# AEC 5034: Digital Media Production in Agricultural & Natural Resources
## SPRING 2024
### WEDNESDAY 7-9th periods (1:55-4:45)

## Instructor

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## Teaching Assistant

Madison Dyment
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## Class Times

Wednesdays, 7-9th periods (1:55-4:45 p.m.)

## Location

107 Bryant Space Science Center

## Office Hours

W 12:30-1:30 p.m.
F 8:30-9:30 a.m.
And by appointment

## Course Description

*AEC 5034* 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 media literacy through hands-on experiences. Students will learn skills and knowledge in the following areas:

- Digital video production and editing
- Digital photography and editing
- Visual communication
- Media literacy

## Course 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.

## Course Design

This is an in-person course. Zoom may be available – on a case-by-case basis – for students to use to access live content. The course has materials available through Canvas.

This is a co-taught (undergraduate/graduate) course.

## Requirements

### Textbook:

Successful students will read assigned materials **before class** and be prepared for discussion with the instructor and fellow students. The main readings for this class are from ==*Agricultural and Natural Resources Communications*== (https://anrcommunications.org/) This is a **free** online publication. The authors do ask that students consider providing a $10 voluntary contribution for maintaining and updating the online publication. A contribution link is provided at the bottom of the home page and the preface page. You will need this textbook for other communications courses in the department. Other course readings are posted in Canvas.

### Technology:

To succeed in this course, you must have access to the following technology:
- Desktop Computer or Laptop
  - Audio Capabilities
  - Webcam and Microphone for synchronous sessions
- Microsoft Word - Microsoft 365 basics video training
- Adobe Reader - Acrobat tutorials
- Zoom - Zoom Privacy Policy
- Internet Connection with access to Canvas
  - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The full student guide is provided if you have additional questions.
  - View Canvas Privacy Policy
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can download it.
- University of Florida Email
  - Students are expected to check their my.ufl emails daily. View the Student Computing Requirements page for information on technology requirements and expectations.

### Equipment and Bryant Space Science Center Mac Lab:

High-capacity SD 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. Students are required to use the Online Reservation System (==**CHEQROOM**==) to reserve video equipment. User accounts will be created at the beginning of the semester. Students will be assigned to a particular iMac computer for the duration of the semester.

For the video assignments, you <u>may</u> use your own video camera, but you will need to make arrangements with the instructor **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 the instructor know <u>immediately</u> upon your return.**

Food and drink are **NOT** permitted in the computer lab.

## Minimum Technical Skills:

Minimum technical skills required:
- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Ability to perform online research using a variety of search engines and library databases.

## Instructor Response & Feedback

The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**. Quizzes are graded automatically upon submission.

## Assignments

## Assignment Points & Explanation:

| | Total Score | Your Score |
|---|---|---|
| Practice video + analysis (50 + 25) | 75 | _____ |
| Practice video final + analysis (75 + 25) | 100 | _____ |
| Podcast review | 25 | _____ |
| Media analysis/literacy paper | 100 | _____ |
| Media analysis/literacy presentation | 25 | _____ |
| Photo reel + analysis (75 + 25) | 100 | _____ |
| Final project | | |
|     Proposal | 25 | _____ |
|     Location scout | 25 | _____ |
|     Interview/b-roll (30) + critique (20) | 50 | _____ |
|     Draft video | 50 | _____ |
|     Final video | 150 | _____ |
|     Final project presentation | 25 | _____ |
| Class participation/attendance + in-class assignments | 50 | _____ |
| Exam 1 | 100 | _____ |
| End-of-Semester Exam | 100 | _____ |
| **Online portfolio** | **100** | _____ |
| | 1100 | |

- *Practice video + analysis:* Students will shoot and edit a feature video profile and critique/assess the draft video.
- *Practice video:* Students will shoot and edit a feature video profile.

- *Podcast review:* Students will select an agricultural-, natural resources-, food-, or environmental-focused podcast and provide a brief review/analysis of it.
- *Media analysis/literacy presentation and paper:* Groups will develop a brief presentation describing how agricultural and life sciences are communicated in a documentary. Groups also will submit a paper about the documentary they analyzed.
- *Photo reel + analysis*: Students will shoot digital photos and edit them into a video. Students will also analyze the finished piece.
- *Final project:* Students will create an agricultural- or life sciences-related video. Various components of the final project will be due throughout the semester.
- *Online portfolio:* Graduate students will create an online portfolio, highlighting their work.

