

Syllabus for  
**TVF 332—Field Production and Editing**  
3 Credit Hours  
Fall 2014

I. COURSE DESCRIPTION

An in-depth study of field production and editing techniques in television. Students gain new skills and insights to equip them for successful single-camera and multiple-camera remote situations.

Course fee: \$40

In parallel, the course explores the relationship of the Whole Person Concept to television production and how it can be applied to benefit mankind and minister to people.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Understand work principles and techniques of handheld camera operation.
- B. Comprehend production techniques in the production of news packages, field interviews, and feature segments.
- C. Study editing techniques in linear and nonlinear, manual and computer-assisted configurations.
- D. Gain the ability to effectively communicate an idea through single camera field production.
- E. Develop an appreciation for quality single carousel video production as expressed through professional media outlets.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

- 1. Shoot and edit various field production situations.
- 2. Identify and describe EFP equipment in common usage in the broadcast, closed circuit, consumer, and industrial/education industries.
- 3. Identify and demonstrate editing on videotape equipment in common usage in the broadcast, closed circuit, consumer and industrial/educational industries.
- 4. Describe lighting, audio, engineering, and production procedures for remote tapings and telecasts.
- 5. Integrate important concepts embodied in the Whole Person Concept and explore how their implementation can improve student professional performance.
- 6. Explain how the ORU Whole Person Concept is relevant to television production.

- B. Unit Objectives--The following are objectives for lecture and laboratory sessions. Reading objectives will be handed out in class. As a result of successfully completing these units, the student will be able to do the following:

## Unit One—Weeks 1-10

1. Define the following terms: EFP, ENG, Remote, CCTV, Industrial/Corporate TV.
2. List and describe how EFP is used in broadcast stations and production houses.
3. Describe why EFP is necessary and evaluate its effectiveness in various production situations.
4. Describe the criteria for which a scriptwriter determines the need for EFP equipment.
5. Identify, differentiate, and compare color cameras and related camera accessories commonly used in EFP.
6. Define and describe the following: porta-pak, porta-ped, portabrace, body-pod, steady-cam, tripod, tripod-dolly, tee, hi-hat, pistol grip, shoulder pad, back-pack, camcorder, ball and claw head, fluid head, and friction head.
7. Describe principles of hand-held camera operation.
8. Demonstrate hand-held camera techniques in class productions.
9. List and describe elements of quality scripting for news packages and program segments.
10. List and describe 16 goals for ENG shooting.
11. Discuss lighting techniques for ENG/EFP solutions.
12. Define the following terms: standupper, voice-over, nat sound, sequencing, montage, b-roll, set-up shot, sound bite, cut-in, cutaway, pop cut, jump cut, overlapping, matching action, editing in the camera and reaction shot.
13. List and describe three main types of video recording processes.
14. Define and demonstrate the nonlinear editing process.
15. Describe what steps are necessary to plan and execute a videotape editing session.
16. Describe common lighting challenges and solutions for field videography.
17. Describe and demonstrate how to perform the following: Adding a new audio and video track, reassigning tracks, slate, opening/naming bins, recording voice-over, overlay edits, insert edits, moving clips, trimming clips, setting audio keyframings, adjusting audio levels, importing clips, exporting clips, creating titles and simple color correction.
18. Define and describe the following terms: roll through, stop and go, continuity and isolation as they apply to editing videotape.
19. Describe the variables involved in any field production situation.
20. Demonstrate ability to edit on Avid non-linear editing software through the production of a news package.

## Unit Two—Weeks 11-15

1. List and describe items to be included on a production and engineering survey.
2. Diagram the layout of a typical remote TV truck/van.
3. Describe remote television equipment and its special characteristics.
4. Discuss the ingredients for quality production of music videos, documentary and feature production.
5. Describe common audio problems and pitfalls in relationship to EFP/remote production and their remedies.
6. Compare and contrast the advantages of film vs. EFP production.
7. Demonstrate writing, shooting and editing skill in the production of a feature package.
8. Diagram the proper camera placement and shot sequence for the following live televised sports: baseball, basketball, football, hockey, soccer, tennis, boxing, horse and auto racing, bowling, swimming, volleyball, and golf.
9. Define the following: uplink, downlink, TVRO, C-Band, KU-Band, DBS, geosynchronous orbit, transponder, footprint, and fly away dish.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Materials

###### Textbooks

Medoff, N. (2012). Portable Video. 6<sup>th</sup> Edition, Boston: Focal Press. ISBN # 9780240807973

