

SPRING 2018

AEC3070c

Digital Media Production in Agricultural & Life Sciences

COURSE DESCRIPTION

AEC3070c will focus on the role of digital media in agricultural and life sciences. Topics will include how agriculture uses digital media production. Also, students will be introduced to video shooting and editing, digital photography, print design, and Web design through hands-on experiences. Students will learn skills and knowledge in the following areas:

- Digital video production and editing
- Digital photography
- Web layout and design
- Print layout and design
- Media literacy

OBJECTIVES

After this course, the student should be able to:

- Plan and perform the digital media production process.
- Produce digital media and materials to support instruction and communication.
- Be more “media literate” in how agricultural and life sciences topics are presented visually.

TIME & LOCATION

Monday

Periods 7-9 (1:55-4:55 PM)

Wednesday

Period 9 (4:05-4:55 PM)

Class meets in 107 Bryant Hall (AEC Mac Lab).

INSTRUCTOR

Kevin Kent

kevin.kent@ufl.edu

101D Bryant Hall

352-294-3181

OFFICE HOURS

Monday & Wednesday

10:00 - 11:00 AM

or by appointment.

TEACHING ASSISTANTS

Moses Mike

moses.mike@ufl.edu

Hallie Odell

halliebug@ufl.edu

TEXT/REQUIRED READINGS

Successful students will read assigned materials before class and be prepared for discussion with the instructor and fellow students.

- Agricultural Communications in Action: A Hands-On Approach by Telg & Irani (You will need this textbook for other communications courses in the department.)
- Other course readings are posted on the website.

EQUIPMENT AND BRYANT HALL MAC LAB

High-capacity HD cards will be provided to each student to record video onto. Video camera equipment and still photography cameras are available for reservation. You **MUST** reserve the video equipment in advance. Students are required to use the Online Reservation System to reserve video equipment. User accounts will be created at the beginning of the course. Students will also be assigned to a particular iMac computer for the duration of the semester.

For the video assignments, you may 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 immediately upon your return.

E-MAIL

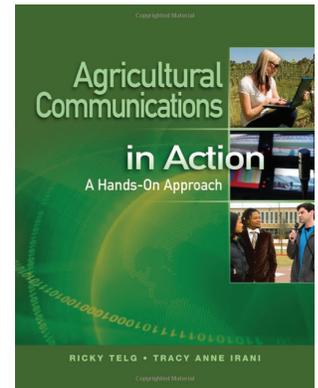
Students are **REQUIRED** to be able to send and receive e-mail.

GRADING

For some assignments, you will work in groups. Teamwork is an essential element in digital media production. On group assignments, you will submit a log of your efforts and your teammates' efforts in the development of your projects. Teammates must pull their weight on all assignments. All written assignments **MUST** be typed. Following is the grading scale and assignments:

Grading Scale

A	930-1000	B-	800-829	D+	660-699
A-	900-929	C+	760-799	D	630-659
B+	860-899	C	730-759	D-	600-629
B	830-859	C-	700-729	E	599 and below



ASSIGNMENT OVERVIEW

Shooting and editing critique Students will shoot and edit a short series of video clips and photos – no more than five minutes – and write a critique about how the student could improve his/her shooting abilities.	75
Print assignment Students will create a basic print piece.	75
Web assignment Students will create a basic website (e-portfolio).	75
Media analysis briefing guide and discussion Students will discuss various aspects related to media literacy as an individual assignment. Groups will submit a “briefing guide” on an additional program or film they analyzed.	150
Exam 1	100
Exam 2	100
Skills Test #1 Students will test their video editing skills using Adobe Premiere.	50
Skills Test #2 Students will test their print design and layout skills using Adobe InDesign.	50
Supplemental Learning Activity Students will complete their choice of an online course relevant to the skills and topics of the class.	25
Final project Students will be divided into up to three-person teams. Teams will be responsible for creating an agricultural/life sciences-related digital media project, which would include the following: shooting and editing a video, creating a website, designing a print document, and presenting this to the class.	300
Attendance/in-class/participation Students are expected to actively participate in class and to be present at all class periods.	
Total	1000

UNIVERSITY GRADING POLICIES

For information about UF grades and grading policies, including the new minus grades, please visit <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

LATE ASSIGNMENT POLICY

A 10-percent per day deduction will be assessed for assignments turned in late. Work more than a week late will not be accepted. This policy will be strictly enforced.

