

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>11/6/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department School of Communication and Multimedia Studies College College of Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix <b>MMC</b>  Number 2132	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b> <input type="text" value="Lecture"/>	<b>Course Title</b> Introduction to Media Production
<b>Credits</b> <i>(See Definition of a Credit Hour)</i> 3	<b>Grading</b> <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i> An introduction to media production for filmmakers, journalists, and digital content creators, covering fiction and nonfiction storytelling, image creation, sound, editing, writing, research, and more. Includes practice-based assignments that prepare students for more advanced production classes.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Fall 2024			
<b>Prerequisites, with minimum grade*</b> N/A	<b>Corequisites</b> N/A	<b>Registration Controls</b> <i>(Major, College, Level)</i> N/A	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i> None  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .	
<b>Minimum qualifications to teach course</b> Ph.D. or Masters in relevant field			
<b>Faculty Contact/Email/Phone</b> Ivy Ashe / iashe@fau.edu		<b>List/Attach comments from departments affected by new course</b> N/A	
<b>Approved by</b>		<b>Date</b>	
Department Chair <u><i>[Signature]</i></u>		<u>10/16/23</u>	
College Curriculum Chair <u><i>[Signature]</i></u>		<u>10/16/23</u>	
College Dean <u><i>[Signature]</i></u>		<u>10/26/23</u>	
UUPC Chair <u><i>[Signature]</i></u>		<u>11/6/23</u>	
Undergraduate Studies Dean <u><i>[Signature]</i></u>		<u>11/6/23</u>	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

MMC 2132

## Introduction to Media Production

Course Day and Time

3 credits – meets as lab course (one day/week for three hours)

Semester: Fall 2024

Instructor: Ivy Ashe

Office: CU 225

Office hours: TBD

Classroom: TBD

Email: [iashe@fau.edu](mailto:iashe@fau.edu)



### Course Description

An introduction to media production for filmmakers, journalists, and digital content creators, covering fiction and nonfiction storytelling, image creation, sound, editing, writing, research, and more. Includes practice-based assignments that prepare students for more advanced production classes.

### Instructional Method

In-Person. There is no remote option for this course.

### Course Objectives/Student Learning Outcomes

As a result of participating fully in this course, students will be able to:

- develop foundational media production skills
- demonstrate competency in applying these skills to produce original work
- pitch, develop, produce, revise, and showcase media projects
- structure fiction and nonfiction narratives using both audio and visual tools and techniques
- communicate effectively to improve their own work and that of their peers

### Critical Thinking Statement

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. As a result, students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

## **Course Materials**

→ A mobile phone that's capable of recording video

→ A pair of headphones.

→ If you plan to continue with any sort of multimedia production, a tripod (like this one:

<https://tinyurl.com/2p9btkty>) and a lavalier microphone (like this one for iPhones:

<https://tinyurl.com/b6j3ju7c>) will be useful. These are NOT required for class, though.

**Readings:** PDFs uploaded to Canvas. Selections from *Introduction to Narrative Journalism* (Benjamin Wielechowski), an open access text available for free here:

<https://oer.pressbooks.pub/narrativejournalism/>.

## **Course Topical Outline**

<b>Week 1:</b>	<b>Syllabus, policies and review of equipment needs Idea/concept</b>
<b>Week 2:</b>	<b>Story Structure</b>
<b>Week 3:</b>	<b>Writing – Research (include overview of copyright)</b>
<b>Weeks 4-5:</b>	<b>Sound – Collecting, Creating, Mixing</b>
<b>Weeks 6:</b>	<b>Images – Still: Composition</b>
<b>Weeks 7-8:</b>	<b>Images – Moving: Camera Work,</b>
<b>Week 9:</b>	<b>Break Week (may be either Spring Break or Thanksgiving)</b>
<b>Week 10:</b>	<b>Advanced Images: Lighting, Staging</b>
<b>Weeks 11-12:</b>	<b>Editing</b>
<b>Week 13:</b>	<b>Immersive Media and Games</b>
<b>Week 14:</b>	<b>Promoting a Project/Social Media</b>
<b>Week 15:</b>	<b>Open Lab Time</b>
<b>Week 16:</b>	<b>Showcase of Student Work in Class</b>

## Course Evaluation Method

In-class activity submissions	8/lowest two grades dropped	60 pts	30%
Discussion posts	5/lowest grade is dropped	40 points	20%
Project #1 (midterm)		34 pts	17%
Peer review of Project #1		16 pts	8%
Final Project		50 pts	25%
		200 pts	100%

### *In-class activity submissions:*

Skill-based elements created and submitted during class. Examples might be recording and editing a short audio interview, drafting a storyboard, etc.

The in-class activities are the equivalent of an attendance grade and **MUST** be submitted before class ends. They are graded as complete/incomplete and cannot be made up after class without **advance** permission from the instructor. The lowest two grades are dropped, in order to account for days when you may have extenuating circumstances about attendance.

### *Discussion posts:*

Canvas posts relating to the readings or to guest speaker visits. The discussion posts are the equivalent of a participation grade, so you can earn additional points by engaging more thoughtfully with other people's posts.

### *Project #1 (midterm):*

The midterm project consists of a short audio story built around a keyword you'll select at random during class. This project can be revised based on peer review and instructor comments if you would like a higher grade.

### *Peer review of Project #1:*

Using the same rubric used to grade the midterm, provide a peer review of a classmate's project.

### *Final project:*

The final project is a showcase of the multimedia skills you have learned over the semester. It should present a story of some kind (fiction or nonfiction) and use at least two different modes of presenting information. For example, if you created a short movie, you'd be using three modes (sound, image, motion). If you did a photo story with an audio slideshow, that would be sound/image.

## Course Grading Scale

Grade	Weight (%)
A	100 % – 94.0 %
A-	< 94.0% – 90.0 %
B+	< 90.0% – 87.0 %
B	< 87.0 % – 84.0 %
B-	< 84.0 % – 80.0 %
C+	< 80.0 % – 77.0 %
C	< 77.0 % – 74.0%
C-	< 74.0 % – 70.0%
D+	< 70.0 % – 67.0%
D	< 67.0 % – 64.0%
D-	< 64.0 % – 61.0%
F	< 61.0 % – 0.0%

### Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### Attendance Policy

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's*

*responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

## **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*