##### B. Optional Materials

###### Other

A list of reserved reading will be handed out in class.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' major.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handles on an individual basis and require a doctor's excuse.
2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
  - a. Inform the professor before the event.
  - b. Arrange to complete missed work within one week.
  - c. Not commit to class performances ( oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
  - d. Present an excuse, signed by the Dean of Arts and Cultural Studies, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Two tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed. LATE WORK AFTER 48 HOURS WILL RECEIVE NO CREDIT.
5. **Literacy**—The Communication, Arts, and Media Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
6. **Whole Person Assessment**—Refer to the Communication, Arts, and Media WPA handbook for policies at (<http://oru.edu>), click on **Academics**, then **WPA**, then **Department Resources**, then **CAM Handbook HTML**.

C. Course Policies and Procedures

1. Evaluation Procedures
  - a. Exams – (50%)  
Exam scores comprise 50% of final grade for the course.
  - b. Projects – (50%)  
Three projects are required of each student. All projects are practical in nature and directly apply to class material. Requirements for each production will be handed out in class. Video Production projects comprise 50% of course grade.
2. Whole Person Assessment Requirements: None

VI. COURSE CALENDAR

DAY/DATE	Lecture/Lab	Production/Deadline	Reading/Quiz/Exam
<b><u>WEEK 1</u></b>			
MON. 8-18-14	Course Overview		Chap. 1
WED. 8-20-14	Camera Orientation		
<b><u>WEEK 2</u></b>			
MON. 8-25-14	Camera Workshop		Chap. 2
WED. 8-27-14	Live Shoot Lecture		
<b><u>WEEK 3</u></b>			
MON. 9-1-14	<b>NO CLASS</b>	<b>LABOR DAY</b>	
WED. 9-3-14	Exam – Chap. 1&2		
<b><u>WEEK 4</u></b>			
MON. 9-8-14	Sound bite Lecture		Chap. 3
WED. 9-10-14	Sound Bite Exercise	<b>Sound Bites Due</b>	
<b><u>WEEK 5</u></b>			
MON. 9-15-14	Field Interview Lecture		Chap. 4
WED. 9-17-14	Exam – Chap. 3&4		
<b><u>WEEK 6</u></b>			
MON. 9-22-14	Field Interview Shoot		Chap. 5
WED. 9-24-14	Editing Demo	<b>Field Interview Due</b>	
<b><u>WEEK 7</u></b>			
MON. 9-29-14	Editing Demo		
WED. 10-1-14	News Package Lecture		Chap. 6
<b><u>WEEK 8</u></b>			
MON. 10-6-14	Shooting Techniques		
WED. 10-8-14	Exam – Chap. 5 & 6		
<b>FALL</b>		<b>BREAK</b>	
<b><u>WEEK 9</u></b>			
MON. 10-20-14	Shooting Techniques		
WED. 10-22-14	CAMPUS REVIVAL	CAMPUS REVIVAL	
<b><u>WEEK 10</u></b>			
MON. 10-27-14	Editing Demo		Chap. 7
WED. 10-29-14	Editing Demo	<b>News Package Due</b>	
<b><u>WEEK 11</u></b>			
MON. 11-3-14	Feature Lecture		Chap.8
WED. 11-5-14	Feature Viewing		
<b><u>WEEK 12</u></b>			
MON. 11-10-14	Lighting Techniques		Chap. 11
WED. 11-12-14	Sports Highlights		
<b><u>WEEK 13</u></b>			
MON. 11-17-14	Color Correction		Chapter 12
WED. 11-19-14	Graphics in Post		
<b><u>WEEK 14</u></b>			
MON. 11-24-14	Exam – Chap. 11 & 12		
WED. 11-26-14	<b>THANKSGIVING</b>	<b>BREAK</b>	
<b><u>WEEK 15</u></b>			
MON. 12-1-14	Satellite Distribution	<b>Feature Due</b>	
WED. 12-3-14	Satellite Distribution		
<b>FINALS WEEK</b>			

**Course Inventory for ORU's Student Learning Outcomes**

**TVF 332—Field Production and Editing  
Fall 2014**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

<b>OUTCOMES &amp; Proficiencies/Capacities</b>		<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		X		
<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	X			
2B	Information literacy			X	
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation		X		
2E	Intellectual creativity		X		
<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship			X	
4E	Leadership capacity			X	