ATTENDANCE

Given the importance of class discussion and participation in laboratory demonstrations and exercises, it is not possible for a student to perform satisfactorily in the course without regular attendance. Students are required to attend class and to be in class on time. Only documented doctor's excuses or UF-approved activities will be excused. Students' grades will be lowered if they repeatedly miss class or are late.

CELL PHONES

Students are asked to turn off their cellular phones before entering the classroom.

FOOD AND DRINK

Food and drink are ABSOLUTELY NOT permitted in the computer lab. The only exception is water bottles with a secure bottle cap.

EXPECTATIONS FOR WRITING

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

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
 - Not using "tweet-talk" in your assignments.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.

- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style.

EXPECTATIONS FOR DESIGN

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

- Proper grammar, punctuation, and sentence structure are mandatory. Although these are design assignments, writing has to be perfect so as not to detract from the design.
- For assignments that feature more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style.
- Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixilated photos will result in lower grades.
- Students should not use copyrighted materials for design assignments. For example you may not "borrow" a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use ideas for a graphic/design assignment, but the use of the actual graphic/design is not acceptable.
- The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
 - Microsoft PowerPoint
 - Microsoft Word
 - Adobe Photoshop (photographs)
 - Adobe Illustrator (graphics). This software program is taught only in AEC 4035. The expectations for actual graphic design in other courses will be minimal.
 - Adobe InDesign (print layout)
 - WordPress (Web)
 - Final Cut Pro X or Adobe Premiere (video)

LYNDA.COM TUTORIALS

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 available through UF e-Learning.

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.

COUNSELING SERVICES AND CAMPUS RESOURCES

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking

clear career or academic goals, which interfere with their academic performance.

■ **University Counseling & Wellness Center**

3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/

- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Wellness Coaching

■ **U Matter We Care**

www.umatter.ufl.edu/

■ **Career Resource Center**

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

STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/

STUDENT COMPLAINTS

- Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

ONLINE COURSE EVALUATION PROCESS

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

COURSE SCHEDULE

WEEK 1	
Monday	Wednesday
TOPIC: Course Overview, Video and Audio Production, Equipment	TOPIC: The Production Process
TEXT: Video and Audio Production (pp. 180-182, 187-189) Introduction, Is a Video Production Right for You?, Video Equipment, Audio Equipment,	TEXT: Video and Audio Production The Video Production Process (pp. 182-184), Intro to Agricultural Communications: ENTIRE CHAPTER 1, Message Development: ENTIRE CHAPTER 2
LAB: Shoot and Critique Video	

WEEK 2	
Monday	Wednesday
<h1>HOLIDAY</h1>	TOPIC: Shooting Video
	TEXT: Video and Audio Production (pp. 190-194, 199) Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web
	DUE: Final Project Proposal Submit via Canvas by Sunday, 11:59 pm.

WEEK 3	
Monday	Wednesday
TOPIC: Video Editing, Adobe Premiere	TOPIC: Scriptwriting and Storyboarding
TEXT: Video and Audio Production (pp. 196-199) Video Editing, Video Editing Concepts	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
LAB: Non-linear Video Editing, Adobe Premiere	

WEEK 4

Monday

Wednesday

TOPIC: Video Editing, Adobe Premiere

EXAM: Skills Test #1: Adobe Premiere

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

DUE: Shooting and editing critique
Submit via Canvas by Sunday, 11:59 pm.

LAB: Non-linear Video Editing, Adobe Premiere

WEEK 5

Monday

Wednesday

TOPIC: Web Design, Wordpress

TOPIC: Web Design and Writing for the Web

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

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

LAB: Wordpress Setup

WEEK 6

Monday

Wednesday

TOPIC: Web Design, Wordpress

TOPIC: New Media

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

TEXT: New Media: ENTIRE CHAPTER 12

LAB: Wordpress Continued

DUE: E-Portfolio
Submit via Canvas by Sunday, 11:59 pm.

WEEK 7

Monday

Wednesday

TOPIC: Digital Photography, Adobe Photoshop

TOPIC: Digital Photography

TEXT: Digital Photography and Photographic Editing: ENTIRE CHAPTER 9

TEXT: Digital Photography and Photographic Editing: ENTIRE CHAPTER 9

LAB: Adobe Photoshop

WEEK 8

Monday

Wednesday

TOPIC: Digital Photography, Adobe Photoshop

EXAM: Exam 1

TEXT: Digital Photography and Photographic Editing: ENTIRE CHAPTER 9

DUE: Final Project Storyboard, Script & Web Layout
Submit via Canvas by Sunday, 11:59 pm.

