AEC 5541: Instructional and Communication Technologies in Agriculture and Natural Resources

FALL 2017
M 2-4 (8:30-11:30)
This course is on CANVAS. Visit http://aec.ifas.ufl.edu/undergraduate/aec30705541/ for general information.

INSTRUCTOR:
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OFFICE HOURS: MW 11:30-12:30 and by appointment.

CLASS MEETS in 107 BRYANT HALL

Course outline and general description: AEC 5541 will focus on the role of digital media in agricultural and life sciences. Topics will include how agriculture uses digital media production. Also, students will be introduced to video shooting and editing, digital photography, print design, and Web design through hands-on experiences. Students will learn skills and knowledge in the following areas:
- Digital video production and editing
- Digital photography
- Web layout and design
- Print layout and design
- Media literacy

Objectives: After this course, the student should be able to:
- Plan and perform the digital media production process.
- Produce digital media and materials to support instruction and communication.
- Be more “media literate” in how agricultural and life sciences topics are presented visually.

Text/required readings: Successful students will read assigned materials before class and be prepared for discussion with the instructor and fellow students.
  - You will need this textbook for other communications courses in the department.
- Other course readings are posted on the website.

Equipment and Bryant Hall Mac Lab: High-capacity HD cards will be provided to each student to record video onto. Video camera equipment and still photography cameras are available for reservation. You MUST reserve the video or photography equipment in advance. Dr. Telg will assign students to a particular Macintosh computer for the semester.
For the video assignments, you may use your own video camera, but you will need to make arrangements with Dr. Telg prior to using your own video camera. Also, it is recommended that you use your own digital photographic camera for the photography portion of the class. You are responsible for making sure all equipment is brought back following a video or photography shoot. If equipment does not function properly, let Dr. Telg know immediately upon your return.

E-mail: Students are REQUIRED to be able to send and receive e-mail.

Grading: For some assignments, you will work in groups. Teamwork is an essential element in digital media production. On group assignments, you will submit a log of your efforts and your teammates’ efforts in the development of your projects. Teammates must pull their weight on all assignments. All written assignments MUST be typed. Following is the grading scale and assignments:

Grading Scale
A = 930-1000
A- = 900-929
B+ = 860-899
B = 830-859
B- = 800-829
C+ = 760-799
C = 730-759
C- = 700-729
D+ = 660-699
D = 630-659
D- = 600-629
E = 599 and below

ASSIGNMENTS
Exam 125  
Shooting critique 50  
Music video 75  
Media analysis presentation 75  
Media analysis briefing guide 75  
Final project  
Proposal 25  
Storyboard/script/layout 50  
Video 100  
Website 100  
Print piece 100  
Presentation 25  
Web assignment 75  
Print assignment 75  
Attendance/participation 50  
1000  

- Shooting critique: Students will shoot a short series of video clips – no more than five minutes – and write a critique about how the student could improve his/her shooting abilities.

- Music video: Students will create at least a two-minute video – using music with video shot by the student OR a mix of video (shot by the student) and photos.
• **Final project:** Students will be divided into up to three-person teams. Teams will be responsible for shooting and editing one video, creating a website that corresponds with the video, designing a print document, and presenting this to the class.

• **Print assignment:** Students will create a basic print piece using InDesign software.

• **Web assignment:** Students will create a basic website (e-portfolio).

• **Media analysis presentation and briefing guide:** Groups will develop a brief presentation describing how agricultural and life sciences are communicated in television programs or film. Students also will submit a “briefing guide” about the program or film they analyzed.

• **Attendance/in-class/participation:** Students are expected to actively participate in class and to be present at all class periods.

**UF grading policies:** For information about UF grades and grading policies, including the new *minus grades*, please visit [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html).

**Late assignment policy:** A **10-percent per day** deduction will be assessed for assignments turned in late. Work more than a week late will **not** be accepted. This policy will be **strictly** enforced.

**Attendance:** Given the importance of class discussion and participation in laboratory demonstrations and exercises, it is not possible for a student to perform satisfactorily in the course without regular attendance. Students are **required** to attend class and to be in class **on time**. Only documented doctor’s excuses or UF-approved activities will be excused. Students’ grades will be lowered if they repeatedly miss class or are late.

