Cerro Coso College
Course Outline of Record Report
06/01/2021

DMA C131 : Digital Video and Audio Production

General Information	
Author:	• Suzanne Ama • Taton, Vickie • Stallings, Michelle
Course Code (CB01) :	DMA C131
Course Title (CB02) :	Digital Video and Audio Production
Department:	Business Information Technolog
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0614.10) Multimedia
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000256368
Curriculum Committee Approval Date:	03/19/2021
Board of Trustees Approval Date:	05/16/2021
External Review Approval Date:	05/16/2021
Course Description:	This course introduces digital video production techniques that are well-suited for web and social media publishing. Course topics include planning and scriptwriting, camera operation, sound recording, lighting, camera direction, non-linear editing of clips, titling, transitions, effects, compositing, and output. Students also learn techniques for producing professional-quality podcasts and screencasts, as well as how to utilize video and audio publishing platforms.
Submission Type:	Change to Content New Course Materials Mandatory Revision Update for Program Review. The course was last assessed in 2019. There were no impacts from the assessment that are factors in this revision.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Art • Broadcasting Technology (Film making/video, media production, radio/TV) • Mass Communication
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	• Media Production (Also see Broadcasting Technology) • Multimedia
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Web Professional	Certificate of Achievement	Summer 2018
CC Web Professional	A.S. Degree Major	Summer 2018
Digital Media and Marketing	Certificate of Achievement	Fall 2020
CC Web Professional (In Development)	A.S. Degree Major	Fall 2021
CC Web Professional (In Development)	Certificate of Achievement	Fall 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to CSU only

Transferability Status

Pending

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	90	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	72	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	**Funding Agency Category (CB23)**	☐ Cooperative Work Experience Education Status (CB10)
Credit Course.	No value	

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	2	4
Laboratory Hours	3	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	54
Activity	-
Total	90
Course Out-of-Class Hours	
Lecture	72
Laboratory	-
Activity	-
Total	72

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: -   **Faculty Load:** -

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

DMAC102 - Digital Imaging (in-development)

Students are expected to have a working knowledge of raster images, including bit depth and resolution, which are concepts that are also relevant to video. A working knowledge of composition and design principles is also important for framing video scenes.

Outcomes
- Apply design elements and principles to construct composite digital images.
- Demonstrate mastery in the use of software tools and features.

AND

Advisory

ENGLC101 - Freshman Composition

Students are expected to identify central points, both explicit and implied, of college level textbooks, instructor lectures, and web resources. Students must summarize complex topics, including framing of video shots, lighting, and audio. They are expected to write summaries of their projects, explaining the application of these principles in clear and error-free prose, based on the assigned college level textbook readings, instructor lectures, and web resources. **Outcomes**
- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description

No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Audiovisual
Rationale	Students watch captioned video content to observe the use of software tools and techniques.

Methods of Instruction	Demonstration
Rationale	Students watch captioned video content to observe the use of software tools and techniques.

Methods of Instruction	Discussion
Rationale	Students post their work to allow for instructor and peer review.

Methods of Instruction	Lecture
Rationale	Students read instructor lectures and watch video lectures to learn concepts and techniques that are needed for assignments.

Methods of Instruction	Laboratory
Rationale	Students practice techniques and tools through formative exercises, which are posted to asynchronous discussion for instructor review.

Methods of Instruction	Peer analysis, critique & feedback
Rationale	Students provide feedback and critique to each other in asynchronous discussion forums.

Methods of Instruction	Problem Solving
Rationale	Students solve design problems that are typical of video/audio projects in the workplace.

Assignments

A. Textbook readings Example: Students read chapter on Continuity to learn how to set up
camera angle to establish proper screen direction on moving objects.
B. Design Exercises
Example: Students work individually and in small groups to employ, practice and refine
demonstrated artistic and technical skills and techniques.
C. Projects Example: Students edit a
short video clip, using nonlinear editing techniques to cut and arrange shots, synchronizing both
video and audio clips in a timeline.

Methods of Evaluation	Rationale
Participation	Discussion Example: Students critique design exercises.
Tests	Quizzes Example: Students answer questions regarding basic nonlinear editing techniques.
Homework	Design Exercises Example: Students work individually and in small groups to employ, practice and refine demonstrated artistic and technical skills and techniques.
Project	Projects Example: Students edit a short video clip, using nonlinear editing techniques to cut and arrange shots, synchronizing both video and audio clips in a timeline.
Distance Education Description: how outcomes are evaluated	Students complete assignments and projects with digital recording devices and digital video/audio editing software of their choice. They submit assignments and projects in Canvas discussion forums where the instructor and peers provide feedback. Instructor formative feedback is provided in the discussions to allow for refinement of the final artifact. A component of evaluation is weekly participation in the discussions. Rubrics are provided for all assignments and projects. A separate rubric is also created for SLO assessment. The activities of grading and assessing are distinct. The evaluation criteria and rigor is identical, regardless of delivery mode.

Equipment

Students need a video recording device, such as a smart phone, digital SLR, or video recorder. They can select from a variety of video editing software applications, including Adobe Premier, iMovie, or Windows Movie Maker. System requirements will depend upon software used.