LAB: Adobe Photoshop

WEEK 9

Monday

Wednesday

SPRING BREAK

WEEK 10

Monday

Wednesday

TOPIC: Print Design and Layout, Adobe InDesign

TOPIC: Print Design and Layout

TEXT: Document Design: ENTIRE CHAPTER 6

TEXT: Document Design: ENTIRE CHAPTER 6

LAB: Adobe InDesign

WEEK 11

Monday

Wednesday

TOPIC: Print Design and Layout, Adobe InDesign

EXAM:

Skills Test #2: Adobe InDesign

TEXT: Visual Communication: ENTIRE CHAPTER 8

DUE:

Print Design Assignment
Submit via Canvas by Sunday, 11:59 pm.

LAB: Adobe InDesign

WEEK 12

Monday

Wednesday

TOPIC: Documentaries, News and Entertainment

TOPIC:

Media Literacy on agriculture-related topics

TEXT: Persuasion and Persuasive Information and Educational Campaigns: ENTIRE CHAPTER 15

TEXT:

Persuasion and Persuasive Information and Educational Campaigns: ENTIRE CHAPTER 15

**LAB/
DUE:** Watch Example Documentary, Discussion #1 (Plot Synopsis)

DUE:

Discussion #2 (Background & Reality)

WEEK 13

Monday

Wednesday

TOPIC: Storytelling, persuasive arguments through media, advertisement

TOPIC:

Message Sensation

TEXT: Persuasion and Persuasive Information and Educational Campaigns: ENTIRE CHAPTER 15

TEXT:

Persuasion and Persuasive Information and Educational Campaigns: ENTIRE CHAPTER 15

DUE: Discussion #3 (Analysis)

DUE:

Discussion #4 (Message Sensation)

WEEK 14

Monday

Wednesday

TOPIC: Delivery and Effectiveness, Visual Communication

TOPIC: Audience Analysis

TEXT: Visual Communication: ENTIRE CHAPTER 8

TEXT: Research Methods Used in Communication: ENTIRE CHAPTER 3

LAB: Mediums and resources, Final Project Presentation Tips

DUE: **Media Analysis Briefing Guide**
Submit via Canvas by Sunday, 11:59 pm.

WEEK 15

Monday

Wednesday

Final Project Preparation

TOPIC: Future of Agricultural Communication

TEXT: Future of Agricultural Communications: ENTIRE CHAPTER 18

DUE: **Final Project**
Submit via Canvas by Sunday, 11:59 pm.

WEEK 16

Monday

Wednesday

Final Project Presentation

EXAM: Exam #2

DUE: **Supplemental Learning Activity**
Submit via Canvas by Sunday, 11:59 pm.

ASSIGNMENT DETAILS

SHOOTING AND EDITING CRITIQUE

You have been assigned to do a story on something going on around campus or around you. You need video to support your story. Shoot a variety of shots to tell your story. Try different angles. Try different perspectives. You will use the Adobe Premiere system to edit the video using the video footage and/or photos you shoot.

Requirements:

- Video OR a mix of video and photos may be used for this assignment.
- You must use either photos that you shot or that are provided to you. You may NOT use stock photos or photos from other websites for this assignment.
- At least one on-screen text somewhere in the video (Lower-third).
- At least one interview.
- At least 15 different shots.
- Fade in at the beginning and fade out at the end.
- At least two other transitions, not counting fade in and fade out.
- Three to five minutes (or so) in length.
- Be SURE to fade out the video and the music at the end.

Some ideas of what you can do include the following (but you can do whatever):

- Dangers of getting across campus by bike, foot, and car.
- What students eat/drink during the day.
- Students' activities in "high-traffic" areas on campus.

The video you shoot must include these elements:

- General "b-roll"
- A sequence of shots (long shot, medium shot, etc.)
- At least one interview, 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.

After you have shot the video, watch it and critique 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



HIGHLIGHTS

Due Week 4

Individual Activity

Submit to Canvas

differently with video you shoot in the future?)

- Be sure and describe your shots pre and post production (“This shot was shaken, so I edited it out.”).

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 your edited video and the written critique. The critique should be **NO LONGER THAN 1.5 PAGES** in length (double-spaced) and written with correct grammar and punctuation.

TO SUBMIT:

- Submit the shooting critique VIDEO via URL to Canvas.
- Submit the shooting critique by uploading your file to Canvas.

