

**City University of Hong Kong
Course Syllabus**

**offered by Department of Media and Communication
with effect from Semester A 2019/20**

Part I Course Overview

Course Title:

Video Production and Editing

Course Code:

COM2303

Course Duration:

One Semester

Credit Units:

3

Level:

B2

Proposed Area:

(for GE courses only)

- Arts and Humanities
 - Study of Societies, Social and Business Organisations
 - Science and Technology
-

**Medium of
Instruction:**

English

**Medium of
Assessment:**

English

Prerequisites:

(Course Code and Title)

None

Precursors:

(Course Code and Title)

None

Equivalent Courses:

(Course Code and Title)

None

Exclusive Courses:

(Course Code and Title)

None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to teach concepts and practices of basic video shooting and editing techniques for mass communication. It provides students with a working knowledge and skills on:

- 1) pre-production preparation including creating a shot list, writing a treatment/proposal, and a storyboard,
- 2) basic concepts of video shooting and operations of professional camera,
- 3) approaches, techniques, and styles of video editing and the operation of video editing software,
- 4) producing video content for various purposes of mass communication, with an emphasis on advertising and news feature.

Students will work on exercises and class assignments to get familiar with the shooting and editing of video content for various mass media outlets.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate knowledge and skills of managing the stages of pre-production, production, and post-production	20%		✓	
2.	Describe the meanings of various shot styles and shot composition and apply the concepts in filming	20%	✓	✓	
3.	Apply various narrative strategies and managing continuity in editing	30%		✓	✓
4	Produce videos content for different purposes of mass communication	30%		✓	✓
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	<ul style="list-style-type: none"> ➤ The process of video production, including pre-production, production, and post-production ➤ Basic concepts and principles of video production and video editing ➤ Professional documents used in video production (treatment, storyboard, and shot list) ➤ Developing video content for various mass communication purposes 	✓						6 weeks
Demonstration	<ul style="list-style-type: none"> ➤ Operation of a video camera and creation of various video shot styles ➤ Operation of portable lighting equipment 		✓					2 Weeks
Demonstration	<ul style="list-style-type: none"> ➤ Use of related software for video editing and production 			✓				2 weeks
Workshop and In-class Consultation	<ul style="list-style-type: none"> ➤ Work on in-class exercises and class assignments 				✓			3 weeks

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Four individual assignments including (1) a shot list for the finale of "The Good, the Bad, and the Ugly" (5%), (2) a storyboard for a short documentary about a person or a subject (10%), (3) a shot list for the individual documentary (5%), and (4) the final edit of the individual documentary (15%)	✓	✓	✓				35%	

In class exercises, attendance, and participation	✓	✓	✓	✓			15%	
<i>A group project on creating a video project</i> 1) Write a treatment to describe the story idea and the issues of the production	✓	✓					10%	
2) Create a storyboard and shot list with the key scenes and corresponding notes on dialogue, sound effects, music, etc.	✓	✓					10%	
3) Produce a video for mass communication and present it in class	✓	✓	✓	✓			30%	
Examination: ____% (duration: , if applicable)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair(C+, C, C-)	Marginal (D)	Failure (F)
<p>1. <u>Individual assignment 1- Shot list creation exercise:</u></p> <p>Create a shot list for the finale of “The Good, the Bad and the Ugly”</p>	1. Presentation, clarity, and accuracy	Shot list is well-written. The descriptions of the shots matches the scene accurately. Shot list is presented in a professional format.	Shot list is presented clearly and in a professional format. The writing and the accuracy of the shots description could be improved.	The work reflects some understanding of the lecture on pre-production, but the writing, format, clarity and accuracy of the work could use much improvement.	Shot list is difficult to comprehend. The work does not demonstrate any understanding of the class content.	Failure to hand in work or work is of extremely poor quality.
<p>2. <u>Individual assignment 2 & 3- Pre-production Documents for Individual Documentary</u></p> <p>Create a shot list and a storyboard for a shot documentary about a person or a subject</p>	1. Presentation and clarity	The documents are well written and well illustrated. The documents contain all essential elements and are free of format errors. The documents are presented extremely clearly and professionally.	Readers have no major difficulties in understanding the storyline based on the documents, but the clarity and the format of the documents could use further improvements.	The work reflects some understanding of the lecture on how to create shot lists and storyboard, but the writing, format, clarity and accuracy of the work could use much improvement.	The work is difficult to comprehend and barely reflects any understanding of the class content on pre-production.	Failure to hand in work or work is of extremely poor quality.
<p>3. <u>Individual assignment 4- Individual Documentary:</u></p> <p>Create a short documentary about a person or a subject.</p>	1. Quality of shots 2. Quality of editing in relation to storytelling	Shots are excellently executed. Shots are well composed, well operated, in focus and properly exposed. Colour balance is correct. Shots were made with clear understanding of story being told. The editing is sensible, coherent, and free of continuity errors. The style and rhythm of the edit works well to tell the story of the documentary. Excellent sound quality.	Shots are excellently executed. Shots are well composed, well operated, in focus and properly exposed. Colour balance is correct. Shots were made with clear understanding of story being told. The editing is relatively coherent and sensible, but there is clear room for improvement. Some continuity errors might be found in the footage. The sound quality might need further improvements.	Shots are adequately executed. Many improvements could be made in terms of composition, operation, focus, exposure, and or colour balance. Shots have been executed with little storytelling intent. The editing serves to tell the story, although much improvement is needed in terms of coherence and continuity.	Quality of shots is very poor. Shots are badly composed, badly operated, out-of-focus and or not colour balanced. No clear storytelling intent can be ascertained by the shots. The editing is rather poor and gets in the way of storytelling. The story is difficult to comprehend because of the number of continuity errors. Poor sound quality.	Failure to hand in work or work is of extremely poor quality

