

**AEC 4036: Advanced Digital Media Production in  
Agricultural and Life Sciences  
Spring 2020  
MONDAY 2-4 periods (8:30-11:30)  
Course Content is on Canvas**

**INSTRUCTOR:**

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**TEACHING ASSISTANT:**

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**406 Rolfs Hall**

**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 may also have field trips during the semester. Please review the “**Course Schedule**” to see where we will meet each day. This is a co-taught undergraduate/graduate course.

**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 science videos for educational purposes** for the **Florida Museum of Natural History (FMNH)** and **UF/IFAS Research**. Videos will be shown at the museum’s permanent *Exploring our World* video display wall, on websites, and on WUFT-TV.

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 and news science- and agriscience-related 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. Students will also be provided with a high-capacity SD card for video recording.

## **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, please visit <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **Brief Description of Assignments**

- **Video reflections:** Students will submit reflections of video they watch and shoot at the beginning of the semester and near the end of the semester.
- **Practice videos:** Students will create one practice video from footage and an interview that they shoot at the beginning of the semester.
- **Explore Research at the University of Florida video:** Students will create a video highlighting research at the University of Florida. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **Explore Research at the University of Florida “Why Science?” video:** Students will create a video highlighting the researcher in the *Explore Research* video. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **UF/IFAS Research video:** Students will create a video on research being conducted in IFAS. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **UF/IFAS Research “Why Science?” video:** Students will create a video highlighting the researcher in the IFAS video. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **UF/IFAS Research “REVISED” to Explore Research videos (regular and “Why Science?”):** Students will revise their UF/IFAS Research video – by changing out the intro, outro, and lower thirds – for use on the *Explore Research* video wall. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **Researcher emails, release forms, and approval:** Students must receive confirmation emails from their researchers for the videos, release forms for those in the videos, and approvals of the finished videos.
- **Submitting files:** Students are required to submit all video and project files at the end of the semester.

**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.

<b>Assignments:</b>	<b>Points</b>	<b>Your Score</b>
Reflections (4 x 25)	100	_____
<b>Practice Videos</b>		
Practice Video 1	50	_____
Practice Video 2	50	_____
<b>Video 1</b>		
IFAS Research DRAFT (SUBTITLES)	25	_____
IFAS Research FINAL (SUBTITLES + YouTube info)	100	_____
<b>Video 2</b>		
IFAS Research “Why Science?” DRAFT (SUBTITLES)	25	_____
IFAS Research “Why Science?” FINAL (SUBTITLES + YouTube info)	100	_____
<b>Video 3</b>		
Explore Research DRAFT (SUBTITLES)	25	_____
Explore Research FINAL (SUBTITLES + YouTube info)	100	_____
<b>Video 4</b>		
Explore Research “Why Science?” DRAFT (SUBTITLES)	25	_____
Explore Research “Why Science?” FINAL (SUBTITLES + YouTube info)	100	_____
<b>Video 5</b>		
IFAS/MUSEUM revised DRAFT (SUBTITLES)	25	_____
IFAS/MUSEUM revised FINAL (SUBTITLES + YouTube info)	25	_____
<b>Video 6</b>		
IFAS/MUSEUM “Why Sci.” DRAFT	25	_____
IFAS/MUSEUM “Why Sci.” revised FINAL (SUBTITLES + YouTube info)	25	_____
Submitting all video and project files	100	_____
Researcher emails (2 x 12.5)	25	_____
Researcher release forms (2 x 12.5)	25	_____
Researcher approvals of videos (2 x 12.5)	25	_____
Participation/attendance	25	_____
<b>TOTAL: 1,000</b>		

## **Attendance:**

Given the importance of class discussion and participation in laboratory demonstrations and exercises, it is not possible for a student to perform satisfactorily in the course without regular attendance. Students are **required** to attend class and to be in class **on time**. Only documented doctor's excuses or UF-approved activities will be excused. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Cell phones:** Students are asked to silence their cellular phones before entering the classroom.

**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. 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/](http://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/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)

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

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

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

**Materials and Supplies Fee:** A materials and supplies fee is collected for this course to pay for costs associated with assignments in this course.

**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)

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: <https://elearning.ufl.edu/>. Click on the Lynda.com box on the right side of the screen.



## **Course schedule**

### **WEEK 1**

**Jan. 6** Introduction to course and to science communication  
Conducting pre-interviews, conducting and shooting interviews for unscripted video format  
Camera operation  
**LAB:** Practice with DSLR cameras.  
**REVIEW: Explore Research and UF/IFAS Research video ideas.**  
**DUE THIS FRIDAY AT 5 P.M.: REFLECTION 1 (review TWO previously produced Explore Research or IFAS Research videos)**

**Jan. 10 (Friday)**  
**QUICK Adobe Premiere workshop (reintroduce Premiere)**

### **WEEK 2**

**Jan. 13** Camera operation (DSLR), lighting, location “scout”  
**ASSIGN: Explore Research and UF/IFAS Research videos.**

### **WEEK 3**

**Jan. 20 HOLIDAY!!!**  
**DUE THIS FRIDAY AT 5 P.M.: PRACTICE VIDEO 1**  
**DUE THIS FRIDAY AT 5 P.M.: REFLECTION 2 (based on Practice Video 1)**

### **WEEK 4**

**Jan. 27** How to Manage Criticism  
Camera operation (DSLR), lighting, location “scout” (OR Advanced Adobe Premiere)  
Critique PRACTICE VIDEO 1

### **WEEK 5 <<<TELG OUT>>>**

**Feb. 3** Advanced Adobe Premiere  
**DUE THIS FRIDAY AT 5 P.M.: PRACTICE VIDEO 2**  
**DUE THIS FRIDAY AT 5 P.M.: REFLECTION 3 (based on Practice Video 2)**

