

AEC 4036: Advanced Agricultural Communication Production
Spring 2015
Friday 3-5 periods (9:35-12:35)
<http://aec.ifas.ufl.edu/aec4036>

INSTRUCTORS:

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

OFFICE HOURS:

MW 11:30-12:30, before and after class, and by appointment as needed.

CLASS MEETS in 107 Bryant Hall computer lab. We also will have field trips during the semester. Please review the “**Course Schedule**” to see where we will meet each day.

Course outline and general description: This course provides an overview of advanced digital media production techniques. You will draw upon the skills and knowledge you learned in *AEC 3070c: Digital Media Production*.

This course will be different from any course you have taken in this department. It will very much be a “practicum-based” course, meaning you are going to do major projects for the course’s grade. This course’s main purpose is to **create professional-quality videos for educational purposes**. Videos you create will be displayed as part of a partnership with the Florida Museum of Natural History (FMNH) and used for the Center for Public Issues Education in Agriculture and Natural Resources. For the museum videos, students will create several short-format, news-style (unscripted) videos on research being conducted at the University of Florida. The videos will be displayed on a museum “video wall” exhibit, titled *Explore Research at the University of Florida*.

Because of the nature of this exciting and high-profile project, this course will adhere to the strictest of professional standards. Students’ work will be expected on time and of such quality that it will be able to be displayed at the museum (or online) and to be shown by our clients. The instructor will provide more details about the quality and scope of the work throughout the semester.

Objectives: After this course, the student should be able to:

- Develop informational videos.
- Critically think about research being conducted at the University of Florida.

Text/required readings: No textbook is required for this course. Course readings may be assigned to help students succeed in class. When readings are assigned, students are expected to have read the materials prior to class.

Supplies: Students will receive a **portable hard drive** to save their raw footage and their final videos on. Because this is an advanced video production course, for much of the semester, we will shoot in HD format.

Equipment and 107 Bryant Hall Lab: Student groups will be assigned to one set of HD video equipment for the semester. Student groups will take care of the equipment. There will be five sets of HD cameras and professional light kits available for reservation. Camera equipment and lights will be kept in the 107 Bryant Hall storage closet. Student groups may **ONLY** use their own assigned equipment, unless special arrangements have been made. **It is each group's responsibility to make sure they have charged batteries and microphone batteries that work.** If equipment does not function properly, **let Dr. Telg know immediately.**

E-mail: Students are **REQUIRED** to be able to send and receive **e-mail**. This is extremely important in this class, due to the nature of the professional 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

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>.

IMPORTANT NOTE: Due to the scope of this project, **only high-quality edited videos** will be accepted. **Work less than A- quality will not be accepted** and will receive a **failing grade** for that video. Therefore, it is expected that students will make excellent grades in this class. Otherwise, student work will not be exhibited.

Assignments:

Video reflections (3 x 25):	75
Practice video:	100
Backpack journalism video:	50
Peer critiques (3 x 25):	75
<i>Explore Research</i> videos (2 x 200):	400
Client video:	250
Attendance/participation/misc.:	50
TOTAL:	1,000

Brief Description of Assignments

- **Video reflections:** Students will submit reflections of video they watch and shoot at the beginning of the semester. **(3 x 25 pts. each = 75 points)**
- **Practice video:** Students will create one practice video from the footage shot at the FMNH to prepare them for the “real” *Explore Research* videos later in the semester. **(50 points)**
- **Backpack journalism video:** During spring break, students will shoot a video on their smartphone or tablet and edit it using iMovie, Final Cut, or any other editing program. **(50 points)**
- **Peer critique of videos:** Students will provide serious, well-thought-out critiques/evaluations of each others’ videos in class throughout the semester. **(3 x 25 pts. each = 75 points)**
- **Explore Research at the University of Florida videos:** Students will create **two** videos highlighting research at the University of Florida. **(2 x 200 = 400 points)**
- **“Client” videos:** Students will create a video for a REAL client expecting REAL products at the end of the semester. **(300 points)**

Secure course YouTube account: All videos MUST be posted to this secure YouTube account. Go to youtube.com and click on “sign in.”

Sign in: **AEC4036@gmail.com**

Password: **Rickytelg123**

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.

