



**I. COURSE DESCRIPTION:**

Production II - This course will build on knowledge gained in Production I as CICE students, with assistance from a Learning Specialist, will look in more depth at all aspects of the camera functions, lens use, grip equipment, and lighting. Location shooting, Production Design, professional set etiquette, safety and equipment terminology will all be covered.

The course includes 1 Independent Study hour which is a reflection of the time the students will spend on experiential learning opportunities outside of class time.

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

Potential Elements of the Performance:

Demonstrate production team skills by performing as a crew member in a major craft area and in more than one craft on a variety of film productions and the major class group 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 short projects which will require them to stay on budget and schedule.

4. Capture moving images using the appropriate camera/lighting equipment and techniques.

Potential Elements of the Performance:

Demonstrate knowledge and ability in the theory and application of photographic skills as they apply to cinematography including basic lab procedures.

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

Potential Elements of the Performance:

Demonstrates an understanding of the various crafts and roles of those involved in the film production industry through simulation and inclusion as evaluated in production values of projects.

6. Write basic scripts with a focus on effective dialogue, structure and character development.

Potential Elements of the Performance:

Demonstrate understanding of character development, effective dialogue, structure and organization of plot, dramatic principles and construction in their own scripts.

7. Record and Mix 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

8. Record and mix multi-track sound in a digital format using equipment and software.

Potential Elements of the Performance:

The student will have a listener's knowledge of the various musical forms.

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

Potential Elements of the Performance:

Demonstrate knowledge of the organization and operation of mass media enterprises by investigation of media management in relation of styles of management, advertising, profit making, entertainment, information, public service and social control.

## 10. 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

## 11. Numeracy

### Potential Elements of the Performance:

Execute mathematical operations accurately  
Students will create schedules and budgets for their productions

## 12. Information Management

### Potential Elements of the Performance:

Locate, select, organize and document information using appropriate technology and information systems and connect relevant information from a variety of sources

Students will have to organize and plan for their productions and ensure their digital files are saved.

## 13. Critical Thinking and 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

## 14. Inter-Personal

### Potential Elements of the Performance:

Show respect for the diverse opinions, values, belief systems, and

contributions of others

Students will assist in the successful completion of short productions by working with a team

15. 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. Location scouting: Technical considerations and logistics AND Location sound: Audio basics; Components of a sound package
2. Art direction: sets, props, converting locations AND Location sound: Microphone basics; Microphones for Location sound; Microphone selection; Monitoring
3. Developing a shot list AND Location sound: Boom techniques; Lav techniques; Wireless systems; Plant mic techniques
4. Advanced coverage AND Location sound: Signal flow; Recorders; Project #1 Shoot
5. Importance of reshoots AND Location sound: Sync; Mixers
6. Crew coordination on set AND Location sound: Applications (ENG, film, etc.); Set etiquette
7. Shooting to avoid trouble in post AND Intro to motion graphics: Motion Literacy; After Effects: Basic Animation
8. Introduction to story boarding AND Intro to motion graphics: Conceptualization; After Effects: Basic Animation (cont.); Project #2
9. Indoor location shooting AND Intro to motion graphics: Animation Processes; After Effects: Layer control
10. Outdoor location shooting AND Intro to motion graphics: Motion graphics in film & television; After Effects: Creating Transparency
11. Advanced grip equipment AND Intro to motion graphics: Compositing; After Effects: Working with sound
12. Small vs. larger (scale and budget) productions: practical differences AND Intro to motion graphics: Sequencing; After Effects: Parenting and nesting
13. Adding production value and a sense of sophistication to a short film (Rodrigues list) AND Intro to motion graphics: Motion typography, Pictorial composition; After Effects: Expressions and temporal issues
14. Preparation and troubleshooting for students' short film projects AND Intro to motion graphics: Sequential composition; After Effects: Intermediate animation techniques (cont.)
15. Project #3 Revision screenings, course overview

**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:

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

## COURSE OUTLINE ADDENDUM

1. 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.
2. Retention of Course Outlines:  
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.
3. Prior Learning Assessment:  
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.  
  
Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.  
  
Substitute course information is available in the Registrar's office.
4. Accessibility Services:  
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:  
The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.
6. Academic Dishonesty:  
Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

**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.

**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.