AEC 3070: Digital Media Production in Agricultural & Life Sciences
SPRING 2016
Course is available through UF's e-Learning Support Services: https://lss.at.ufl.edu/

INSTRUCTOR:
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TIME
Unless otherwise noted in the outline or directions this semester, our course will follow this schedule:
- Day 1 of the week is Monday.
- The last day of the week is Sunday.
- Most assignments will be due by 11:55 p.m. Eastern Time on **MONDAYS**.
- Your underline online discussion entry each week is due by 11:55 p.m. on each **THURSDAY** that they are assigned.

COURSE DESCRIPTION
AEC 3070 will focus on the planning and production of written, electronic, and visual instructional and communication materials for programs in agriculture and life sciences contexts, including but not limited to school-based education, extension programs, and organizations. 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

OBJECTIVES
After this course, the student should be able to:
- Discuss and apply communication and learning theory underlying use of media in education and communication.
- Use instructional and communication technologies to produce instructional/informational materials and media presentations for classroom, extension, and organizational use.
- Select media and materials to support instruction and communication.

TEXT/REQUIRED READINGS:
Agricultural Communications in Action: A Hands-On Approach by Telg & Irani.
ISBN-13: 978-1-1113-1714-0 or ISBN-10: 1-1113-1714-3
Other course readings are posted on the course's website.

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	120
Shooting critique	50
Discussion posts	150 (10 @ 15 points each)
<u>Final Project</u>	
Proposal	60
Video script, storyboard, and print layout	60
Print piece (draft)	60
Video (draft)	60
Website (draft)	60
Print piece (final)	110
Video (final)	110
Website (final)	110
Materials plan + addressing critiques	50
	1000

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 <u>strictly</u> enforced.

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities
In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students. In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior. Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. *(Source: 2008-2009 Undergraduate Catalog)*

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

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. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, **www.counsel.ufl.edu**
- *Career Resource Center,* CR-100 JWRU, 392-1602, **www.crc.ufl.edu/**
- *Student Mental Health Services,* Rm. 245 Student Health Care Center, 392-1171, **www.shcc.ufl.edu/smhs/**
  - Alcohol and Substance Abuse Program (ASAP)
  - Center for Sexual Assault / Abuse Recovery & Education (CARE)
  - Eating Disorders Program
  - Employee Assistance Program
  - Suicide Prevention Program

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/**

SCHEDULE

WEEK 1 (Begins 1/5)
Digital media/ instructional design pertaining to instructional technology
WEB READING: EXAMPLE FINAL PROJECT PROPOSAL
WEB READING: Example Script | Example Storyboard | Example Website

WEEK 2 (Begins 1/11)
Message development / production process/ audience analysis / selecting media (using criteria)
TEXT: Introduction to Agricultural Communications*: ENTIRE CHAPTER 1*
        Effective Communication and Message Development: *ENTIRE CHAPTER 2*
        Video and Audio Production (pp. 182-184), *The Video Production Process*

WEEK 3 (Begins 1/18)
Video shooting and production
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*
WEB READING: TRAVEL CHANNEL OFFERS 'BOOT CAMP' FOR ASPIRING JOURNALISTS
WEB VIDEOS: SERIES OF SEVEN INSTRUCTIONAL VIDEOS ON YOUTUBE
        CAMERA ANGLES/CONTINUITY
        VIDEO SHOOTING101
        HOW TO CAPTURE QUALITY VIDEO
DUE MONDAY, 1/25: FINAL PROJECT Proposal

WEEK 4 (Begins 1/25)
Audio, video editing, scripting, storyboarding, demonstration and promotional videos
TEXT: Video and Audio Production (pp. 196-199), *Video Editing Video Editing Concepts*
        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: EDITING WITH ADOBE PREMIERE
        FINAL CUT PRO X
        FINAL CUT PRO X: OUTPUTTING VIDEO FOR YOUTUBE AND FOR iDVD
        YOUTUBE VIDEOS
        DOWNLOADBLE TWO-COLUMN SCRIPT IN WORD
        STORYBOARD IN POWERPOINT
        STORYBOARD IN PDF
        Example script 1
        Example script 2
        Example script 3
        Example storyboard
DUE MONDAY, 2/1: Shooting critique

WEEK 5 (Begins 2/1)
Document design / writing (all forms)
TEXT: Document Design: *ENTIRE CHAPTER 6*

WEEK 6 (Begins 2/8)
Web layout / WordPress / blogging
TEXT: Writing and Designing for the Web: *ENTIRE CHAPTER 11*
DUE MONDAY, 2/15: FINAL PROJECT: Video script, storyboard, print layout

WEEK 7 (Begins 2/15)
Photography
TEXT: Digital Photography and Photographic Editing: *ENTIRE CHAPTER 9*

WEEK 8 (Begins 2/22)
WORK WEEK (Print draft)
DUE FRIDAY, 2/26: FINAL PROJECT: print draft NOTE SPECIAL DUE DATE!!!!