System requirements for Premiere Pro
Windows

	Minimum specifications	Recommended specifications
Processor	Intel® 6th Gen or newer CPU – or AMD Ryzen™ 1000 Series or newer CPU	Intel® 7th Gen or newer CPU – or AMD Ryzen™ 3000 Series or newer CPU
Operating system	Microsoft Windows 10 (64-bit) version 1803 or later	Microsoft Windows 10 (64-bit) version 1809 or later
RAM	8 GB of RAM	• 16 GB of RAM for HD media • 32 GB for 4K media or higher
GPU	2 GB of GPU VRAM For a list of recommended graphic cards, see Recommended graphics cards for Adobe Premiere Pro (https://helpx.adobe.com/premiere-pro/system-requirements.ug.html#gpu-acceleration).	4 GB of GPU VRAM For a list of recommended graphic cards, see Recommended graphics cards for Adobe Premiere Pro (https://helpx.adobe.com/premiere-pro/system-requirements.ug.html#gpu-acceleration).
Hard disk space	• 8 GB of available hard-disk space for installation; additional free space required during installation (will not install on removable flash storage) • Additional high-speed drive for media	• Fast internal SSD for app installation and cache • Additional high-speed drive(s) for media
Monitor resolution	1280 x 800	1920 x 1080 or greater
Sound card	ASIO compatible or Microsoft Windows Driver Model	ASIO compatible or Microsoft Windows Driver Model
Network storage connection	1 Gigabit Ethernet (HD only)	10 Gigabit ethernet for 4K shared network workflow
Internet	Internet connection and registration are necessary for required software activation, validation of subscriptions, and access to online services.*	

More system requirements	- VR system requirements (https://helpx.adobe.com/premiere-pro/system-requirements/2020.ug.html#vr-system-requirements) - Hardware acceleration system requirements (https://helpx.adobe.com/premiere-pro/system-requirements/2020.ug.html#hardware-acceleration-system-requirements) - Recommended graphics cards for Adobe Premiere Pro (https://helpx.adobe.com/premiere-pro/system-requirements.ug.html#gpu-acceleration)

macOS

	Minimum specifications	Recommended specifications
Processor	Intel® 6thGen or newer CPU	Intel® 6thGen or newer CPU
Operating system	macOS v10.14 or later	macOS v10.14 or later
RAM	8 GB of RAM	16 GB of RAM for HD media 32 GB for 4K media or higher
GPU	2 GB of GPU VRAM	4 GB of GPU VRAM
Hard disk space	8 GB of available hard-disk space for installation; additional free space required during installation (will not install on a volume that uses a case sensitive file system or on removable flash storage devices). - Additional high-speed drive for media	- Fast internal SSD for app installation and cache - Additional high-speed drive(s) for media
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Textbooks

Author	Title	Publisher	Date	ISBN
Schenk, S., Long, B.	The Digital Filmmaking Handbook, 6th,	Cengage	2017	978-0692782118

Other Instructional Materials

Description	Adobe Creative Cloud Subscription
Author	Adobe, Inc.
Citation	No value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Describe a general outline of the moviemaking process, including genres, formats, production processes, data storage, and compression.

Expected SLO Performance: 75.0

Use video and audio recording devices to capture high quality clips.

Expected SLO Performance: 75.0

Optimize setup for recording, including lighting, background, and soundproofing.

Expected SLO Performance: 75.0

Use video and audio software tools and functions appropriately and with skill.

Expected SLO Performance: 75.0

Apply principles and aesthetics involved in video and audio editing.

Expected SLO Performance: 75.0

Outline

Course Outline

1. Introduction to Digital Video Production
    1. Overview of moviemaking
    2. Genre and Aesthetics
    3. Formats
    4. Production Processes
    5. Storyboarding and Storytelling
    6. Planning
2. Digital Video Production
    1. Cameras
    2. Camera Direction
    3. Lighting
    4. Sound
    5. Acquisition and Conventions
    6. Editing
    7. Output
3. Non-Linear Editing
    1. Editing Clips
    2. Titling
    3. Transitions

4. Superimposition and Effects
5. Compositing
6. Audio

4. The Final Stages of Moviemaking
   1. Output Formats
   2. Storage and Compression
   3. CD/DVD
   4. Streaming/Webcasts
   5. Videotape

5. Podcasting
   1. Equipment
   2. Software
   3. Content

6. Screencasting
   1. Equipment
   2. Software
   3. Content

7. YouTube and Vimeo
   1. Creating a channel
   2. Titling and tagging content
   3. Monetizing content

Lab Outline

1. Introduction to Digital Video Production
   1. Overview of moviemaking
   2. Genre and Aesthetics
   3. Formats
   4. Production Processes
   5. Storyboarding and Storytelling
   6. Planning

2. Digital Video Production
   1. Cameras
   2. Camera Direction
   3. Lighting
   4. Sound
   5. Acquisition and Conventions
   6. Editing
   7. Output

3. Non-Linear Editing
   1. Editing Clips
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   4. Superimposition and Effects
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Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education course sections of DMA C131 are of the same rigor as those in the on-ground section, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education course sections is the same as in the on-ground course section, except that evaluation of student work in the online version is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos, and written lecture notes. Students will interact with the instructor and other students via discussion forums or similar methods.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- E-mail
- Other

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

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Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

The recommended section size for online courses is not lower than on-ground sections.

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours