

AEC 3070C: Digital Media Production in Agricultural & Life Sciences

FALL 2017

M 7th (1:55-2:45), W 7-9th (1:55-4:45)

This course is on CANVAS. Visit

<http://aec.ifas.ufl.edu/undergraduate/aec30705541/> for general information.

INSTRUCTOR:

Ricky W. Telg, Ph.D.
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TEACHING ASSISTANT:

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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 3070c* 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 1 | 100 | _____ |
| Exam 2 | 100 | _____ |
| Skills test (Premiere) | 50 | _____ |
| Skills test (InDesign, Photoshop) | 50 | _____ |
| Shooting critique | 50 | _____ |
| Music video | 50 | _____ |
| Media analysis presentation | 75 | _____ |
| Media analysis briefing guide | 75 | _____ |
| Final project | | |
| Proposal | 25 | _____ |
| Storyboard/script/layout | 25 | _____ |
| Video | 75 | _____ |
| Website | 75 | _____ |
| Print piece | 75 | _____ |
| Presentation | 25 | _____ |
| Web assignment | 75 | _____ |
| Print assignment | 75 | _____ |
| | 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 creating an agricultural/life sciences-related digital media project, which would include the following: shooting and editing a video, creating a website, 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.

EXPECTATIONS FOR WRITING: In all courses in the Department of Agricultural Education and Communication’s Communication and Leadership Development (CLD) specialization, the following **writing** standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are **mandatory**.
- Proper sentence structure is required. This means...
 - Not using “tweet-talk” in your assignments.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to “proper sentence structure.”
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style.

EXPECTATIONS FOR DESIGN: In all courses in the Department of Agricultural Education and Communication’s Communication and Leadership Development (CLD) specialization, the following **design** standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these design standards will result in substantially lower grades on design-related assignments.

- Proper grammar, punctuation, and sentence structure are **mandatory**. Although these are design assignments, writing has to be perfect so as not to detract from the design.
- For assignments that feature more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style.

- Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixilated photos will result in lower grades.
- Students should not use copyrighted materials for design assignments. For example you may not “borrow” a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use *ideas* for a graphic/design assignment, but the use of the actual graphic/design is not acceptable.
- The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
 - Microsoft PowerPoint
 - Microsoft Word
 - Adobe Photoshop (photographs)
 - Adobe Illustrator (graphics). This software program is taught only in AEC 4035. The expectations for actual graphic design in other courses will be minimal.
 - Adobe InDesign (print layout)
 - WordPress (Web)
 - Final Cut Pro X or Adobe Premiere (video)

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://www.it.ufl.edu/training/>. 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 confidential counseling services at no cost for currently enrolled students. Resources are available on campus for 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:

- Residential Course: 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

DIGITAL VIDEO PRODUCTION

Aug. 21

TOPIC: Introduction

WEB READINGS: Travel Channel Offers Boot Camp for Aspiring Journalists

More Adults Watching Videos Online

Example Final Project Proposal

Aug. 23

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.

Aug. 28

TOPIC: Video editing

TEXT: Video and Audio Production (pp. 196-199)

Video Editing Video Editing Concepts

Aug. 30

TOPIC: TV field production (lighting, audio, shooting video for the Web, shooting interviews)

LAB: Shoot video and critique.

DISCUSS FINAL PROJECT IDEAS

Sept. 4

HOLIDAY!!!

Sept. 6

TOPIC: Video editing / Adobe Premiere 1

WEB READINGS: Adobe Premiere

LAB: Nonlinear video editing

FINALIZE FINAL PROJECT IDEAS/PLANS

Sept. 11

TOPIC: Writing and scripting / storyboarding

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

TOPIC: Instructional design, instructional, promotional, demonstration videos and storytelling

Sept. 13

TOPIC: Video editing / Adobe Premiere 2

WEB READINGS: Adobe Premiere

LAB: Nonlinear video editing

Sept. 18

TOPIC: Video editing / Final Cut system

WEB READINGS: Final Cut Pro X

LAB: Nonlinear video editing

DUE: FINAL PROJECT PROPOSAL/OUTLINE

Course schedule (continued)