SPRING BREAK (2/29-3/4)

WEEK 9 (Begins 3/7)
Visual communication
TEXT: Visual Communication: *ENTIRE CHAPTER 8*

WEEK 10 (Begins 3/14)
Social media, new media, podcasts
TEXT: New Media: *ENTIRE CHAPTER 12*

WEEK 11 (Begins 3/21)
WORK WEEK (Video draft)
DUE FRIDAY, 3/25: FINAL PROJECT: Video draft NOTE SPECIAL DUE DATE!!!!

WEEK 12 (Begins 3/28)
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?
Is Google Making Us Stupid? (Discussion Post Responses)
WEB VIDEO: Epic 2015

WEEK 13 (Begins 4/4)
WORK WEEK (Website draft)
EXAM
DUE FRIDAY, 4/8: FINAL PROJECT: Website draft NOTE SPECIAL DUE DATE!!!!

WEEK 14 (Begins 4/11)

Online presence

WEB READINGS: Future Doctors Share Too Much on Facebook

Survey Shows Colleges Consult Facebook in Admissions Process

How to Clean Up Your Presence and Make a Great First Impression

5 Reasons to Care About Your Online Presence, and 3 to Forget About It

Common Things We Do To Screw Up Our Online Presence

DUE MONDAY, 4/18: FINAL PROJECT (FINAL versions of print, video, website), materials plan

WEEK 15 (Begins 4/18)

Final project

TEXT: Persuasion and Persuasive Informational and Educational Campaigns: *ENTIRE CHAPTER 15*

Communications Campaign Development: *ENTIRE CHAPTER 17*

SHOOTING CRITIQUE

Shoot video of something going on around you. It could be at work or at home. Some ideas of what you can do include the following (but you can do *whatever*):

- Everyday life on the farm
- Where people go on a cool, winter day.
- Playing Frisbee with your dog
- Saddling a horse
- Playing peek-a-boo with your child

You need video to support your story. Shoot a variety of shots to tell your story. Try different angles. Try different perspectives. (This video will NOT be edited, so the sequence of shots may be out of order. That's OK. All I am concerned about is to provide you feedback on how you shoot the video shots.)

The video you shoot must include these elements:

- General "b-roll"
- A sequence of shots (long shot, medium shot, etc.)
- **At least <mark>one interview</mark>, shot in proper interview form/style (proper nose room, lead room).**
    - The interview does **not** necessarily have to pertain to the story topic. I will critique this by how well the interview is framed. You only need approximately 15 seconds of interview video. The interview can be at the beginning, middle or end of the "shooting critique" assignment.
- The video should be a total of **at least 1 minute in length and no longer than 3 minutes in length**.

<mark>After</mark> you have shot the video, watch it and <mark>**critique**</mark> it. The critique must include the following information:

- The purpose of the video shots (what were you trying to explain?).
- The types of shot you chose (why did you choose a long shot? a low-angle?).
- The "usability" of the shots (Were they shaky, out of focus? Could they be used in a "real" situation?).
- How to improve (what would you do differently? What WILL you do differently with video you shoot in the future?)

You do **not** have to comment on **EVERY** shot, but you do need to provide me with an overall impression of what you did. **You will submit the video (on YouTube); the written critique will be uploaded to Canvas**. Grading will be based primarily on the written critique. However, I also will view the video and comment on the shot compositions. The written critique should be **NO LONGER THAN 1.5 PAGES** in length (double-spaced) and written with **correct** grammar and punctuation.

DISCUSSION POSTS

Most weeks there will be at least one discussion question in the modules. Students are required to provide responses to **at least one** of the questions in the discussions section.

- **INITIAL POSTS:**
    - o **Initial posts** are due by 11:55 p.m. Eastern Standard Time on **THURSDAYS**.
    - o Initial posts must be at least 150 words.
- **FOLLOW-UP POSTS:**
    - o In addition to the initial posts, students are required to respond to at least one other student's post. The **follow-up posts** are due by 11:55 p.m. on **SUNDAYS**.
    - o These subsequent comments can be fewer words.