<p>4. <u>Group Project:</u> Choose 1 of 2: Shoot a news feature, or a commercial (Corporate or Public Service Announcement)</p>	<p>1. Treatment (10%) 2. Documentation: Script, Shot List, Storyboard (10%) 3. Final edit and group presentation (30%)</p>	<p>All work is excellently executed. Documents are tidy, legible, precise, attractive and legible. The documentary is well shot, well edited and creative.</p>	<p>All work is well executed but improvements could be made. Documents could be tidier, more legible, more precise, more attractive. The documentary could be better shot, better edited and more creative.</p>	<p>All work is adequately executed but many improvements could be made. Documents could be much tidier, much more legible, much more precise, much more attractive. The documentary could be much better shot, much better edited and more much creative.</p>	<p>All work is of poor quality. Documents are untidy, illegible, imprecise and unattractive. The documentary is badly shot and badly edited and or extremely uncreative.</p>	<p>Failure to hand in work or work is of extremely poor quality.</p>
<p>5. Attendance and In-class participation</p>	<p>1. Completion of in-class exercises 2. Attendance to lectures</p>	<p>All in-class exercises are completed and submitted on time. The quality of work is excellent. The student misses no more than 1 lecture throughout the semester.</p>	<p>Missing 1 in-class exercise or failure to submit 1 in-class exercise on time. The quality of work is good. The student misses no more than 3 lectures throughout the semester.</p>	<p>Missing 2 in-class exercises or failure to submit the exercises on time. The quality of work is adequate. The student misses no more than 5 lectures throughout the semester.</p>	<p>Missing 3 in-class exercises or failure to submit the exercises on time. The quality of work is barely acceptable. The student misses more than 5 lectures throughout the semester.</p>	<p>Failure to hand in any in-class exercise or work is of extremely poor quality. Failure to attend lectures throughout the semester.</p>

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Video production; video formats; shot style; video composition; camera operation; video production equipment; video development; video editing

2. Reading List

2.1 Recommended Readings

*The readings listed below are not required. If students are interested in seeking extra knowledge about the content, the books listed below are recommended sources of information.

1.	Owens, J., & Millerson, G. (2012). <i>Video production handbook</i> (5th ed.). Burlington, NJ: Focal Press.
2.	Diefenbach, D. L. (2008). <i>Video Production Techniques: Theory and Practice from Concept to Screen</i> . New York, NY: Taylor & Francis.
3.	Katz, S. D. (1991). <i>Film Directing Shot by Shot</i> . Studio City, CA: Michael Wiese Productions.
4.	Zettl, H. (2017). <i>Video basics 8 + workbook</i> (8th ed.). Singapore: Wadsworth/Cengage Learning.
5.	Steven D Katz (1991) <i>Film Directing Shot by Shot</i> . Michael Wiese Productions

2.2 Additional Readings

Nil