WEBSITE (E-PORTFOLIO)

Portfolios are becoming more important in securing your first job, a demonstrator of what a student has learned and can do. E-portfolios are online portfolios that are repositories of people’s work, reflections, and ideas. Instructors in the Communication and Leadership Development specialization are encouraging students to create an online e-portfolio through WordPress, Wix, or other blog- or web-development software to house what they do in their courses.

For this assignment, design an online portfolio website in WordPress, Weebly, Wix, or another Web-editing program. (Please note that if you use something other than WordPress or Wix, you will need to find outside help to design the website. You can use the free resource lynda.com if you are not familiar with how to create a website in other programs.) The website should say something about you, but also be a foundation for you to include work developed in other courses as your online portfolio.

Topics for your navigation buttons on your e-portfolio should reflect the types of assignments in your courses. These can be customized, of course, based on YOU. For example, some topics for your navigation buttons may be:

- Home: For a very general description of what is on the website (as in this is YOUR e-portfolio and has examples of your work, resume, interests).
- About: A page written about YOU.
- Resume
- Writing: Actual examples from courses in which you’ve had to write — articles, reports, essays, reflections
- Design: Examples of courses where you’ve had to create web or print design
- Video: Examples of video assignments
- Other projects, papers, assignments: Educational plans, presentations (PowerPoint, Prezi), reflections
- Personality, leadership, and communication assessments: Descriptions of these and what they mean to you



HIGHLIGHTS

Due Week 6

Individual Activity

Submit to Canvas

For this course, your website must include at least four pages (your home page and three “sub-pages”), made up of the following suggestions. You can label your sub-pages whatever you want; these are just suggestions:

The following pages:

- Home page (the main page): This is mandatory and must be a STATIC. This means that it is NOT set up as a blog post page.
- About me
- Video/Photography: These two (video and photography) could be combined into one page if you have multiple pages related to materials developed for other courses or divided into separate pages if you have a lot of each. You should include your music video assignment (if appropriate).
- Resume
- Interests
- Contact information

OPTIONAL: You may want to include pages that would include content from other courses, such as “design,” “writing,” “leadership,” “campaigns.” You also must include the following elements (as a minimum):

At least five photos you have shot or that are about you. NOTE: This cannot be grouped together as only a gallery of photos. You should have photos strategically placed throughout your website.

At least one link to an outside website (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 Web pages.

Grading will be based on the content above, as well as the following:

Layout

- How well your message gets across to your intended audience
- Navigation/links that works and is consistent
- Proper grammar and spelling on all pages.

TO SUBMIT:

- Submit your website URL to Canvas.

PRINT LAYOUT

To become more familiar with InDesign you will re-create a print layout of your choice. Find an advertisement or article from your favorite magazine and re-create it in InDesign (must be appropriate). OR if you think the design is poor, try to improve on it. Challenge yourself, use your resources, and get to know InDesign. This assignment is NOT for you to completely do your own thing. You should use the original and re-create – to the best of your ability.



HIGHLIGHTS

Due Week 11

Individual Activity

Submit to Canvas

Requirements:

- An analysis (at least 2/3 page single-space) detailing the document you re-created. The analysis should:
 - Introduce your print layout.
 - Identify the origin of the layout you re-created (i.e. what magazine or sourced you got it from).
 - Critique the use of text, visual, graphics, headers/titles, and white space in the document you recreated.
 - IF you tried to improve on the design, describe what you did that improves it.
 - Discuss the simplicity, balance and unity of the document you re-created.
 - Be sure to double check spelling, grammar and punctuation.
- The print layout that you choose to recreate must include
 - Text (some text other than the heading/title)
 - Visuals: graphics (lines, boxes, shapes), photos, images
 - Headers/Titles
 - White Space
- Include the original that you based your re-creation on

Looking for photos?

- You can find images from IFAS Communications here <http://photos.ifas.ufl.edu/> (Links to an external site.).
- We will also use a STOCK PHOTO site. The instructor will provide the information about the stock photo site in class. If you want a picture from the stock photo site, email the TA with the file number and name of the photo.

TO SUBMIT:

- Upload your written analysis to Canvas.
- Upload a picture of the original document that you used to recreate to Canvas.
- Upload your version (recreated) to Canvas.

MEDIA ANALYSIS JOURNAL & BRIEFING GUIDE

Media Analysis Journal (Four entries, 25 points each)

For this assignment, the entire class will select and watch a documentary and submit a reflection on topics covered in class as they relate to the video.

