



Spring 2019

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, elements of 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
- 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

Period 7 (1:55-2:45 PM)

Wednesday

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

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

INSTRUCTOR

Dr. Ricky Telg

rwtelg@ufl.edu
101B Bryant Hall
352-273-2094

OFFICE HOURS

Monday & Wednesday

11:30 AM-12:30 PM

TEACHING ASSISTANT

Kevin Kent

kevin.kent@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 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 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

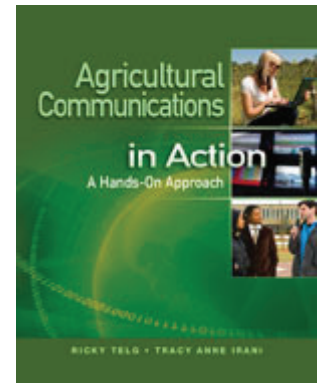
Students are **REQUIRED** to be able to send and receive e-mail.

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

Practice Student Profile

This assignment will help prepare you for the FINAL PROJECT. For this assignment, you 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.

- Critique/Assessment - 50 points
- Finished Video - 100 points

150

Practice Print Design

Students will create a basic print piece.

100

Media Analysis Presentation

Students will discuss various aspects related to media literacy as a group assignment on an additional program or film they analyzed.

100

Knowledge Exam

100

Skills Test #1

Students will test their video editing skills using Adobe Premiere.

75

Skills Test #2

Students will test their print design and layout skills using Adobe InDesign.

75

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 a print document, and presenting this to the class.

- Location Scout and Story - 100 Points
- Draft Video - 50 Points
- Draft Print Design - 25 Points
- Draft AR Experience - 25 Points
- Final Video - 100 Points
- Final Print Design - 50 Points
- Final AR Experience - 50 Points

400

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)
 - 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>.

WEEK 1

Monday - January 7

Wednesday - January 9

TOPIC: Course Overview, Video and Audio Production, Equipment

TOPIC: Shooting Video 1: B-Roll

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 (pp. 190-194, 199) Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web

LAB: Shoot and Critique Video

LAB: Shoot and Critique Video

WEEK 2

Monday - January 14

Wednesday - January 16

TOPIC: Editing Techniques

TOPIC: Shooting Video 2: Interview

TEXT: Video and Audio Production (pp. 190-194, 199) Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web

TEXT: Video and Audio Production (pp. 190-194, 199) Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web

LAB: Shoot and Critique Video

WEEK 3

Monday - January 21

Wednesday - January 23

NO CLASS

TOPIC: Video Editing 1: Adobe Premiere

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

LAB: Non-linear Video Editing, Adobe Premiere

WEEK 4

Monday - January 28

Wednesday - January 30

TOPIC: Storytelling	TOPIC: Video Editing 2: Adobe Premiere
TEXT: Story Development: EDIS Publication (available on Canvas)	TEXT: Video and Audio Production (pp. 196-199) Video Editing, Video Editing Concepts
	LAB: Non-linear Video Editing, Adobe Premiere

WEEK 5

Monday - February 4

Wednesday - February 6

TOPIC: The Production Process	TOPIC: Video Editing 3: Adobe Premiere
TEXT: Video and Audio Production The Video Production Process (pp. 182-184), Intro to Agricultural Communications: ENTIRE CHAPTER 1, Message Development: ENTIRE CHAPTER 2	TEXT: Video and Audio Production (pp. 196-199) Video Editing, Video Editing Concepts
	LAB: Non-linear Video Editing, Adobe Premiere

WEEK 6

Monday - February 11

Wednesday - February 13

TOPIC: Media Literacy on agriculture-related topics	TOPIC: Documentaries, Advertisements, and Persuasion
TEXT: Persuasion and Persuasive Information and Educational Campaigns: ENTIRE CHAPTER 15	TEXT: Persuasion and Persuasive Information and Educational Campaigns: ENTIRE CHAPTER 15
DUE: Project Location Scout and Student Story Submit via Canvas by Friday, 5 p.m.	DUE: Practice Video and Critique Submit via Canvas by Friday, 5 p.m.

WEEK 7

Monday - February 18

Wednesday - February 20

EXAM: Skills Test #1: Adobe Premiere

TOPIC: Entertainment and News

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

WEEK 8

Monday - February 25

Wednesday - February 27

TOPIC: Story, Scriptwriting, Storyboarding, and Instructional Design

TOPIC: Message Sensation

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

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

WEEK 9

Monday - March 4

Wednesday - March 6

SPRING BREAK

WEEK 10

Monday - March 11

Wednesday - March 13

TOPIC: Print Design and Layout, Adobe InDesign

TOPIC: Print Design and Layout, Adobe InDesign 1

TEXT: Document Design: ENTIRE CHAPTER 6

TEXT: Document Design: ENTIRE CHAPTER 6

LAB: Adobe InDesign

WEEK 11

Monday - March 18

Wednesday - March 20

TOPIC: Print Design and Layout, Adobe InDesign

TOPIC: Print Design and Layout, Adobe InDesign 2

TEXT: Document Design: ENTIRE CHAPTER 6

TEXT: Document Design: ENTIRE CHAPTER 6

LAB: Adobe InDesign

WEEK 12

Monday - March 25

Wednesday - March 27

TOPIC: Digital Photography

TOPIC: Digital Photography, Adobe Photoshop

TEXT: Digital Photography and Photographic Editing: ENTIRE CHAPTER 9

TEXT: Digital Photography and Photographic Editing: ENTIRE CHAPTER 9

DUE: **Print Layout Assignment**
Submit via Canvas by Friday, 5 p.m.

LAB: Adobe Photoshop

WEEK 13

Monday - April 1

Wednesday - April 3

EXAM: Skills Test #2: Adobe InDesign

TOPIC: Augmented Reality

TEXT: New Media: ENTIRE CHAPTER 12

LAB: Augmented Reality

WEEK 14

Monday - April 8

Wednesday - April 10

TOPIC: Visual Communication

TOPIC: Converging Media

TEXT: Effective Communication and Message Development: ENTIRE CHAPTER 2, Visual Communication: ENTIRE CHAPTER 8

TEXT: New Media: ENTIRE CHAPTER 12

DUE: Draft Project Video, Print Layout, & AR Experience
Submit via Canvas by Friday, 5 p.m.

LAB: Project Workshop

WEEK 15

Monday - April 15

Wednesday - April 17

TOPIC: Media Literacy Presentations

LAB: Final Project Workshop

DUE: Media Literacy Presentation
Submit via Canvas by class.

DUE: Final Project Video, Print Layout, & AR Experience
Submit via Canvas by Tuesday, 11:59 pm.

WEEK 16

Monday - April 22

Wednesday - April 24

EXAM: Knowledge Exam

TOPIC: Final Project Presentations

ASSIGNMENT DETAILS

PRACTICE STUDENT PROFILE

This assignment will help prepare you for the FINAL PROJECT. For this assignment, you will shoot and edit a feature PROFILE on a fellow student. Finally, you will critique/assess your finished video, based on questions provided to you.

- Critique/Assessment (50 points)
- Finished Video (100 points)
- TOTAL: 150 points

FINISHED VIDEO (100 POINTS)

The video should be one to no more than two minutes in length. The video should include the following:

- Technical
 - Intro/outro
 - Lower third
 - LOTS of good b-roll
 - Good framing of interview in a location that makes sense
- Content
 - Why the student chose his/her major or why the student is in the College of Agricultural and Life Sciences.
 - What motivates the student
 - An interesting aspect of the student and his/her major or CALS.
 - Examples:
 - Participated in a study abroad experience
 - Is a CALS Ambassador
 - Volunteers at a local animal shelter or food pantry

CRITIQUE/ASSESSMENT (50 POINTS)

After you have shot and edited the video, watch it, and critique it. We will provide a list of questions that you will respond to.

TO SUBMIT

- Submit the Critique/Assessment as a Word or PDF document in Canvas.
- Submit the finished video via URL to Canvas.

PRINT LAYOUT

To become more familiar with InDesign, you will re-create a print layout provided to you. You will have a choice from a selection of print documents. You will be provided with all elements (photos, graphics) to recreate the original to the best of your ability. Challenge yourself, use your resources, and get to know InDesign.

Requirements:

- An analysis (at least 1/2 page single-space) detailing the document you

re-created. The analysis should:

- Critique the use of text, visual, graphics, headers/titles, and white space in the document you recreated.
- Discuss the simplicity, balance and unity of the document you recreated.
- Be sure to double-check the document’s 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

TO SUBMIT

- Upload your written analysis to Canvas.
- Upload your version (recreated) to Canvas.