Some questions throughout the semester will focus on course readings/materials and potentially current events. Questions may also include that students find examples of the following:

- Good (or bad) examples of what we are discussing in a given week. For example, if the topic is on photography, students would find good (or bad) photo examples and explain why they are a good (or bad) examples. Students would provide the online link to the examples.

OR

- Resource/source materials on the topic we are discussing. This could be new apps, websites, videos, whatever. Students would provide a brief analysis/critique about the resource and a link to it.

FINAL PROJECT

The project is to develop an educational, promotional, or demonstration video, print document, and a website that incorporates all of the preceding elements. The project topic <u>must</u> be selected in consultation with your instructor.

Demonstration/promotional/educational videos can be useful in a variety of industries from public relation firms to educational settings to production agriculture.

- **Demonstrations** offer step-by-step instruction concerning a process or procedure. The information explained in the video can be delivered at a basic level or more advanced level, depending on the audience.
- **Promotional/educational** videos help explain and persuade a topic or issue related to your organization.

You may use this assignment as a way to develop materials for your employment. In other words, I would prefer that this NOT be "busy work." If you can use it, then create it in such a way that you can incorporate it into REAL LIFE for you. However, if you don't have a good idea of how you could incorporate the final project into "real life," you can create something else. Here are some ideas that past students have done:

- Making a pizza
- Saddling a horse
- Grooming a dog
- Building a pig pen
- Grooming a horse
- Being interviewed for a job
- Developing a step-by-step for an Extension demonstration project or a lab procedure for an agricultural education classroom
- Promotional videos for College of Agricultural and Life Sciences (CALS) departments

The **final project** will be submitted in several stages:

- Proposal
- Script/storyboard/print layout
- DRAFTS
  - Print document
  - Video
  - Website
- FINAL PROJECT
  - Video
  - Website
  - Print document
  - Material plan

The Proposal (60 points)

The **proposal** should be **two to three pages (double-spaced)** in length and contain the following:

- The <u>purpose</u> of the project.
- Who the <u>target audience</u> is.
- What you plan to do to achieve your purpose.
- Outline/synopsis of major <u>content</u> you plan to cover **(this should be a <u>detailed</u> outline)**.
- Description of who you plan to interview/use in your videos and why.
- A timetable of getting the project done.

Script/Storyboard/Print Layout (60 points)

Each group will write a **script** for the educational video. You will detail the types of shots you will need to correspond with the narration. You will use the **<u>two-column script format</u>** provided in class. For interviews, write in what you **think** the person will say. You will need to submit a **storyboard** of what each scene of the video will look like. *Stick figures* are fine. Use the blank storyboard provided in class and make copies.

In addition to the script and storyboard, you will submit a detailed layout of how you envision the print piece will look. The sketch must detail the layout, photo and content layout. The sketch should provide description of the color and theme of the print piece.

DRAFTS of major "pieces" (print, video, website) (60 points each)

Draft versions of the major pieces of the final project (**print, video, website**) will be due in **weeks 8, 11, and 13**. Students will peer evaluate your work. You will then take their comments and make revisions before you submit the final versions in **week 16**.

- **The DRAFT print piece will be submitted as a PDF.**
- **A YouTube link will be provided for the DRAFT video.**
- **The URL will be provided for the DRAFT website.**

Print Piece (110 points)

Each student will create a 1- to 2-page print piece that goes with the website and video. Examples of print pieces include news or feature stories, brochures, advertisements, fliers/handouts, or information pages. The print piece must include at **least two photographs or graphics**; the photographs can be ones that you take or that are supplied to you. Please keep in mind that pixilated photos are BAD, and that will affect your grade negatively. Grading will be based on appropriate content (that is grammatically correct), appropriate layout and design, and effective use of photographs and graphics. **The print piece will be submitted as a PDF for the DRAFT version. The final version will be linked or embedded in the final website.**

Instructional Video (110 points)

Each student will submit a short, edited, instructional or promotional video. The video should be **three to five minutes** in length. (It can be longer, but it should be at least three minutes in length.)The finished video should include at least one on-camera interview OR have someone who is on camera as a host. Grading will be based on composition (lead room long/medium/close-up shots, angles), sequencing (no jump cuts), and content (does the video get across the content/idea?). Each video **should** include:

- An introduction, a step-by-step process OR promotional content, and a conclusion
- Proper shot sequencing (long, medium, close-ups)
- No jump cuts. Do NOT cover jump cuts with dissolves, if at all possible (which means close to "never").
- At least **two** on-screen titles or text graphics (names, intro text, credits, whatever)
- **Promotional/inforamtional videos** will need at least one interview.