Briefing Guide (50 points)

In a group, you will watch one of the approved documentaries, films, or TV series or one that you find (and that the instructor approves) and prepare a briefing guide using the same reflection process used in your media analysis journal. The briefing guide should be at least 1.5 pages single space, but no more than three pages.



HIGHLIGHTS

Due Week 14

Individual &
Group Activity

Submit to Canvas

Each group member should focus on one specific element of the television program, film, or documentary (visual, audio, or verbal arguments) and analyze how the selected documentary or television program made arguments. Provide at least one example within each element in your group presentation. Discuss with your group members and summarize how these elements work together to influence the audience. In your analysis, if applicable, identify if what is shown in the selected program represents reality.

Everyone in the group is required to participate equally. This will be noted on each group member's "log of activities" form. Use the ANALYSIS TABLE below to guide your analysis.

ANALYSIS TABLE

	What you see/hear; what effects are created		
	Example/Theme 1	Example/Theme 2	Example/ Theme 3
Visuals: images, on-screen text, editing techniques			
Audio: background music/voice-over/ tone			
Writing style: words/phrases used; diction/syntax			
Combining effects of visuals, sounds and writing style			
Is it reality?			

The briefing guide **MUST** include the following sections. You should try to include the same type of information in your presentation, as well:

■ **Plot synopsis**

- Brief overview of the major plot and characters (one paragraph)
- Major actors/producers (one paragraph)
- Brief description of at least one major agriculture or natural resources issue/topic in the movie (one paragraph for each issue/topic described)

■ **Analysis**

- Provide a brief overview of what you found with visuals, audio, and writing/narrative in your analysis.
- How do all three (visuals, audio, writing/narrative) contribute to the major agriculture issue you identified?
- How do specific examples OR the video/movie overall incorporate persuasive methods (ethos, pathos, logos)?
- Detail three examples through the use of the Analysis Table.

■ **Message sensation**

- Select a five-minute section of the movie and analyze it using the message sensation guides discussed in class. Describe what you find.

■ **Your background + “is it reality?”**

- Interpretation of analysis: Do the examples you described previously and video/movie (overall) represent “reality”?
- Discuss how your background influenced how you perceived the program
- Discuss how other audiences might perceive the program.

TO SUBMIT:

- Upload your briefing guide to Canvas.

LYNDA.COM COURSE COMPLETION

Students will have the opportunity to complete one of a number of predetermined Lynda.com courses in order to expand on a skill area of interest. The course should be completed at the student’s convenience and will be due at the conclusion of the semester.

TO SUBMIT:

Students will be required to submit the certificate of completion in order to gain the points allotted for this assignment.



HIGHLIGHTS

Due Week 16

Individual Activity

Submit to Canvas

FINAL PROJECT OVERVIEW

Groups can be from one to three persons. The final project is to develop an educational, promotional, or demonstration video, a website, and a print document. The project topic must be selected in consultation with the 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.

The final project will be on an agricultural- or life sciences-related topic. (Anything that would be covered in CALS is fine.) Examples from past classes include:

- Making a pizza
- Saddling a horse
- Grooming a dog
- Building a pig pen
- Grooming a horse
- Being interviewed for a job
- Shooting video correctly
- Promotional videos for CALS departments
- Promotional videos for CALS student clubs

The final project will be submitted in several stages:

- Proposal
- Script/storyboard/Web layout
- Final project
- Video
- Website
- Print piece
- Presentation

Group Work Log of Activities

If you work in a group, you will submit a log of the activities that you and your teammates do at each stage of the final project. Your grade and your teammates' grades will be determined not only by the quality of the final project, but also by the effort each person contributes to the final project.

PROPOSAL (25 POINTS)

The proposal should be one to two pages in length. (Turn in one proposal per group.) BE SURE that your proposal mentions that you will be creating all THREE media elements (print piece, video, website). Please also be SPECIFIC about what TYPE of “print piece” you plan to create. Don’t just say that you’re creating “a print piece.” Will it be a brochure, flier, poster, recipe card or something similar? Also, if you plan to create a flier, please note that your flier needs to be of the highest quality, in terms of good design and layout.

What I am looking for in the proposal is the following:

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

Upload your proposal to Canvas.

SCRIPT/STORYBOARD/WEB LAYOUT (25 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 two-column script format provided in class. For interviews, write in what you think the person will say. Your script must be MORE than one page in length – probably closer to at least two. It needs to be DETAILED. If it is a page or less, don’t submit it, because it’s not detailed enough.

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 website and each individual Web page will look. The sketch must detail the navigation, text, and photo layout of each page.

Upload your submissions to Canvas.

