

I. COURSE DESCRIPTION:

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.

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. Gain knowledge of scheduling and budgeting 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 with the assistance of Learning Specialist 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. **With assistance** 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 **a basic understanding** when creating and completing their productions

8. **Have a basic understanding of how to** 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. **The CICE student will gain a basic understanding of** 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 **with the assistance of a Learning Specialist**

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 **with the assistance of a Learning Specialist.**

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:

THE FILM MAKERS HANDBOOK 2013 Edition
Steven Ascher and Edward Pincus

Class Handouts

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	<u>Definition</u>	<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.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

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.

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

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal 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.