



Course Syllabus

COURSE NUMBER: EDTC 5295.01	COURSE TITLE: Advanced Digital Video Editing	TERM: Summer 2008
SITE: Webster Hall rm 225	INSTRUCTOR CONTACT INFORMATION: Scott Wagner wagner@webster.edu	CREDIT HOURS: 3

COURSE DESCRIPTION: This course provides an extension to the “Creating a Digital Video” class. In this class you will learn the basics of Non-linear video editing, the set up and importance of lighting and audio to good video, and how to export your video for a variety of audiences. Other advanced techniques like compositing, blue/green screen, and title, soundtrack creation and title generation will also be taught.

LEARNING OUTCOMES: Learner Outcomes for this course ISTE NETS Goals, Standards addressed

Course Outcomes	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
1. Proper planning and set up for shooting video footage	((MO-STEP 1e,2d,4a,4b,5a,6a)
2. Students will edit their footage using Non-linear video editing	(NETS 2)
3. Create titles that will enhance the video	
4. Use audio to set the tone of the video	
5. Students will export their finished product to an intended audience	(MO-STEP 5a,4b)
6. effectively integrate your videos into a classroom lesson	(NETS 3, NETS 5)

1. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS

SCHEDULE AND COURSE OUTLINE: (Subject to Change)

Week 1	Basics of lighting, audio, & storyboarding. Intro to the software. Readings: VQG Ch.4-7
Week 2	Time to shoot. Readings: VQG Ch. 8-11
Week 3	Capturing Video and more editing techniques. Readings: VQG Ch 12-17
Week 4	More Advanced Techniques including animation and compositing. Readings: VQG Ch 18-19
Week 5	Title Creation
Week 6	Soundtrack creation and audio editing
Week 7	Exporting videos, burn DVDs
Week 8	Presentations and turn in lessons

All lab fees will be used to purchase blank media for the class including DVDs and DV tapes.

Assignments:

- Create a 3-5 minute video with an educational focus
- Presentation of that video to the class
- Lesson plan describing how you could incorporate the video into a lesson

All videos created must have an educational focus.

2. RESOURCES:

Recommended Text(s):

Final Cut Pro HD for Macintosh OSX: Visual Quickpro Guide by Lisa Brenneis ISBN 978-0321269188

Class Web Site:<http://www.webster.edu/~swagner/EDTC5295/>

3. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Digital Video Movie	1-6	50
Class Presentation	1-6	10
Video Lesson Plan	6	30
Readings and Participation	1-6	10

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

4. GRADING SCALE : 90-100 A 80-89 B 70-79 C 60-69 D 0-59 F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE MAT OFFICE.

5. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation.

Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>). C

6. ACCESSIBILITY/ACCOMODATIONS POLICY If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

7. OTHER Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 3 or 4 hour class session, the final course grade may be reduced. **Due to the short schedule of this class attendance for every class period is required.**

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

8. Standards / Goals International Society for Technology in Education (ISTE) -National Educational Technology Standards for Teachers (NETS) – http://cnets.iste.org/teachers/t_stands.html ISTE NET Standards:

1. Technology operations and concepts.

Teachers demonstrate a sound understanding of technology operations and concepts.

2. Planning and designing learning environments and experiences.

Teachers plan and design effective learning environments and experiences supported by technology.

3. Teaching, learning, and the curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

4. Assessment and evaluation.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

5. Productivity and professional practice.

Teachers use technology to enhance their productivity and professional practice.

6. Social, ethical, legal, and human issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

The School of Education (SOE) Goals:

- 1. The knowledgeable learner:** Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
- 2. The informed instructor:** Education candidates will incorporate multiple assessment and instructional strategies to

support effective educational practices based on research and theory.

3. **The reflective collaborator:** Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
4. **The responsive educator:** Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

This syllabus is subject to change at the discretion of the instructor.

Digital Video Lesson Template

Describe how you will use your movie in a classroom as part of a lesson you teach. Your lesson should include the following parts: Materials- What do you need to teach your lesson including any technology needs. Lesson Objectives- What will the students achieve by the end of the lesson. Description of the Activity- Describe what the lesson will look like and what the students will do. Standard Alignment- Either how your lesson aligns to state standards or Bloom's Taxonomy. Assessment- How will you know if the objectives have been met? Your lesson needs to be typed and no longer than 2 pages in length. It will be collected the last day of class when you present your movie.

Links:

Blooms Taxonomy-<http://www.nwlink.com/~donclark/hrd/bloom.html> MO
State Standards-<http://www.dese.state.mo.us/standards/>