



## I. COURSE DESCRIPTION:

This entry-level course will introduce CICE students to the film industry and all aspects of a film set/production. CICE students, with assistance from a learning specialist, will get hands on experience with equipment including lights, lenses, camera and grip equipment. The content and skills attained in this course will be a prerequisite for future courses in the program.

## 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 the basic ability to:

1. Assist in the creation of independent film projects using development, pre-production and production techniques;

Potential Elements of the Performance:

- Assignments will include short productions that will be developed, executed and assessed during labs and through homework sessions.

- Students will learn about the components involved in filmmaking from start to finish with a focus on physical production.

2. Develop a portfolio of short films and/or television pilot to show creative and basic skills and abilities in digital filmmaking;

Potential Elements of the Performance:

- Students will assist in the creation of short projects in order to learn the skills required to work in the field of film production.

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

Potential Elements of the Performance:

- Students will demonstrate this knowledge through the completion of their short projects which will require them to stay on budget and schedule.

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

Potential Elements of the Performance:

- Students will participate in pitching and producing their short productions as well as research and packaging for their short projects.

- Students will demonstrate this knowledge through in-class discussions and the completion of 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 through their group projects, and assessments.

6. Assist in capturing moving images using the appropriate camera/lighting equipment and techniques;

Potential Elements of the Performance:

- Students will take part in workshops that will cover photography, camera work, lighting, shooting styles and techniques.

- Students will demonstrate this knowledge by participating in hands on/lab demos, quizzes and submitted projects.

7. Gain a basic understanding of recording and mixing multi-track sound in a digital format using equipment and software;

Potential Elements of the Performance:

- Students will learn the basics of sound recording.

- Students will demonstrate this knowledge when creating and completing their productions.

## 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 have the opportunity to pitch their ideas to instructors, communicate effectively with their teams, tell a 'story' through their films and complete written production assessments

## NUMERACY

Potential Elements of the Performance:

- execute mathematical operations accurately

- Students will assist in the creation of schedules and budgets for their productions

## INFORMATION MANAGEMENT

Potential Elements of the Performance:

- locate, select, organize, and document information using appropriate technology and information systems AND apply relevant information from a variety of sources
- Students will have to organize and plan for their productions

#### CRITICAL THINKING & PROBLEM SOLVING

##### Potential Elements of the Performance:

- Student will apply a beginning level of systematic approach to solve problems use thinking skills to anticipate and solve problems
- Students will complete post assessments of their productions to describe issues that presented themselves and how they solved them

#### INTER-PERSONAL

##### Potential Elements of the Performance:

- show respect for the diverse opinions, values, belief systems, and contributions of others
- Students will have to successfully complete short productions by working with a team

#### 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 expected to complete all projects and defend their work.

### III. TOPICS:

1. Camera basics, photography concepts, set/gear safety, creating a production company
2. Introduction to Lighting and Sound Recording, film set/crew fundamentals
3. Framing/Composition/Basic Camera Movement/Coverage/Continuity and Project #1 (commercial/psa) intro
4. Project #1 Shoot Off Campus
5. Project #1 Post AND

Students will shoot their projects or collect stock/archival footage

6. Project #1 Screening and Feedback AND  
Work session for placement ~students will edit their projects

7. Lenses and Project #2 (short film) intro AND  
Off Campus - Feedback session #1 ~students present a rough cut of work project #1 to  
PCs for feedback

8. Moving Camera Shots and Project #2 prep AND  
Work session ~students revise work project #1 based on feedback notes

9. Project #2 Shoot AND  
  
Off Campus - Feedback session #2 ~students present a revised cut of project #1 for final  
feedback

10. Advanced Lighting Concepts and Project #2 Screening & Feedback  
AND  
Off Campus - Project #1 Delivery/Review ~students present all final videos for review  
and discuss project #2

11. Advanced Camera Movement Project #3 (short film II) intro AND  
  
Work session ~students will shoot and edit their work project #2

12. Introduction to TV Production with Shaw TV and Project #3 (prep)  
AND  
Off Campus - Feedback session #1 ~students present a rough cut of work project #2 to  
PCs for feedback

13. Project #3 Shoot AND  
Work session ~students revise project #2 based on feedback notes

14. Project #3 Screening, feedback and revision notes AND  
Off Campus - Feedback session #2 ~students present a revised cut of work project #2 for  
final feedback

15. Project #3 Revision screenings, course overview, 2nd semester prep AND  
Off Campus - Project #2 Delivery/Overall Review ~students present all final videos for  
review

#### 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 5 assignments worth 20% each.

The following semester grades will be assigned to students:

#### Grade

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:

##### Attendance & Lates

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

- Attendance will be taken 5 minutes after every class begins; students who are not present at this time will be considered late/absent for that class
- Any student(s) who leave while there is still 30 minutes or more left in the class will be considered late/absent for that class
- Any student(s) who return late from class breaks will be considered late/absent for that class. The typical duration for a class break will be 10 minutes, unless otherwise specified by the instructor.
- Absenteeism/tardiness will be considered of equal value when mark demerits are calculated
- All students will be given TWO “free” passes for absents or lates. After that, they will be deducted 1% from their class “Professionalism” grade, which is worth 10% of the final class mark.

##### Tests/Quizzes

- All tests/quizzes will be written in the CICE office with assistance from a Learning Specialist at a predetermined time
- There will be no retake opportunities for in class tests and quizzes
- The quiz with the lowest grade will be omitted from the final grade calculation

#### Assignments/Projects

- A project/assignment will be considered “submitted” only if it meets all the requirements specified in the project outline, which is to be made available to students when the project is assigned
- All class assignments/projects will be submitted directly to the professor through email. All submissions are thereby time-stamped by the email’s system clock
- Unless otherwise specified, all assignments/projects will be due at the end of the day (11:59pm) on the date they are due
- Zero-tolerance late policy for all written assignments: Any assignment handed in after the predetermined date and time will automatically receive a grade of 0%. The email time-stamp will be referred to determine the submission time
- Late policy for film productions: 25% deduction per day after due date

#### Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

#### **VIII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum are located on the portal and LMS and form part of this course outline.

**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.