### **WEEK 6**

**Feb. 10** The Psychology of Captioning  
Captioning/Subtitling + Advanced Adobe Premiere  
Critique PRACTICE VIDEO 2

### **WEEK 7**

**Feb. 17** Advanced Adobe Premiere  
**DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS OR EXPLORE VIDEO w/ subtitles (1)**

### **WEEK 8**

**Feb. 24** Technologies for video **Discuss use of UAS** + Work day  
Critique DRAFT IFAS or EXPLORE VIDEO (1)  
**DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS OR EXPLORE “WHY SCIENCE?” VIDEO w/ subtitles (2)**

### **WEEK 9**

**SPRING BREAK!!!**

### **WEEK 10**

**Mar. 9** Critique DRAFT IFAS or EXPLORE “WHY SCIENCE?” VIDEO (2)  
**DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS OR EXPLORE VIDEO w/ subtitles (3)**  
**DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS OR EXPLORE “WHY SCIENCE?” VIDEO w/ subtitles (4)**

### **WEEK 11**

**Mar.16 Discussion with Untamed Science video producers**

Critique DRAFT IFAS or EXPLORE VIDEOS (3 & 4)

**DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS OR EXPLORE VIDEO w/ subtitles (1)**

**DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS OR EXPLORE “WHY SCIENCE?” VIDEO w/ subtitles (2)**

### **WEEK 12**

**Mar. 23 Critique FINAL IFAS or EXPLORE VIDEOS (1 & 2)**

**DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS OR EXPLORE VIDEO w/ subtitles (3)**

**DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS OR EXPLORE “WHY SCIENCE?” VIDEO w/ subtitles (4)**

**DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS REVISED VIDEO w/ subtitles (5)**

**DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS REVISED “WHY SCIENCE?” VIDEO w/ subtitles (6)**

### **WEEK 13**

**Mar. 30 Critique FINAL IFAS or EXPLORE VIDEOS (3 & 4)**

Critique DRAFT IFAS or EXPLORE VIDEOS (5 & 6)

**DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS REVISED VIDEO w/ subtitles (5)**

**DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS REVISED “WHY SCIENCE?” VIDEO w/ subtitles (6)**

### **WEEK 14**

**Apr. 6 Tour CITT facility.**

**FINAL WORK DAY BEFORE PRESENTATIONS!!!**

**Finalize YouTube “blurbs” for all videos.**

**DUE THIS FRIDAY AT 5 P.M.: REFLECTION 4 (based on what you’ve done this semester)**

### **WEEK 14**

**Apr. 13 Presentation to FLORIDA MUSEUM OF NATURAL HISTORY**

### **WEEK 15**

**Apr. 20 Presentation to IFAS RESEARCH**

**DUE THIS WEDNESDAY BY 5 P.M.**

- All finished videos with NO subtitles.
- All finished videos WITH subtitles.
- All project files.
- All b-roll, interviews, photos.

# Video Guidelines

**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.

**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 intro/outro and music.
- Scientist and course instructor must approve video for successful completion of project.

## Possible 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

# Video Reflections

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.

## Reflections

- You will critique videos that were previously developed for *Explore Research* and *IFAS Research*, in order to begin developing a critical eye on what your own videos should look like.
- You will critique your two PRACTICE VIDEOS at the beginning of the semester so that you get better at shooting before it really counts.
- For Reflection 4, you will provide an overview of what you have learned this semester in Week 14.

## Grading will be based on

- **How thoughtful/insightful your comments are.**
- **Grammar and punctuation.**

# Practice Videos

Students will create two practice videos from video the student shoots.

**Grading will be based on shot composition, story content, and good, solid editing.**

# Draft Videos

For the major assignments, you will create DRAFTS of each one. The DRAFT will be peer-critiqued by fellow students and instructors. Students must have almost the entire video completed by the due date/time in order to receive any credit. The DRAFT should be as **close to perfect** as possible so that we can just tweak it a little and make your good product even better.

**Grading for all videos will be based on shot composition, story content, and good, solid editing.**

# *Explore Research and IFAS Research Videos*

## **Overview:**

Students will create 2- to 3-minute-long videos on research being conducted at the University of Florida or within UF/IFAS. These are **unscripted** pieces. They will be based on interviews and some demonstrations, so there will not be a scripted video.

## **Description of Project:**

**The entire length of each video (including intro and credits) will be no more than 3 minutes (or thereabouts).** The videos must convey enough information to tell the story, but in an **extremely** brief timeframe.

To get an idea of the way the FMNH videos will be, Dr. Telg recommends watching previously produced videos on the **Florida Museum of Natural History's *Explore Research*** YouTube site at <http://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp>.

For **IFAS Research** videos, refer to this YouTube location:

[https://www.youtube.com/playlist?list=PLzEF\\_ljQASfvNgYnzhlecJfe\\_a-fcKV4Z](https://www.youtube.com/playlist?list=PLzEF_ljQASfvNgYnzhlecJfe_a-fcKV4Z)

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. 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. In addition, you may need to interview more than one person for the story, especially with stories about collaborative research.

When finished, these videos will be on the museum's permanent video exhibit, on the museum's website, and aired periodically on UF's WRUF-TV channel.

**IMPORTANT:** 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 (or within one second).

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

**IMPORTANT:** **You must create a version with subtitles.** You will have to type in the words that people say word for word. For a 3-minute video, this may take about an hour.

## **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 unless the researcher is far from Gainesville. **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:**

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 OR IFAS Research. 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:**

**IMPORTANT:** 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:** 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:**

**Grading will be based on shot composition, story content, and good, solid editing.**