Sept. 20

TOPIC: Video editing / Adobe Premiere 3

WEB VIDEO: Off-loading Video from an iPad/iPhone (MAC OS and Windows 7)

WEB READINGS: Adobe Premiere

LAB: Nonlinear video editing

DUE: **VIDEO SHOOTING CRITIQUE**

DIGITAL DESIGN (photo, print, Web)

Sept. 25

TOPIC: Digital photography, digital images

TEXT: Digital Photography and Photographic Editing: ENTIRE CHAPTER 9

Sept. 27

TOPIC: PhotoShop

LAB: Learn Photoshop basics

Oct. 2

SKILLS TEST (ADOBE PREMIERE)

DUE: **FINAL PROJECT SCRIPT/STORYBOARD/WEB LAYOUT**

Oct. 4

TOPIC: Web design and writing for the Web

TEXT: Writing and Designing for the Web: ENTIRE CHAPTER 11

TOPIC: Wix 1 (set up and navigation)

LAB: Web design

DUE: **MUSIC VIDEO**

Oct. 9

TOPIC: Production process / audience analysis

TEXT: Video and Audio Production: The Video Production Process (pp. 182-184)

Intro to Agricultural Communications: ENTIRE CHAPTER 1

Message Development: ENTIRE CHAPTER 2

Oct. 11

TOPIC: Wix 2

LAB: Web design

DUE FRIDAY, OCT. 13 BY NOON: WEB ASSIGNMENT

Oct. 16

FIRST EXAM

Oct. 18

TOPIC: InDesign 1

LAB: Learn InDesign basics

Oct. 23

TOPIC: Print layout and design

TEXT: Document Design: ENTIRE CHAPTER 6

Oct. 25

TOPIC: InDesign 2

LAB: Learn InDesign basics

FRIDAY, OCT. 27 BY NOON: PRINT LAYOUT ASSIGNMENT

Course schedule (continued)

Oct. 30

SKILLS TEST (ADOBE INDESIGN and PHOTOSHOP)

MEDIA LITERACY AND ANALYSIS

Nov. 1

TOPIC: Media literacy on agriculture-related topics

READINGS:

- [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=IUtnas5ScSE>)

God Made a Farmer (<https://www.youtube.com/watch?v=AMpZ0TGjbWE>)

RAM Truck response (<http://www.youtube.com/watch?v=0HHZw9bsVrE>)

SELECT FILM/DOCUMENTARY/TV PROGRAM FOR MEDIA ANALYSIS PRESENTATION

Nov. 6

TOPIC: Message sensation, decoding media by visual and audio analysis

READINGS:

- [Visualizing Values: A Content Analysis to Describe a Value Congruent Video Message Campaign Used in Agriculture \(Link to an external site\)](#)

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>)

United Soybean's series *Nothing to Fear* (<http://findourcommonground.com/>).

Nov. 8

TOPIC: Documentaries

READINGS:

- [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.* \(Links to an external site.\)](#)

WATCH: Documentary **GMO OMG**. (Available on Netflix and Amazon Prime.)

Nov. 13

TOPIC: Visual communication

TEXT: Visual Communication: ENTIRE CHAPTER 8

TUESDAY, NOV. 14, BY MIDNIGHT: FINAL PROJECT (VIDEO, WEB, PRINT PIECE)

Nov. 15

FINAL PROJECT PRESENTATIONS

Nov. 20:

TOPIC: News

WATCH: John Stossel report, Food Lion video

Nov. 22:

HOLIDAY!!!

Course schedule (continued)

Nov. 27

TOPIC: Entertainment

WATCH: *The Simple Life*

Nov. 29

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?](#)

Dec. 4

SECOND EXAM

Dec. 6

MEDIA ANALYSIS BRIEFING GUIDE

MEDIA ANALYSIS PRESENTATIONS