You will upload the video to the course YouTube account.

Website (110 points)

Design a website in **WordPress OR any Web-editing program of your choice. (Please note, however, that the instructor can only provide input on technical issues you may have with WordPress, because he does not know other Web-editing software programs.)**

The website **must** include:
- A minimum of three pages that you develop (the home page and two "second-tier" pages).
  - Home page
  - Step-by-step explanation of the demonstration process (with accompanying photos) **OR** promotional/informational content
  - "Demonstration/promotional video" Web page that embeds the YouTube video and includes a brief explanation of the video.
- At least five photos for the demonstration/promotional page.
- At least one link to **another site** (i.e., a site that you did not develop, such as the UF website, the College of Agricultural and Life Sciences website) anywhere on the pages.

- Your **finished video embedded from YouTube**.
- Your finished **print piece as a PDF** and linked (OR embedded) somewhere on these pages.

Grading will be based on the content above, as well as the following:
- Layout
- Navigation/links that works and is consistent
- Proper grammar and spelling on all pages.

Instructional Material Plan (50 points)

As part of your instructional material plan, you must also **select two other media elements**. These could include a brochure, social networking site, PowerPoint presentation, pamphlet, poster, or other similar media. Therefore, you will include the following:
- Web site
- Video
- Print piece
- Media 1 (that you **don't** create as part of the final project)
- Media 2 (that you **don't** create as part of the final project)

NOTE: You are NOT creating "Media 1" and "Media 2." You are just describing how you would use other materials/media in support of this instructional media plan.

The instructional material plan **must** include the elements below. You may wish to include the sections as subheadings for your paper. You may use bullet points to illustrate some information in each of the subheadings. You should be as detailed as possible in each section of the plan. The paper should be free of grammar and spelling mistakes. The plan should be no longer than four pages.
- Project summary (synopsis of the entire project)
- Description of the problem/purpose
- Projected outcomes (objectives)
- Analysis of the target audience
- Reasons why the media/materials were chosen to communicate to the audience
- Include the strengths and weaknesses of each medium used for the project and the two media forms not developed
- Evaluation procedures and criteria (How will you know you've met your objectives?)
- Budget

In addition, you are required to provide **a short paragraph on how you incorporated the comments of the peer evaluations** of your print piece, video, and website into the final/revised pieces. Be as specific as possible. This should be a separate section in your overall Instructional Material Plan.

ADDITIONAL RESOURCES

Following are some resources that you may find of interest. We will not have access to the same programs as we create the materials for this semester. You are allowed to use any software to complete the assignments. If you do not have access to programs for the assignments, there are freeware options available, though they will not always be as high quality as programs that are paid for, such as Adobe's Creative Suite.

In addition, 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/.**

Free or Low Cost Communication/Design Software Programs
VIDEO
- VideoPad Video Editor
- Avidemux
- VirtualDub
- Pinnacle VideoSpin
- MovieMaker
- **Mac**: iMovie

Video Apps (apps are Apple or Android compatible, unless specified)
- VidTrim
- ReelDirector
- Magisto
- Camera Plus Pro
- Highlight Cam Social
- Movie Aid (Android)
- iMovie (iPhone/iPad)
- Cinefy (iPhone/iPad)

PRINT LAYOUT
- Scribus
- Word (as part of the Microsoft Office suite)
- Publisher (as part of the <u>older</u> Microsoft Office suite)
- **Mac:** Pages

PRESENTATION
- PowerPoint (as part of the Microsoft Office suite)
- Prezi
- AjaxPresents
- BrinkPad.com
- Empressr.com
- Google Docs

- Preezo.com
- PresentationEngine.com
- PreZentit.com
- **Mac:** Keynote

WEB DESIGN
- WordPress
- Wix

In addition to programs that are often included with PCs and Macs, there are other programs that are available for purchase and cost considerably more.

Higher-end (and more costly) Communication/Design Software Programs

VIDEO
- **Mac or PC:** Adobe Premiere
- **Mac or PC:** Avid
- **Mac only:** Final Cut Pro X

PRINT LAYOUT
- **Mac or PC:** Adobe InDesign

WEB DESIGN
- **Mac or PC:** Adobe Dreamweaver