## Course 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 = 1023-1100
A- = 990-1022
B+ = 946-989
B = 913-945
B- = 880-912
C+ = 836-879
C = 803-835
C- = 770-802
D+ = 726-769
D = 693-725
D- = 660-692
E = 659 and below

Further information about UF grading policies can be found here:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

## 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.

## Academic Integrity

## UF's Academic Honesty Statement:

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: UF Student Code of Conduct Webpage.

## Plagiarism:

Plagiarism includes taking **verbatim phrases of *just a few words*** without permission or full attribution. It includes *quoting too much* from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes *unique expression*, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*.  When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources.** We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use,* including direct quotes.

## Attendance Policies

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. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: UF Attendance Policies..

## Institutional Policies

## Recording Statement:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to

a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. UF IN-CLASS RECORDING

## 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. UF ACCEPTABLE USE POLICY

## Course Evaluations:

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. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/

## Materials and Supplies Fee:

A materials and supplies fee is collected for this course to pay for costs associated with assignments in this course.

## Student Services

## Health & Wellness:

- U Matter, We Care
  - o If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center
  - o Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
  - o 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.
- Student Health Care Center
  - o Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department
  - o Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services
  - o For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

## Academic Resources:

- **Linked-In Learning**
  - o The University of Florida has an agreement with Linked-In Learning (formerly 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 Linked-In Learning tutorials available through UF e-Learning: https://elearning.ufl.edu/.
- E-learning technical support
  - o Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center
  - o Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support
  - o Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center
  - o Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio
  - o 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
  - o Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints
  - o View the Distance Learning Student Complaint Process.

## Services for 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. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation
0001 Reid Hall, 352-392-8565, UF Disability Resource Center.
Canvas Accessibility Standards
Zoom Accessibility Information

## Course Schedule

## WEEK 1 (1/10)

**LECTURE(S):** **(1) Message Development, (2) Instructional Design and the Production Process,**

**(3) Selecting Technology and Instructional Materials**

**IN-CLASS:** **CLASS DISCUSSION**

**TEXT**: *ANR Communications:* Introduction to Agricultural Communications
*Entire Chapter*
Effective Communication, Audience Analysis and Message Development
*Entire Chapter*

## WEEK 2 (1/17)

**LECTURE(S):** **Video Shooting**

**IN-CLASS:** **SHOOT VIDEO**

**READINGS:** EXAMPLE FINAL PROJECT PROPOSAL

**TEXT**: *ANR Communications:* Video and Audio Production
*Introduction, Is Video the Right Production for You?; The Video Production Process;*
*Video Equipment; Video Shot Composition; Other Video Considerations*

**WATCH:** Example videos from IFAS Research Discoveries YouTube channel:
https://www.youtube.com/playlist?list=PLzEF_ljQASFvNgYnzhlecJfe_a-fcKV4Z

**WATCH:** Example videos from Florida Museum of Natural History's YouTube channel:
https://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp

SUBMIT WHAT YOU SHOT THIS WEEK
DISCUSS FINAL PROJECT IDEAS

## WEEK 3 (1/24)

**LECTURE(S):** **Audio and Lighting + Interviews**

**IN-CLASS:** **SHOOT VIDEO**

**TEXT**: *ANR Communications:* Video and Audio Production
*Video Equipment (Microphone, Lighting); Recording Audio*

SUBMIT WHAT YOU SHOT THIS WEEK

## WEEK 4 (1/31)

**LECTURE(S):** **Video Editing 1**

**LECTURE(S):** **Adobe Premiere Tutorial videos**

**IN-CLASS:** **ADOBE PREMIERE**

**TEXT**: *ANR Communications:* Video and Audio Production
*Video Editing; Video Editing Concepts*

**WATCH:** Clips from ***Jurassic Park*** *(https://mediasite.video.ufl.edu/Mediasite/Play/e37c0bc6572348a28f6c3d237b1ab4ba1d)* and
***Spider-Man*** *(https://mediasite.video.ufl.edu/Mediasite/Play/36da5db44768496cb6e93a3ca5c21c451d)*