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/

Course schedule

WEEK 1

Jan. 9 **TOPIC:** Intro to course.

Conducting pre-interviews.

Intro to science communication.

Conducting and shooting interviews for unscripted video format.

Show interviews and “raw” footage of videos Telg has done.

Shoot video and critique.

FOR NEXT CLASS: Go to

<http://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp>.

Select one video from near the **BOTTOM** of the playlist and provide a 3/4- to 1-page (double-space) critique about the video. What works? What doesn't work? How was the video shot? What elements do you think you would want to emulate in your videos? **[REFLECTION 1]**

WEEK 2

Jan. 16: NO CLASS: NATIONAL ACT CONFERENCE

DUE: One-page critique of **Explore Research** video. **[REFLECTION 1]**

BY WEDNESDAY, JAN. 21: Provide top two choices for **Explore Research** videos.

WEEK 3

Jan. 23: TOPIC: FIELD TRIP: 1304 FIFIELD HALL (BLUEBERRIES & HORTICULTURE)

PRACTICE: Shoot video; conduct mock interviews.

ASSIGN: **Explore Research** videos.

ASSIGN: **Client** videos.

FOR NEXT CLASS: Write a 3/4- to 1-page (double-space) reflection of your experience at the field trip and how you can improve your shooting and interview skills. **[REFLECTION 2]**

WEEK 4

Jan. 30: TOPIC: Debrief from field trip.

Assign hard drives; discuss how to load video from HD cameras to FCPX.

Advanced techniques in Final Cut Pro X.

DUE: One-page reflection of field trip. **[REFLECTION 2]**

WEEK 5

Feb. 6 **TOPIC: FIELD TRIP: FLORIDA MUSEUM OF NATURAL HISTORY (and critique)**

CLASS TODAY STARTS AT 9 A.M. MEET AT THE MUSEUM!!!

PRACTICE: Shoot video; conduct mock interviews. Debrief, watch videos

FOR NEXT CLASS: Write a 3/4- to 1-page (double-space) reflection of your experience at the FMNH and how you can improve your shooting and interview skills. **[REFLECTION 3]**

FOR FRIDAY, FEB. 13: [PRACTICE VIDEO (FMHN)]

WEEK 6

Feb. 13 **TOPIC:** Advanced techniques in Final Cut Pro X.

Make initial contact with **Explore Research** researcher by today.

Edit video from FMNH video shoot using **Explore Research** intro/outro.

DUE: One-page reflection of FMNH field trip. **[REFLECTION 3]**

DUE/UPLOADED TO YOUTUBE BY THE END OF CLASS: [PRACTICE VIDEO]

WEEK 7

Feb. 20 **TOPIC:** Backpack journalism techniques.

How to do green screen.

Watch/critique **PRACTICE VIDEO**.

DUE AT END OF CLASS: Student peer critiques of Practice Video 1. **[PEER CRITIQUE 1]**

WEEK 8

Feb. 27 **TOPIC: SHOOTING WEEK.** Use this week to shoot/edit **Explore Research** or **CLIENT** videos.
DUE/UPLOADED TO YOUTUBE BY WED., MARCH 11 AT 5 P.M.: EXPLORE RESEARCH videos for first grade. **[EXPLORE RESEARCH 1-2]**

March 9: SPRING BREAK

WEEK 10

DUE/UPLOADED TO YOUTUBE BY WED., MARCH 11 AT 5 P.M.: EXPLORE RESEARCH videos for first grade. **[EXPLORE RESEARCH 1-2]**

DUE/UPLOADED TO YOUTUBE BY THURS. MARCH 12 AT 5 P.M.: BACKPACK JOURNALISM ASSIGNMENT **[BACKPACK JOURNALISM]**

March 13 TOPIC: Students will show their **Explore Research** videos in class. Other students will critique the videos to help students improve. Work on revisions in class.

DUE AT END OF CLASS: Student peer critiques of **EXPLORE RESEARCH 1-2.** **[PEER CRITIQUE 2]**

TOPIC: Students will show their **Backpack Journalism** videos in class.