**Cell phones:** Students are asked to turn off their cellular phones before entering the classroom.

**Food and drink:** Food and drink are **ABSOLUTELY NOT** permitted in the computer lab. The only exception is water bottles with a **secure** bottle cap.

**Lynda.com:** The University of Florida has an agreement with [Lynda.com](http://www.lynda.com) to provide FREE online tutorials to students and faculty on many software programs. If you feel “rusty” with any program, after being introduced to it in an AEC course, it is **highly recommended** that you take it upon yourself to go through some of the Lynda.com tutorials: [http://elearning.ufl.edu/](http://elearning.ufl.edu/). Click on the Lynda.com yellow box on the right side of the screen.

**Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities, Online Course Evaluation Process**

**Academic Honesty:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).

**Software Use:** All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources:** Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides
students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

**Students with Disabilities:** The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/

**Student Complaints:**
- Online Course: http://www.distance.ufl.edu/student-complaint-process

**Online Course Evaluation Process:** Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.
Course schedule
INSTRUCTIONAL & COMMUNICATION TECHNOLOGIES

Week 1: Aug. 21
TOPIC: Introduction
WEB READINGS: Travel Channel Offers Boot Camp for Aspiring Journalists
More Adults Watching Videos Online
8 Tips for Lecture Capture on a Shoestring
Example Final Project Proposal

TOPIC: TV field production (composition, framing)
TEXT: Video and Audio Production (pp. 180-182, 187-194, 199)
Introduction, Is a Video Production Right for You?, Video Equipment, Audio Equipment, Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web
LAB: Shoot video and critique.

Week 2: Aug. 28
TOPIC: Production process / audience analysis / message development
TEXT: Video and Audio Production: The Video Production Process (pp. 182-184)
Intro to Agricultural Communications: ENTIRE CHAPTER 1
Message Development: ENTIRE CHAPTER 2

TOPIC: TV field production (lighting, audio, shooting video for the Web, shooting interviews)
TEXT: Video and Audio Production (pp. 180-182, 187-194, 199)
Introduction, Is a Video Production Right for You?, Video Equipment, Audio Equipment, Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web
LAB: Shoot video and critique.
DISCUSS FINAL PROJECT IDEAS

Week 3: Sept. 4
HOLIDAY

TOPIC: Video editing
TEXT: Video and Audio Production (pp. 196-199)
Video Editing Video Editing Concepts

TOPIC: Writing and scripting / storyboarding

TOPIC: Instructional design, instructional, promotional, demonstration videos and storytelling
TEXT: Video and Audio Production (pp. 184-187): Script Writing, News Writing for TV and Radio Stories
Media Writing (p. 86-91): News Writing for TV and Radio Stories
WEB READINGS: Example script
Example storyboard
Blank storyboard
WEB VIDEO: Off-loading Video from an iPad/iPhone (MAC OS and Windows 7)
TOPIC: Video editing / Adobe Premiere 1
WEB READINGS: Adobe Premiere
LAB: Nonlinear video editing

Week 4: Sept. 11
TOPIC: Video editing / Adobe Premiere
LAB: Nonlinear video editing
FINALIZE FINAL PROJECT IDEAS/PLANS
**Week 5: Sept. 18**

**TOPIC:** Video editing / Adobe Premiere 2  
**LAB:** Nonlinear video editing  
**DUE:** FINAL PROJECT PROPOSAL/OUTLINE  
**DUE:** VIDEO SHOOTING CRITIQUE

**TOPIC:** Video editing / Final Cut system  
**WEB READINGS:** Final Cut Pro X  
**LAB:** Nonlinear video editing

**Week 6: Sept. 25**

**TOPIC:** Digital photography, digital images  
**TEXT:** Digital Photography and Photographic Editing: ENTIRE CHAPTER 9

**TOPIC:** Photshop  
**LAB:** Learn Photoshop basics

**Week 7: Oct. 2**

**TOPIC:** Web design and writing for the Web  
**TEXT:** Writing and Designing for the Web: ENTIRE CHAPTER 11

**TOPIC:** Wix (set up and navigation)  
**LAB:** Web design  
**DUE:** MUSIC VIDEO  
**DUE:** FINAL PROJECT SCRIPT/STORYBOARD/WEB LAYOUT