SUBMIT WHAT YOU EDITED THIS WEEK
DUE (MONDAY, FEB. 5): FINAL PROJECT: Proposal

# WEEK 5 (2/7)

| | |
|---|---|
| **LECTURE(S):** | **Video Editing 2** |
| **LECTURE(S):** | **Adobe Premiere Tutorial videos** |
| **IN-CLASS:** | **ADOBE PREMIERE** |

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|---|---|
| **LECTURE(S):** | **Podcasting** |
| **TEXT:** | ***ANR Communications:*** Video and Audio Production: |
| | *Producing a Podcast, Audio Equipment for Radio/Podcast Productions* |

**SUBMIT WHAT YOU EDITED THIS WEEK**

# WEEK 6 (2/14)

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| **LECTURE(S):** | **Video Editing 3** |
| **LECTURE(S):** | **Adobe Premiere Tutorial videos** |
| **IN-CLASS:** | **ADOBE PREMIERE** |

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|---|---|
| **LECTURE(S):** | **Social Media Videos** |
| **IN-CLASS:** | **SHOOT VIDEO** |
| **TEXT:** | ***ANR Communications:*** Video and Audio Production |
| | *Video Shooting and Editing for the Web; Tips for Shooting Video with a Mobile Device* |

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|---|---|
| **LECTURE(S):** | **(1) Storytelling, Scripting, Storyboarding** |
| **TEXT:** | ***ANR Communications:*** Video and Audio Production: |
| | *Scriptwriting* |
| | News Media Writing and Opinion Writing |
| | *News Writing for Television & Radio Stories* |
| **READINGS:** | Downloadable two-column script |
| | Example scripts |

**SUBMIT WHAT YOU EDITED THIS WEEK**
**DUE (FRI., FEB. 16): FINAL PROJECT: Location Scout + Interview Questions (or Outline of Demo)**

# WEEK 7 (2/21)

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|---|---|
| **LECTURE(S):** | **(1) Media Literacy, (2) Message Sensation** |
| **LECTURE(S):** | **Adobe Premiere Tutorial videos** |
| **IN-CLASS:** | **CLASS DISCUSSION** |
| **WATCH:** | *Jaws* w/ no music (https://www.youtube.com/watch?v=-fnq1s-babs) |
| **WATCH:** | ***Food Lion*** (https://mediasite.video.ufl.edu/Mediasite/Play/95fcd54b04484fe6a9498ed5e80d33171d) |
| **WATCH:** | ***Tamper with Nature*** (https://mediasite.video.ufl.edu/Mediasite/Play/b1275594e7ac478892e0a0933b46fa2b1d) |
| **READINGS:** | Is Perception Reality? Improving Agricultural Messages by Discovering How Consumers Perceive Messages |
| | The Power of Words: Exploring Consumers' Perceptions of Words Commonly Associated with Agriculture |

**DUE (FRI., FEB. 23): PRACTICE VIDEO PROFILE (DRAFT) + ANALYSIS**

## WEEK 8 (2/28)

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|---|---|
| **LECTURE(S):** | **Persuasion, story, advertising, and documentaries** |
| **IN-CLASS:** | **CLASS DISCUSSION** |
| **TEXT**: | ***ANR Communications:*** Persuasion & Persuasive Informational & Educational Campaigns |

*Entire Chapter*
Communications Campaign Development
*Entire Chapter*

| | |
|---|---|
| **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:** | *Chipotle "Scarecrow"* (https://www.youtube.com/watch?v=lUtnas5ScSE) |
| **WATCH:** | *God Made a Farmer* (https://www.youtube.com/watch?v=AMpZ0TGjbWE) |
| **WATCH:** | *RAM Truck response* (http://www.youtube.com/watch?v=0HHZw9bsVrE) |
| **WATCH:** | Documentary ***GMO OMG*** (https://mediasite.video.ufl.edu/Mediasite/Play/84447bea00014e04b0c6b28c4670c6c41d) |
| **READINGS:** | Postsecondary Students' Reactions to Agricultural Documentaries: A Qualitative Analysis |
| | Consumer Perceptions of the U.S. Agriculture Industry Before and After Watching the Film *Food, Inc.* |
| | Changing Appetites & Changing Minds: Measuring the Impact of *Food, Inc.* |