WEEK 11

March 20 TOPIC: Edit **Explore Research** and **CLIENT** videos

DUE AT END OF CLASS: **EXPLORE** videos for **FINAL** grade. (w/ required re-editing AND approval from researcher) **[EXPLORE RESEARCH 1-2/FINAL]**

DUE/UPLOADED TO YOUTUBE BY WED., MARCH 24 AT 5 P.M.: CLIENT VIDEO for first grade. **[CLIENT VIDEO]**

WEEK 12

March 27 TOPIC: Students will show their **CLIENT** videos in class. Other students will critique the videos to help students improve. Work on revisions in class.

DUE AT END OF CLASS: Student peer critiques of **CLIENT Videos.** **[PEER CRITIQUE 3]**

WEEK 13

April 3 TOPIC: Edit **CLIENT** videos

DUE AT END OF CLASS: **CLIENT VIDEO** for **FINAL** grade. (w/ required re-editing AND approval from client) **[CLIENT VIDEO/FINAL]**

WEEK 14

April 10 FLORIDA MUSEUM OF NATURAL HISTORY

TOPIC: Watch **EXPLORE RESEARCH** videos at museum.

WEEK 15

April 17 TOPIC: Watch **CLIENT** videos in class.

TOPIC: Make any **final** edits on **EXPLORE RESEARCH** and **CLIENT** videos.
Debrief from the semester.

Explore Research Video Stories

Overview:

Each student is to create **TWO** 1- to 3-minute-long videos on research being conducted at the University of Florida. These are **unscripted** pieces. They will be based on interviews and some demonstrations, so there will not be a scripted video, as you created in *AEC 3070c: Digital Media Production* and *AEC 5541: Instructional and Communication Technologies*.

Description of Project:

These videos will feature research from throughout the UF campus – not just from the Institute of Food and Agricultural Sciences. The topics should focus on one of the following formats:

- Research project as a quest to learn something or solve a problem
- Research project as a career mission; career path (how they got interested and what inspired them)
- Research process explained
- Research collaborations
- Research processes and connectivity (one process developed that is used in another field)
- Implications for multiple disciplines
- A conversation with... (includes questions to ask researcher). This will take the format of “why did you become a scientist in”

The entire length of each video (including intro and credits) will be 3 minutes (or thereabouts). For the “Why Science?” videos, the length will be around 1 minute or so. The videos must convey enough information to tell the story, but in an extremely brief timeframe. Dr. Telg recommends watching the unscripted videos on the **Florida Museum of Natural History’s Explore Research** YouTube site (<http://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp>) to get an idea of the way the FMNH videos will be.

The course instructor will provide more video examples and guidance throughout the semester. As you will see in these unscripted videos, there is **NO NARRATOR**; the only person you hear is the researcher. The videos are edited in such a way that the researcher’s comments make total sense. You will also see that there is a large amount of video that covers the “talking head” of the researcher. You will be expected to incorporate high-quality footage in your videos, so that we do not see much of the researcher. In addition, you may need to interview more than one person for the story, especially with stories about collaborative research.

We recommend that you try to create **two videos from one researcher**. These could be videos on different aspects of his/her research. The videos, for example, could be on his/her research, on the impacts of his/her research, or on why he/she became a researcher/scientist. (We call these “**Why Science?**” videos.) Also, note that you may have to go back to **shoot more video or more interviews** with the researcher. It happens. Be ready.

The videos should be BRIEF. So when the interview is going on, you should be thinking about how you can use video to cover the “talking head” as much as possible. To conform to the time requirements for WRUF-TV, **the videos MUST end at the “quarter minute” – :00, :15, :30, or :45**. The videos must be edited so that they END at the quarter minute. This is **not** negotiable.

Along with the videos, you **MUST** write a one- to two-sentence brief description of what the video entails. This will be posted to YouTube too.

Pre-Interview:

During the pre-interview, you should get a better grasp of the scope of the scientist's research. You may want to send the email that Dr. Telg has created to give the scientist an overview of the museum exhibit project. You should follow-up your emails with a telephone call in case your message went to junk mail. You may **NOT** do the pre-interview by e-mail or by phone. **You MUST go there**, if for no other reason than to get an idea of the visual possibilities. You need to get shots of people doing things, so "lead" the researcher to provide you with ideas of how best to "visualize" the stories.

