

# **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:**

**Ricky W. Telg, Ph.D.**

**101B Bryant Hall**

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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.

- *Agricultural Communications in Action: A Hands-On Approach* by Telg & Irani.
  - 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	_____
	<u>1000</u>	_____

- *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>.

**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** 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/>. 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>.

**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/](http://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/](http://www.umatter.ufl.edu/)
- Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://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/](http://www.dso.ufl.edu/drc/)

**Student Complaints:**

- Residential Course: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)
- 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:** PhotoShop

**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:** From 39:27 to 46:03 of the 2004 PBS Frontline episode titled **The Persuaders** (<http://www.pbs.org/wgbh/frontline/film/showspersuaders/>).

**WATCH:** Chiptole (<https://www.youtube.com/watch?v=lUtnas5ScSE>)

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](#)
- [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**