==DUE TODAY (FEB. 28): PODCAST REVIEW==

==**EXAM 1: COVERS WEEKS 1-7 (Available 3/1, 5 p.m. to 3/3, 11:59 p.m.)**==


## WEEK 9 (3/6)

**SPRING BREAK**


## WEEK 10 (3/13)

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|---|---|
| **LECTURE(S):** | **(1) Photography, (2) Photo Composition** |
| **LECTURE(S):** | **Adobe Photoshop Tutorial Videos** |
| **IN-CLASS:** | **ADOBE PHOTOSHOP** |
| **TEXT**: | ***ANR Communications:*** Digital Photography and Photographic Editing |
| | *Introduction; How Photography Works; Photo Composition; Types of Cameras and* |
| | *Camera Equipment* |

==**SUBMIT WHAT YOU SHOT THIS WEEK**==
==**DUE TODAY (MARCH 13): PRACTICE VIDEO (FINAL VERSION) + ANALYSIS**==


## WEEK 11 (3/20)

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|---|---|
| **LECTURE(S):** | **Photo Editing** |
| **LECTURE(S):** | **Adobe Photoshop Tutorial Videos** |
| **IN-CLASS:** | **ADOBE PHOTOSHOP** |
| **TEXT**: | ***ANR Communications:*** Digital Photography and Photographic Editing |
| | *Selecting a File Format; Photo Editing; Saving Your Edited Photo; Permissions, Copyright, and Ethics; Careers in Photography* |

==**SUBMIT WHAT YOU EDITED THIS WEEK**==
==**DUE (FRI., MARCH 22): FINAL PROJECT: B-roll, interview, critique**==
==**DUE (MONDAY, MARCH 25): PHOTO REEL VIDEO + ANALYSIS**==

## WEEK 12 (3/27)

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|---|---|
| **LECTURE(S):** | **Visual communication** |
| **IN-CLASS:** | **CLASS DISCUSSION** |
| **TEXT**: | *ANR Communications:* Visual Communication |
| | *Entire Chapter* |
| **READINGS:** | Does PowerPoint Make Us Stupid? |
| | Is PowerPoint Making Us Stupid? |
| | Why Your Students Forgot Everything on Your PowerPoint Slides |
| **IN-CLASS:** | **WATCH SOME PHOTO REEL VIDEOS** |

**DUE (MONDAY, MARCH 25): PHOTO REEL VIDEO + ANALYSIS**


## WEEK 13 (4/3)

**DUE (TUESDAY, APRIL 2, BY 5 p.m.): MEDIA ANALYSIS/LITERACY PAPER**
**DUE TODAY (APRIL 3): MEDIA ANALYSIS/LITERACY PRESENTATION**
**DUE (FRI., APRIL 5): FINAL PROJECT: Video draft**


## WEEK 14 (4/10)

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|---|---|
| **LECTURE(S):** | **(1) New Media and Marshall McLuhan, (2) Social Media Best Management Practices, (3) How Companies Use Social Media, (4) Online Presence** |
| **IN-CLASS:** | **CLASS DISCUSSION** |
| **TEXT**: | *ANR Communications:* Social Media |
| | *Entire Chapter* |
| | Future of Agricultural and Natural Resources Communications |
| | *Entire Chapter* |
| **WATCH:** | *Eagle Eye* |
| | (https://mediasite.video.ufl.edu/Mediasite/Play/7c7ff6a393aa4ed6a5de2d4c3ebd68511d) |
| **READINGS:** | How to Clean Up Your Presence and Make a Great First Impression |
| | Reasons to Care About Your Online Presence, and 3 to Forget About It |
| | "The Flash" Star Fired Over Racist Tweets |
| | Playing Peekaboo? Florida's Sunshine Laws.... |
| | Florida Bill Would Require Schools to Teach Benefits, Risks of Social Media |
| | TikTok Got Me Fired |

**REVISE DRAFTS**


## WEEK 15 (4/17)

**DUE (MONDAY, APRIL 15): FINAL PROJECT: Video final**
**DUE TODAY (APRIL 17): FINAL PROJECT: Presentations**
**DUE: ONLINE PORTFOLIO (GRADUATE STUDENTS)**


## WEEK 16 (4/24)

**END-OF-SEMESTER EXAM (covers entire semester)**