**Week 8: Oct. 9**

**TOPIC:** Print layout and design  
**TEXT:** Document Design: ENTIRE CHAPTER 6

**TOPIC:** InDesign  
**LAB:** Learn InDesign basics  
**DUE:** WEB ASSIGNMENT (E-PORTFOLIO)

**Week 9: Oct. 16**

**TOPIC:** Visual Communication  
**TEXT:** Visual Communication: ENTIRE CHAPTER 8

**TOPIC:** Converging media, impacts of instructional technology  
**TEXT:** New Media: ENTIRE CHAPTER 12  
Future of Agricultural Communications: ENTIRE CHAPTER 18  
**WEB READINGS:** Is Google Making Us Stupid?

**MEDIA LITERACY**

**Week 10: Oct. 23**

**TOPIC:** Media literacy on agriculture-related topics  
**READINGS:**
- A Little Learning is Dangerous: The Influence of Agricultural Literacy and Experience on Young People's Perceptions of the Agricultural Industry (Links to an external site.)  
- Is Perception Reality? Improving Agricultural Messages by Discovering How Consumers Perceive Messages (Links to an external site.)  
- The Power of Words: Exploring Consumers' Perceptions of Words Commonly Associated with Agriculture (Links to an external site.)

**TOPIC:** Storytelling, persuasive arguments through media, advertisements  
**TEXT:** Persuasion and Persuasive Informational/Educational Campaigns: ENTIRE CHAPTER 15
WATCH: Chiptole (https://www.youtube.com/watch?v=IUnas5ScSE)
God Made a Farmer (https://www.youtube.com/watch?v=AMpZ0TGjbWE)
RAM Truck response (http://www.youtube.com/watch?v=0HHZw9bsVrE)

DUE: PRINT LAYOUT ASSIGNMENT

Week 11: Oct. 30
TOPIC: Message sensation, documentaries
READINGS:
- Visualizing Values: A Content Analysis to Describe a Value Congruent Video Message Campaign Used in Agriculture (Link to an external site)
- Postsecondary Students' Reactions to Agricultural Documentaries: A Qualitative Analysis (Links to an external site.)
- Consumer Perceptions of the U.S. Agriculture Industry Before and After Watching the Film Food, Inc. (Links to an external site.)
- Changing Appetites & Changing Minds: Measuring the Impact of Food, Inc. (Links to an external site.)
- Narrowing the Farm-to-Plate Knowledge Gap through Semiotics and the Study of Consumer Responses Regarding Livestock Images

WATCH: Pirates of the Caribbean music variations (https://www.youtube.com/watch?v=rn9V0cN4NWs)
Jaws w/ no music (https://www.youtube.com/watch?v=-fnq1s-babs)
WATCH: Documentary GMO OMG. (Available on Netflix and Amazon Prime.)
WATCH: United Soybean’s series Nothing to Fear (http://findourcommonground.com/).

SELECT FILM/DOCUMENTARY/TV PROGRAM FOR MEDIA ANALYSIS PRESENTATION

Week 12: Nov. 6
TOPIC: Entertainment and news content
READINGS:
- Prince Farming Takes a Wife (links to an external site)
- Glitz, Glamour, and the Farm: Portrayal of Agriculture as the Simple Life (available site)
- The Pastoral Fantasy on the Silver Screen (Links to an external site.)
- Visual Communications: An Analysis of University Students’ Perceptions of Rural America Based on Select Photographs

WATCH: John Stossel report, Food Lion video, The Simple Life
THURSDAY, NOV. 10, BY MIDNIGHT: FINAL PROJECT (VIDEO, WEB, PRINT PIECE)

Week 13: Nov.13
DUE: FINAL PROJECT PRESENTATIONS

Week 14: Nov. 20
NO CLASS

Week 15: Nov. 27
EXAM

Week 16: Dec. 4
DUE: MEDIA ANALYSIS BRIEFING GUIDE
DUE: MEDIA ANALYSIS PRESENTATIONS