For the interview:

Try to use a background that puts the scientist IN the research environment. Don't shoot the researcher at his/her desk if at all possible. Put him/her in his lab or in the field or somewhere that makes sense. Not in the office, not against a brick wall or a white wall.

Let the scientist talk, but preface each question or section with "brief comments." Remember, this is ONLY to last three minutes for each video. We want the highlights. This will be shown in the museum. What is the "elevator message" (what can be explained in a few short paragraphs)?

You may find that the researcher collaborates with another researcher. (This should come out in the pre-interview.) You should strongly consider doing a brief interview with the collaborator.

Also, try to encourage the researcher to mention "University of Florida" or his/her department or project, so that that can be included in the final, edited video.

NOTE: For **anyone** in the video, you must get a **signed RELEASE FORM**. This way, we may use each person's likeness for the videos. For minors, a parent or guardian **MUST** sign the release form.

The video shoot:

In the pre-interview, you should come away with a good grasp of the types of video shots that you should prepare for. Get shots of people *doing* something. Some of the videos may be more of a "demonstration" flavor to it, where the researcher shows what he/she does. Just remember not to include the researcher or his/her assistant in EVERY single shot. You will need cut-ins, cut-aways, and lots and lots of shots. Also, it is best for these to be STATIC shots, as much as possible (minimal pans, tilts, zooms). Although a 3- minute-long video doesn't seem very lengthy, you are expected to have GOOD footage.

Editing:

It is recommended for videos that have a lot of **photos**, to use some "movement" in the photos (**Example: Ken Burns Effect in FCPX**).

The videos will have a **standard introduction slate, ending credits slate, lower thirds, and music** that have already been produced. You are **required** to use these, since they have been approved by the University of Florida and the Florida Museum of Natural History. You may need to create other graphics that support the video. Editing effects (transitions, filters) should be appropriate for the theme of the videos' content.

Researcher approval:

Students are REQUIRED to receive the researcher's approval for the videos that feature his/her research. For stories that include multiple researchers, you must receive and submit written "approval" from each researcher.

LAST STUFF:

REMEMBER: DO NOT give these video assignments a SHORT SHRIFT. Go beyond your BEST for these. Your name will be on the videos that are shown. You may not get the opportunity to have videos displayed in a museum ever again. Put your best foot forward....which may mean doing interviews with multiple people or shooting video at different locations.

GRADING:

You will receive a grade on your draft *Explore Research* videos. This grade will be what I believe the video is "worth." I will write EXTENSIVE comments on your videos. Take them to heart and DO SOMETHING ABOUT THEM. This first grade will POOF (go away) when you submit your video for the "final" grade.

NOTE: If your video is LATE for the "draft" day, you will be assessed the late penalty on your final video grade, too. So it's to your advantage to get your draft done **ON TIME**.

ALSO, I want your draft to be as close to PERFECT as possible. The draft is NOT for you to throw something together and hope for the best because Dr. Telg will regrade it anyway. NO, that is not the mindset to have. The mindset to have is to make your draft as PERFECT as possible so that we can just tweak it a little and make your good product even better. Understand????

Grading will be based on shot composition, story content, and good, solid editing. Please see the RUBRIC for how the grade will be broken out.

Client Video

In addition to the *Explore Research* videos, students will create a video for a particular client. These videos will range in length and approach. Because some will be more difficult in scope than others, the “more difficult” projects will have a team of two students. Those that will be “less difficult” to produce will be done with one student.

These videos should be considered as important as the *Explore Research* videos because we are doing them for REAL clients who are expecting REAL products at the end of the semester. You are expected to work closely with the client, making contact with the client regularly and scheduling the video shoots as early as possible in the semester. You also will work with the client to insure that the finished video is approved by the client. Lastly, anyone in the video must have a signed release/consent form, and if the video has children, the child’s guardian must sign the release/consent form.

GRADING:

You will receive a grade on your draft videos. This grade will be what I believe the video is “worth.” I will write EXTENSIVE comments on your videos. Take them to heart and DO SOMETHING ABOUT THEM. This first grade will POOF (go away) when you submit your video for the “final” grade.

