SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

CICE COURSE OUTLINE

COURSE TITLE: Intro to Post Production

CODE NO. :	FPD117	**SEMESTER:**	Fall
MODIFIED CODE:	FPD0117		

PROGRAM: Digital Film Production

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MODIFIED BY: Christine Rhude, Learning Specialist CICE Program

DATE: Sept/2016   **PREVIOUS OUTLINE DATED:**   2015

APPROVED: "Angelique Lemay"   Sept/16

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DEAN   **DATE**

TOTAL CREDITS: Two

PREREQUISITE(S):   None

HOURS/WEEK: Five

I.   COURSE DESCRIPTION:

This course will cover the concepts of nonlinear, digital picture editing and post production sound. CICE students, with assistance from a learning specialist, will be provided with the opportunity to develop a basic skill level which will allow them to work in an assistive role to complete assigned projects as well as to become prepared for their specialized second year post production classes.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate a basic ability to:

1. Assist with the creation of independent film projects using development, scripting, pre-production, production and post production techniques; Potential Elements of the Performance:

-       Assignments will include explorations into the development and preproduction phases and how they translate into production and post.

-       Students will learn about the components involved in filmmaking from start to finish.

2. Develop a portfolio to show creative and professional skills and abilities in digital filmmaking;

 Potential Elements of the Performance:

-       Assignments will include budgeting, scheduling, production planning, editing and sound exercises that will be applied to the student's actual productions.

-       Students will learn all of the elements required in the preparation process and post phase to make a short film.

3. Schedule and budget for various types of productions with different scopes;

Potential Elements of the Performance:

-       Assignments include budgeting and scheduling exercises.

-       Students will demonstrate this knowledge through the translation of the exercises into their real productions.

4. Research, pitch, produce, package, market and distribute projects using industry and new media outlets;

Potential Elements of the Performance:

-       Students will learn the basics of these phases of production.

-       Students will demonstrate this knowledge through in class discussions and their production projects.

5. Work within a production team in various industry capacities and roles on short projects.

Potential Elements of the Performance:

-       Students will demonstrate this knowledge through their group projects and assessments.

6. Edit digital video on non linear, industry standard software and equipment;

Potential Elements of the Performance:

-       Students will demonstrate this knowledge through editing assignments, short film projects and in class discussions
-       Students will get an overview of the editing process to apply to their personal projects

7. Record and Mix multi-track sound in a digital format using industry standard equipment and software;

Potential Elements of the Performance:

-       Students will demonstrate this knowledge through assignments and the completion of their short film projects.
-       Students will get an overview of the sound mixing process including music placement

COMMUNICATION
        Potential Elements of the Performance:
- communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- Students will learn the importance of written and spoken communication in the coordination and post aspect of filmmaking. Students will have to communicate with their peers in order to understand how a crew works together.

NUMERACY
Potential Elements of the Performance:

-        execute mathematical operations accurately
-        Students will learn the importance of budgeting and how it impacts a production. They will also learn about some of the elements involved in funding and financing. Students will also learn about time code and sync issues in post.

INFORMATION MANAGEMENT
Potential Elements of the Performance:
-        locate, select, organize, and document information using appropriate technology and information systems AND analyse, evaluate, and apply relevant information from a variety of sources
-        Students will display the ability to organize all of the elements required for a film production including pre and post production reporting. They will also have to manage files and versions of production elements.

        CRITICAL THINKING & PROBLEM SOLVING

        Potential Elements of the Performance:

    -    apply a systematic approach to solve problems use a variety of thinking skills to anticipate and solve problems

-        Students will learn about all of the challenges associated with pre and post production and some of the strategies to deal with them.

        INTER-PERSONAL

        Potential Elements of the Performance:

-        show respect for the diverse opinions, values, belief systems, and contributions of others
-        Students will participate in class discussions and begin working in groups to prepare for their productions as well as complete them.

PERSONAL

Potential Elements of the Performance:

-        manage the use of time and other resources to complete projects take responsibility for one's own actions, decisions and consequences

-        Students will be evaluated on assignments and participation in class and group sessions.

III. TOPICS:

1. Intro to Post Production; Technical info for labs and drives; Quick look at Avid Media Composer
            2. Post workflow; Basic editing concepts; Avid Media Composer - Intro to basic usage (components, tools, loading media)

3. Performing basic edits, 3-point edits
            4. Editing segments, editing with trim tool, adding transitions
            5. Adjusting Audio, adding text (titles, credits); Project #1 post supervision
            6. Output methods; Project #1 feedback
            7. Technical basics in post
            8. TV/film format norms; Avid MC - Retiming
            9. Refining the edit
            10. Capturing from tape; outputting to tape
            11. Multi camera editing; editing from multiple audio sources; sync issues
            12. Intro to Audio and Video effects
            13. Basic keying and mattes; incorporating other software (photoshop, AE, etc.)
            14. Intro to colour correction; Advanced output methods
15. Course overview; Final project feedback

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Handouts will be provided.

V.   EVALUATION PROCESS/GRADING SYSTEM:
All assignments = 100% of the grade.
Students must complete all assignments to achieve credit for the course.
There will be six assignments for a total of 100% of the final grade.
            The following semester grades will be assigned to students:

Grade
Definition   Grade Point Equivalent
        A+   90 – 100%   4.00
        A   80 – 89%
        B   70 - 79%   3.00
        C   60 - 69%   2.00
        D   50 – 59%   1.00
        F (Fail)   49% and below   0.00

        CR (Credit)   Credit for diploma requirements has been awarded.
        S   Satisfactory achievement in field /clinical placement or non-graded subject
area.
        U   Unsatisfactory achievement in field/clinical placement or non-graded
subject area.
        X   A temporary grade limited to situations with extenuating circumstances
giving a student additional time to complete the requirements for a course.
        NR   Grade not reported to Registrar's office.
        W   Student has withdrawn from the course without academic penalty.

VI.   SPECIAL NOTES:

Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline
depending on the needs of the learner and the availability of resources.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.