MEDIA ANALYSIS PRESENTATION

For this assignment, assigned groups will watch an agriculture-related documentary and prepare a presentation on the topics covered in class (below) as they relate to the video.

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)?

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.

FINAL PROJECT

In a group of two or three people, you will create a STUDENT PROFILE video and document for the College of Agricultural and Life Sciences. The video will be similar in scope as the STUDENT PROFILE video you completed earlier in this semester. You will also be assigned to a student identified by CALS.

- Location Scout + Interview Questions (100 points)
- Draft Video (50 points)
- Draft Print (25 points)
- Draft AR Experience (25 points)
- Finished Print (50 points)
- Finished Video (100 points)
- Finished AR Experience (50 points)
- TOTAL: 400 points

GROUP WORK LOG OF ACTIVITIES

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.

LOCATION SCOUT + STORY PROFILE (100 POINTS)

You will conduct a location scout of at least one location that you will use for your STUDENT PROFILE. The location scout and story profile will be due PRIOR TO the video and critique. Therefore, you will conduct what Dr. Telg calls a “pre-interview” where you meet with the individual to discuss the scope of the interview and to conduct a location scout. You will assess the location, scouting things that may challenge you when you shoot your video. You will also write a one-page overview introducing your the student, describing the uniqueness of their story, and highlighting the visualness of the story.

LOCATION SCOUT

First, provide a brief description of the location where you will shoot the interview and b-roll (office, pasture, apartment, etc.). Provide some description of the size and scope of the location.

Second, provide details about the following questions/challenges and how you will address/overcome the challenges.

- What challenges do you see or foresee?
- Will time of the day when you shoot the interview matter?
- What about ambient noise (phones, traffic, other students)?
- What about lighting?
- What about power outlets for lights (if it is an interior shoot)?
- What about backgrounds?

STORY PROFILE

Write a one-page overview of the student's story. This is an opportunity for you to outline a potential storyline of the student and plan how to visualize as much of the story as possible. The overview should include

a summary of the student's story, a description of the uniqueness, and ideas for making the story as visual as possible.

DRAFT PRINT (25 POINTS)

You will submit a draft of the print piece weeks before the final video is due. The "draft" should be as "final" as possible. Note that any suggested revisions will need to be made prior to the final print piece's submission, which may include shooting more photos or rewriting information.

DRAFT AR EXPERIENCE (25 POINTS)

You will create an augmented reality experience that ties the FINAL PROJECT print piece and final video together. Note that any suggested revisions will need to be made prior to the project's final submission, which may include updates to the experience and relevant assets.

DRAFT VIDEO (50 POINTS)

You will submit a draft of the video (with the elements listed in the next section) weeks before the final video is due. The "draft" should be as "final" as possible. Note that any suggested revisions will need to be made prior to the final video's submission, which may include shooting more b-roll or interview.

FINAL PRINT (50 POINTS)

The print piece will be a profile of the student and his/her department, along with text and information provided by the College of Agricultural and Life Sciences. Teams will need to shoot photographs to include in the print piece.

FINAL AR EXPERIENCE (50 POINTS)

You will create an augmented reality experience that ties the FINAL PROJECT print piece and final video together. This will feature the project's final video and print design.

FINAL VIDEO (100 POINTS)

The video should be one to no more than two minutes in length. The video should include the following:

- Technical
 - Intro/outro
 - Lower third
 - LOTS of good b-roll
 - Good framing of interview in a location that makes sense
- Content
 - Why the student chose his/her major or why the student is in the College of Agricultural and Life Sciences.
 - What motivates the student
 - An interesting aspect of the student and his/her major or CALS.
 - Examples:
 - Participated in a study abroad experience
 - Is a CALS Ambassador
 - Volunteers at a local animal shelter or food pantry

TO SUBMIT:

- Submit the Location Scout/Story Profile as a Word or PDF document in Canvas.
- Submit video (draft and final) URL to Canvas.
- Upload print piece (draft and final) as a PDF to Canvas.

PRESENTATION

At the end of the semester, the class will have a final project presentation day, when representatives from CALS will join us to watch the videos. Student team members will introduce the video and show the print piece to the CALS representatives.

SKILLS TESTS

Students will take two skills test during the semester, each worth 75 points each.

- Skills Test #1: Adobe Premiere
- Skills Test #2: Adobe InDesign

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.