NOTE: If your video is LATE for the “draft” day, you will be assessed the late penalty on your final video grade, too. So it’s to your advantage to get your draft done **ON TIME.**

ALSO, I want your draft to be as close to PERFECT as possible. The draft is NOT for you to throw something together and hope for the best because Dr. Telg will regrade it anyway. NO, that is not the mindset to have. The mindset to have is to make your draft as PERFECT as possible so that we can just tweak it a little and make your good product even better. Understand????

Grading will be based on shot composition, story content, and good, solid editing. Please see the RUBRIC for how the grade will be broken out.

Backpack Journalism Video

Because much of video shooting and editing is being done on smartphones and tablets, it is important for students to know how to do some basic shooting and editing on their mobile devices. This assignment will help students be better “backpack journalists.”

During spring break, students will shoot a video on their smartphone or tablet and edit it using iMovie, Final Cut, or any other editing program. The video can be on ANY topic. Students should have at least one brief interview or have some “voice” (even if it’s theirs) on the video. Students planning to use this for their own purpose may want to use an external microphone. Otherwise, the audio quality will not be as closely evaluated as other assignments in this course. Video framing should be good, though. Grade will be based on video composition, basic editing, and storytelling. Have fun!

Practice Video

Students will create a practice video during the first half of the semester in preparation for the *Explore Research* videos and the **CLIENT** video at the end of the semester. The practice video will be edited with video that students shoot at the Florida Museum of Natural History. Students will use the intro/out and lower-thirds of the *Explore Research* videos to practice.

Grading will be based on shot composition, story content, and good, solid editing. Please see the RUBRIC for how the grade will be broken out.

Student Reflections and Peer Critiques

Part of this class is not only that you become good videographers and understand important topics related to UF research, BUT also that you can identify good video qualities and content. To that end, you will have the opportunity to critique your own work and the work of other students throughout the semester.

Reflections

- You will critique videos that have already been developed for *Explore Research*, in order to begin developing a critical eye on what your own videos should look like.
- You will critique two of your video shoots near the beginning of the semester so that you get better at shooting before it really counts.

Peer Critiques

- You will post your videos to the course YouTube site on the assigned day so that fellow students can view your video prior to the next class time. Your fellow students will peer critique your videos (Practice Video and AND the “drafts” of your *Explore Research* and **CLIENT** videos).
- Note: Your critiques will also be graded, so it is **IMPERATIVE** that you put time and effort into the critiques because I will. Better to hear good news and bad news from your fellow students, rather than just bad news from me.

Grading will be based on how thoughtful/insightful AND helpful students’ comments are. Please see the RUBRIC for how the grade will be broken out.

Explore Research at the University of Florida Video Guidelines and Interview Templates

A good story has setup: conflict, mystery or challenge, and resolution.

Make the topic relevant to everyday life. Find a relationship even if it ends up being between pure and applied research. Look for specific, local examples. Use a strong lead to draw people in; add humor or surprise.

Profile of the scientist can be a quest or mission. Do background research so that you are an informed interviewer. Don't waste researcher's time. Be sure that researchers approve your statements or conclusions.

Stick to facts. Keep politics, religion, and opinion out of your interview.

Explain how the world works. Communicate process as well as product. (What is a theory?) What about skeptics? Don't ignore skeptics, address. Look deeper for motivations. Share exciting news about science and research projects.

Simplify complex information. Keep the videos' content at an eighth-grade level. Use language and graphics that anyone can understand. Use short sentences with a single topic. Be aware of how your message will be viewed in other cultures. Be neutral.

Talk about impacts, benefits, and outcomes. Offer explanations. If there are risks, do not incite panic or be emotional. Use a positive voice!

Don't cover upsetting material. We don't want to see dissections or topics that will upset people.

Overall Tips/Guidelines:

- Inaccuracies and misstated facts will lead to video rejection.
- Use only approved leader and music
- Scientist and course instructor must approve video for successful completion of project

Select One Format to Follow:

- Research project as a quest to learn something or solve a problem
- Research project as a career mission; career path (how they got interested and what inspired them)
- Research process explained
- Research collaborations
- Research processes and connectivity (one process developed that is used in another field)
- Implications for multiple disciplines
- A conversation with... (includes questions to ask researcher)