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

FALL 2019
M 7th (1:55-2:45), W 7-9th (1:55-4:45)
This course is on CANVAS.

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

- Digital video production and editing
- Digital photography
- 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 (2012).
    - You will need this textbook for other communications courses in the department.
- Other course readings are posted on Canvas.

Equipment and Bryant Hall 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.**

<u>**E-mail:**</u> Students are <u>**REQUIRED**</u> to be able to send and receive **e-mail**.

<u>**Grading:**</u> 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 **<u>must</u>** pull their weight on all assignments. **All written assignments MUST be <u>typed</u>.** 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

<u>**ASSIGNMENTS**</u>

Practice student profile	75	_____
Media analysis presentation	75	_____
Practice print assignment	50	_____
Final project		
Location scout + story	50	_____
Interview/b-roll/photos	50	_____
Draft video	50	_____
Draft print 1	25	_____
Draft print 2	25	_____
Final video	100	_____
Final print 1	50	_____
Final print 2	50	_____
Exam 1	100	_____
Exam 2	100	_____
Skills test (Premiere)	75	_____
Skills test (InDesign)	75	_____
Class participation/attendance	50	_____
	1000	_____

- *Practice student profile/video:* Students will shoot and edit a feature profile on a fellow student. Additionally, you will critique/assess your finished video, based on questions provided to you.
- *Print assignment*: Students will create a basic print piece using InDesign software.
- *Media analysis presentation and briefing guide:* Groups will develop a brief presentation describing how agricultural and life sciences are communicated in a documentary. Students also will submit a "briefing guide" about the documentary they analyzed.
- *Skills tests:* Students will test their video editing skills using Adobe Premiere and their print design/layout skills using Adobe InDesign
- *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, designing two print documents, and presenting this to the class.
- *Attendance/in-class/participation:* Students are expected to actively participate in class and to be present at all class periods.

University grading policies: For information about UF grades and grading policies, please visit https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

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. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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.

Linked-In Learning tutorials: 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/.

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 <u>mandatory</u>. 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 <u>*actual*</u> 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)

<u>Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities, Online Course Evaluation Process</u>

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 Connections Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once

registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Course Evaluation Process: 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.

We are an engaged community of diverse students and faculty.

We learn to think critically and dialogue about agricultural and natural resources issues facing Florida and our world.

We explore the varied perspectives, theories and science underlying these issues.

We build our communication and leadership skills to address evolving agricultural and natural resources issues in a multicultural society.

Course schedule

Course schedule (continued)

<u>Sept. 18</u>
TOPIC: Video editing / Adobe Premiere 3
LAB: Nonlinear video editing

<u>WEEK 6</u>
<u>Sept. 23</u>
TOPIC: Digital photography, digital images
TEXT: <u>Digital Photography and Photographic Editing</u>: *ENTIRE CHAPTER 9*

<u>DUE TODAY</u>: **LOCATION SCOUT + STUDENT STORY (FINAL PROJECT)**

<u>Sept. 25</u>
TOPIC: Digital photography, digital images
LAB: Photography field trip

<u>FRIDAY, SEPT. 27 BY NOON:</u> **PRACTICE STUDENT PROFILE + CRITQUE**

<u>WEEK 7</u>
<u>Sept. 30</u>
SKILLS TEST 1: ADOBE PREMIERE

<u>Oct. 2</u>
TOPIC: PhotoShop
LAB: Learn Photoshop basics

<u>WEEK 8</u>
<u>Oct. 7</u>
TOPIC: Media literacy on agriculture-related topics
TEXT: <u>Persuasion and Persuasive Informational/Educational Campaigns</u>: *ENTIRE CHAPTER 15*
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.)

<u>Oct. 9</u>
TOPIC: Storytelling, persuasive arguments through media, advertisements
TEXT: <u>Persuasion and Persuasive Informational/Educational Campaigns</u>: *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)

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**.

Course schedule (continued)

Oct. 14
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/).

TOPIC: News + Entertainment
WATCH: John Stossel report, Food Lion video

Oct. 16
EXAM 1 + WORK DAY

Oct. 21
TOPIC: Print layout and design
TEXT: Document Design: *ENTIRE CHAPTER 6*

DUE TODAY: B-ROLL, INTERVIEW, PHOTOS (FINAL PROJECT)

Oct. 23
TOPIC: InDesign 1
LAB: Learn InDesign basics

Oct. 28
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, **i**nstructional, promotional, demonstration videos and storytelling

Oct. 30
TOPIC: InDesign 2
LAB: Learn InDesign basics

FRIDAY, NOV. 1 BY NOON: PRINT LAYOUT ASSIGNMENT

Course schedule (continued)

WEEK 12
Nov. 4
SKILLS TEST 2: Adobe InDesign

DUE TODAY: **DRAFT PRINT 1 & 2 & VIDEO (FINAL PROJECT)**

Nov. 6
TOPIC: Augmented reality
LAB: Learn how to create augmented reality.

WEEK 13
Nov. 11
HOLIDAY!!!

Nov. 13
TOPIC: Visual communication
TEXT: Visual Communication: *ENTIRE CHAPTER 8*

WEEK 14
Nov. 18
MEDIA ANALYSIS BRIEFING GUIDE
MEDIA ANALYSIS PRESENTATIONS

DUE TODAY: **MEDIA ANALYSIS BRIEFING GUIDE**

Nov. 20
MEDIA ANALYSIS PRESENTATIONS + WORK DAY

FRIDAY, NOV. 22 BY NOON: **FINAL VERSIONS OF PRINT 1 & 2 & VIDEO (FINAL PROJECT)**

WEEK 15
Nov. 25
TOPIC: Converging media, impacts of instructional technology
TEXT: New Media: *ENTIRE CHAPTER 12*
                   Future of Agricultural Communications: *ENTIRE CHAPTER 18*

Nov. 27
HOLIDAY!!!

WEEK 16
Dec. 2
EXAM 2

Dec. 4
FINAL PROJECT PRESENTATIONS