Idea #2:** I can capture audio for professional purposes.
  - *Essential Question #1: What is an omnidirectional microphone, and in which scenario(s) would it be most beneficial to use?*
  - *Essential Question #2: What is a bidirectional microphone, and in which scenario(s) would it be most beneficial to use?*
  - *Essential Question #3: What is a unidirectional microphone, and in which scenario(s) would it be most beneficial to use?*
- **Big Idea #3:** I can manipulate recordings for professional purposes.
  - *Essential Question #1: How should I use my audio mixer to analyze my audio quality?*
  - *Essential Question #2: What best practices should I follow when adjusting audio in the post-production phase?*
  - *Essential Question #3: How can I synchronize narration and ambient noise for my project?*
- **Unit VI Title: Written Content Creation**
  - **Big Idea #1:** I can write concise and focused copy for a non-fiction piece.
    - *Essential Question #1: How should I select primary sources and conduct face-to-face interviews?*
    - *Essential Question #2: How do I integrate direct, indirect, and partial quotes into my video project?*
    - *Essential Question #3: How should I revise my fact-based scripts to strengthen the message?*
  - **Big Idea #2:** I can write persuasive copy for a commercial project.
    - *Essential Question #1: What is the purpose of market-based writing?*

- *Essential Question #2: Who is my target audience, and how can I determine its wants and needs?*
    - *Essential Question #3: How should I plan, create, and revise messages for word-of-mouth, advertising, and social media channels?*
  - **Big Idea #3:** I can write creative copy for an engaging video project.
    - *Essential Question #1: What is the purpose of entertainment-based writing?*
    - *Essential Question #2: What are genres, and how do I determine which is right for my project?*
    - *Essential Question #3: What factors determine how the script dictates elements such as setting, music, and blocking?*
- **4th Quarter**
  - **Unit VII Title: Graphics**
    - **Big Idea #1:** I can create book-end graphics.
      - *Essential Question #1: What elements should be incorporated in the title opening?*
      - *Essential Question #2: What elements should be incorporated in the credits?*
    - **Big Idea #2:** I can create lower-thirds graphics.
      - *Essential Question #1: What is a template, and how can I manipulate one to fit my project?*
      - *Essential Question #2: What best practices should I follow when creating a lower-thirds graphic?*
  - **Unit VIII Title: Design Practices**
    - **Big Idea #1:** I can apply typographical elements for a commercial presentation.
      - *Essential Question #1: What are the different typefaces, and when is it appropriate to use each?*
      - *Essential Question #2: What are leading, kerning, and tracking, and how can I utilize them to analyze readability?*
    - **Big Idea #2:** I can properly select and utilize color models.
      - *Essential Question #1: What is the additive color model, and when is it appropriate to use it?*
      - *Essential Question #2: What is the subtractive color model, and when is it appropriate to use it?*
- **END OF COURSE EXAM**

**Course Materials:**

- Google Chromebook
- SD Card (maximum 32 GB)
- Adobe Creative Suite (provided via PRCTC in-class computers)
- Writing Utensil

**Electronic Resources:**

- [classroom.google.com](https://classroom.google.com)
- [www.creativecommons.org](https://www.creativecommons.org)
- [www.motionarray.com](https://www.motionarray.com)
- [www.pixlr.com](https://www.pixlr.com)

**Course Expectations:**

- Students are expected to take a professional approach in Video Production. The students' assignments are intended to develop and enhance locally televised and published district video projects (e.g. CHS assemblies, local K2S commercials, and/or competition pieces); therefore, it is imperative that students are accountable in bringing a positive attitude, determined and meticulous work ethic, and a team-oriented approach to class every day. The success of Video Production is dependent on student contributions and collaborations. The students' course work is intended for public consumption. Additionally, Video Production students are required to attend a minimum of two after-school events per grading period as part of their coverage for the course. Students are expected to keep their commitments in covering the tasks to which they have volunteered and/or have been assigned. Furthermore, they are required to acknowledge that, in completing these tasks, they are representing the school district and they must do so with dignity, class, and pride. Students who cannot meet their commitments due to rare, unforeseen, excusable circumstances (i.e. illness, family death, etc.) must contact the teacher and make proper arrangements. Finally, plagiarism will not be tolerated (please see the student handbook for complete details).
- Class rules are as follows:
  1. Be prepared, on time, and on task.
  2. Respect your peers, your teacher, the class, and yourself.
  3. Use appropriate language.
  4. Handle class equipment and materials with caution and care.
  5. Tidy your work areas before you leave.
  6. Keep all personal electronics silent and away.

7. Give your best effort.

- **Electronic Usage:**  
Students are not permitted to record/publish/distribute any course/classroom-related content with his/her personal electronics unless prior written permission has been granted to the student by the course instructor. Furthermore, students are not to use their personal electronics (e.g. phones, gaming devices, audio players, tablets) while in the classroom nor the studio. No personal usage means none (e.g. do not take/place calls, send/check messages of any kind, access social media, play music, play video games, etc.). Students should place their electronics in the designated wall station prior to the classroom bell sounding and can remove them after the period-ending bell has rung. The wall station is the only location in which a phone may be visible within the classroom and/or studio. Students who choose to keep their personal electronics in their possession while in class must keep said devices out of sight (i.e. in a closed book bag). If a student's cellular device is visible – whether or not the student was seen using it – to the instructor, the student will be asked to turn in his/her device to the instructor. The instructor will deliver the device to CHS Administration and the student's parent/guardian will have to collect it; the student will receive a Friday school for an electronics violation. Furthermore, Chromebooks and/or any technology approved by the instructor is to be used for educational purposes only and only after first instructed by the instructor; gaming is not permitted in the classroom whether via phone, computer, or any other device.
- **Class Equipment:**  
Students in Video Production will be required to utilize class and studio equipment (e.g. video cameras, DSLR cameras, microphones, computers, external hard drives, SD cards, etc.). This equipment is shared among other digital media courses. Students must follow proper protocol in signing out, utilizing, maintaining, and returning class equipment. Failure to do so could result in disciplinary action. Additionally, students could be required to replace equipment that is not properly maintained or cared for while in their possession.

**Grading:**

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%



- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End-of-Course Exam each comprise 10% of a student's final grade.

**Grading Scale:**

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
  - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
  - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.
- Students notify instructor via email when they have submitted late work. This email should include the assignment title, the reason the work was late (i.e. absence, field trip, etc.), and where the assignment is located (i.e. Google Classroom, external hard drive, hard copy, etc.).
- Students who are in class are expected to complete their work during the daily class session and to turn in said work by the set deadline; students who fail to do so will receive an F on said assignment.

**Performance-Based Section: Writing Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance-Based. According to the Ohio Department of Education, "Performance-Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance-based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance-Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

## **CHS Video Production Course Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

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Student Signature:

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Parent/Guardian Name (please print):

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Parent/Guardian Signature:

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Date: \_\_\_\_\_