VIDEO (75 POINTS)

Each group will submit a short, edited, instructional or promotional video. The video should be three to five minutes in length. The finished video should include at least one on-camera interview, preferably two interviews. 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?). You will submit your “raw video footage” at a time specified on the course syllabus.

Each video should include:



HIGHLIGHTS

Due Week 2
Group Activity
Submit to Canvas



HIGHLIGHTS

Due Week 8
Group Activity
Submit to Canvas



HIGHLIGHTS

Due Week 15
Group Activity
Submit to Canvas

- 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”).
- Promotional videos will need at least one interview.

WEBSITE (75 POINTS)

Website (the home page PLUS at least three second-tier pages)

- Four pages that you develop (the home page and three “second-tier” pages). Suggested page content includes the following (this is not an exhaustive list):
 - Home page
 - Step-by-step explanation of the demonstration process (with accompanying photos) OR promotional content
 - “Demonstration/promotional video” Web page that embeds the YouTube video and includes a brief explanation of the video.
 - At least five photos strategically placed throughout the website.
 - 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 four pages.
 - Your finished video embedded from YouTube.
 - Your finished print piece as a PDF and linked 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.

PRINT PIECE (75 POINTS)

The group 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, 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 purchased with iStockphoto stock photos. 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 on paper AND as a PDF on the website.

TO SUBMIT:

- Submit Video URL to Canvas.
- Submit Website URL to Canvas.
- Upload Print Piece to Canvas as a PDF.



HIGHLIGHTS

Due Week 15
Group Activity
Submit to Canvas



HIGHLIGHTS

Due Week 15
Group Activity
Submit to Canvas

PRESENTATION (25 POINTS)

You will present an overview of your video with PowerPoint slides. Your group's presentation should be no more than seven minutes. You will present the video during the presentation. This should be considered a formal presentation. Dress appropriately. NO shorts! All group members are expected to contribute in some way to the presentation.

Follow the format in your proposal (as shown previously), and your presentation should go well:

General content of the presentation:

- Describe the purpose of the materials.
- Who was the target audience?
- What were you trying to accomplish?
- Did you achieve your purpose?
- Outline/synopsis of major content you covered.
- Explain what you did. Describe the production process you followed to complete the project.
- Show the video and website.

NOTE: You will NOT be teaching the educational material. You will be discussing such items as the target audience, the reasons you chose the materials you did, your budget, etc.

Upload your presentation to Canvas as a PDF.



HIGHLIGHTS

Due Week 15

Group Activity

Submit to Canvas

MAC LAB RULES

Please adhere to these rules for the Macintosh Lab (107 Bryant). Not adhering to them may be sufficient cause for you not to be able to use this computer lab.

LAB/CLASSROOM-RELATED RULES

- **NO FOOD OR DRINK:** You may NOT eat or drink (except for capped water bottles) near the computers.
- **DESKS/CHAIRS:** To the best of your ability, place the desks and chairs in the same place where you found them.
- **CLEANLINESS:** Keep the areas around the computers clean!! If you bring it with you, take it with you or throw it away!
- **BEING IN CLASS ON TIME:** It is imperative that you arrive to class on time. Repeated tardiness will result in the door being deadbolt locked when class starts.

COMPUTER & CAMERA-RELATED RULES

- **COMPUTER USE:** Students in the “design” classes (AEC 3070c, 4035, 4036, 5541, 5032, 5037) have been assigned to a particular computer so that they can keep their major files on the computers. They have priority on these computers. If you are not assigned to that particular computer and a student who is assigned to that computer needs to use that particular computer, please move to another “unused” computer.
- **FILES ON THE COMPUTER DESKTOP:** If you want to keep a file on a computer, you **MUST** make a file folder with your name **AND** course number on the desktop screen and save your file in that folder. (EXAMPLE: “LastName_3070”) All computer files left on the desktop – and not in a file folder – will be **DELETED**.
- **PRINTER:** The printer in the lab is **SOLELY** for the use of AEC course projects. It is **NOT** to be used for printing out multiple copies of your research report or of PowerPoint notes. Please use the printer **ONLY** for AEC course work.
- **TURNING OFF THE COMPUTERS (“SHUT DOWN”):** Do not “log out.” Go to “SHUT DOWN” when you are finished with the computer to turn it off.
- Video camera equipment and still photography cameras are available for reservation. You **MUST** reserve the video equipment in advance. Students are required to use the Online Reservation System to reserve video equipment. User accounts will be created at the beginning of the course.