

## Digital Video | ARTV 1331.6A1

### CREDIT

3 Semester Credit Hours (2 hours lecture, 4 hours lab)

### MODE OF INSTRUCTION

Face to Face

### PREREQUISITE/CO-REQUISITE:

None

### COURSE DESCRIPTION

Producing and editing video and sound for multimedia or web productions. Emphasizes capture, editing, and outputting of video using a digital video workstation.

### COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

- Use digital video capture and output methods.
- Apply appropriate compression schemes for various output.
- Integrate still graphics and animation into a production.
- Apply principles of video production.
- Identify the components of a digital video system.

### INSTRUCTOR CONTACT INFORMATION

Instructor: Susannah N. Dingmon, B.F.A.

Email: [sndingmon@eagle.lit.edu](mailto:sndingmon@eagle.lit.edu)

Office Phone: (409) 247-5328

Office Location: TA4 100B

Office Hours:

| Day       | Morning           | Lunch               | Afternoon         |
|-----------|-------------------|---------------------|-------------------|
| Monday    | 8:00 AM – 9:00 AM | 11:30 AM – 12:00 PM | -                 |
| Tuesday   | 8:00 AM – 9:00 AM | 11:30 AM – 12:00 PM | 2:30 PM – 5:00 PM |
| Wednesday | 8:00 AM – 9:00 AM | 11:30 AM – 12:00 PM | 2:30 PM – 5:00 PM |
| Thursday  | 8:00 AM – 9:00 AM | 11:30 AM – 12:00 PM | -                 |
| Friday    | 8:00 AM – 9:00 AM | 11:00 AM – 3:00 PM  |                   |

### REQUIRED TEXTBOOK AND MATERIALS

- External Drive with a Minimum Storage Capacity of 1TB
  - Do not rely on the computers or strictly cloud services to save your work

Approved: **Initials/date**



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OF TECHNOLOGY**

- Note: You may need to purchase a USB Adapter to plug your hard drive into the school's computers. The port on the school computers are USB C.
- Camera
  - You may use your cell phone.
- Sketchbook and drawing tools
  - There is no particular size of sketchbook or type of drawing tool required. This is to be used as a planning or notetaking tool for projects.

### **ATTENDANCE POLICY**

Regular attendance is expected and encouraged. Attending class is crucial for understanding course material, participating in discussions, and succeeding academically. Your attendance directly impacts your understanding of the material and your ability to engage with the course content.

Attendance is taken at the beginning of each class session. ***Class begins at 12:00 AM***

You are allowed 3 absences over the course of the semester without penalty. These absences can be used for any reason, including illness, personal emergencies, or university-sanctioned events.

If you exceed the allowed absences, your final grade in the course may be negatively affected as attendance counts for 10% of your final grade.

You will be counted absent if you:

- Are not present in class
- Leave class early without instructor permission
- Disappear in the middle of class for a significant length of time

Arriving on time is important. Late arrivals disrupt the class and may be considered an absence if you arrive more than 15 minutes ***(12:15 AM)*** after the class has begun you will be counted late. ***Arriving late 3 times is equal to 1 absence.***

I accept excused absences. If you anticipate missing a class, it is your responsibility to inform me in advance and provide appropriate documentation (e.g., doctor's note, official university communication, obituary). Excused absences are considered during illness, doctor's appointment, bereavement, school official functions, or hazardous weather.

If you have to miss class on the day of critique or when an assignment is due, it is still your responsibility to turn it in on Blackboard. All project details, tutorials, and submission forms will be available to you ahead of time. Late work will not be accepted.

In the event of a class cancellation, you will be notified via Blackboard, Email, and Discord as soon as possible.

**DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

**COURSE CALENDAR – Dates are subject to change with proper notice given.**

| DATE                | TOPIC  | ACTIVITIES  | ASSIGNMENTS<br>(Due on this Date)                                    |
|---------------------|--|---|--|
| 8/26                | <b>Week 1</b><br>Course Overview and Introduction to Digital Video Concepts<br><br>Introduction to Video Cameras and Equipment | Course introduction and syllabus review<br><br>Familiarize students with video cameras and basic capture techniques |  |
| 8/28                | <b>Week 1</b><br>Principles of Video Production  | Lecture on framing, composition, and lighting<br><br>Group discussion on video aesthetics                           |  |
| 9/2<br><br>NO CLASS | NO CLASS   | NO CLASS  | NO CLASS   |
| 9/4                 | <b>Week 2</b><br>Hands-on Workshop: Practicing Camera Techniques   | Students practice framing, lighting, and camera movements   | <b>Assignment</b><br>Review and critique of student practice footage |
| 9/9                 | <b>Week 3</b><br>Introduction to Video Editing Software  | Overview of Video Editing Software  | <b>In class Exercise – Software Tutorial</b><br>Sections 1-2         |
| 9/11                | <b>Week 3</b><br>Basic Editing Techniques  | Develop basic editing skills  | <b>In class Exercise – Software Tutorial</b><br>Section 3-4          |
| 9/16                | <b>Week 4</b>  |   | <b>In class Exercise – Software Tutorial</b><br>Section 5-6, 12      |
| 9/18                | <b>Week 4</b><br>Concept Development and Storyboarding   | Brainstorming session: Generating ideas for ad campaigns  |  |
| 9/23                | <b>Week 5</b><br>Scriptwriting and Planning  | Lecture on scriptwriting basics and formatting  | <b>Assignment</b><br>Storyboards                                     |

|       |   |  |  |
|-------|---|--|--|
|       |   |  | Present initial thumbnails   |
| 9/25  | <b>Week 5</b><br>Shooting the Advertisements                    | Work in class  | <b>Assignment</b><br>Draft of script   |
| 9/30  | <b>Week 6</b><br>Continue production and review initial footage | Work in class  |  |
| 10/2  | <b>Week 6</b><br>Editing the Advertisements                     | Work in class  | <b>Peer Review</b><br>Initial footage  |
| 10/7  | <b>Week 7</b><br>Adding Graphics and Text                       | Introduction to adding text and graphics in editing software | <b>In class Exercise – Software Tutorial</b><br>Section 11   |
| 10/9  | <b>Week 7</b><br>Finalizing Edits                               | Work in Class/Finalize edits for critique                    |  |
| 10/14 | <b>Week 8</b>   | Work in Class  |  |
| 10/16 | <b>Week 8</b><br>Presentation and Critique                      |  | <b>Critique – Project 1 - Advertisements</b><br>Write a brief reflection on the project process and feedback received. |
| 10/21 | <b>Week 9</b><br>Overview of Music Video Production             | Introduce students to music video production and analysis    |  |
| 10/23 | <b>Week 9</b><br>Concept Development and Storyboarding          | Develop concepts and storyboards for music videos            |  |
| 10/28 | <b>Week 10</b><br>Planning and Scripting                        | Lecture on planning and scripting for music videos           |  |
| 10/30 | <b>Week 10</b><br>Prepare for music video shoots                | Work in Class  |  |
| 11/4  | <b>Week 11</b><br>Begin production on music videos              | Work in Class  |  |
| 11/6  | <b>Week 11</b><br>Continued Shooting                            | Work In Class  | <b>Assignment</b><br>Turn in revised print ready-files   |
| 11/11 | <b>Week 12</b><br>Editing the Music Video                       | Begin post-production on music videos                        | <b>In class Exercise – Software Tutorial</b><br>Section 7 - 9  |

|       |  |   |  |
|-------|--|---|--|
| 11/13 | <b>Week 12</b><br>Adding Effects and Transitions     | Adding Effects and Transitions  | <b><i>In class Exercise – Software Tutorial</i></b><br>Section 10, 12  |
| 11/18 | <b>Week 13</b><br>Finalizing Edits                   | Work in Class/Finalize edits for critique   |  |
| 11/20 | <b>Week 13</b><br>Presentation and Critique          |   | <b><i>Critique – Project 2 – Music Video</i></b><br>Write a brief reflection on the project process and feedback received. |
| 11/25 | <b>Week 14</b><br>Overview of Short Film Productions | Introduce students to short film productions and analysis<br>Develop concepts and storyboards for short films |  |
| 11/27 | <b>Week 14</b><br>Short Film (Pre-production)        | Work in class   |  |
| 12/2  | <b>Week 15</b><br>Short Film (Productions)           | Work in class   |  |
| 12/4  | <b>Week 15</b><br>Short Film (Post-productions)      | Work in class   |  |
| 12/9  | <b>Week 16</b><br>Final Presentation and Critique    |   | <b><i>Critique – Project 3 – Short Film</i></b><br>Write a brief reflection on the project process and feedback received.  |

### **COURSE EVALUATION**

Personal growth and development in software usage and familiarity of computer related terminology as well as design will be used to gauge the student's effort into the subject materials. Their level of growth will be a significant variable to the evaluation of the student and their grade. It is expected that each student participates effectively and often during critiques and discussions. A well thought out idea shall be researched and understood by the student so that they will defend their choices in their works during critique while accepting constructive criticism from their peers.

Final grades will be calculated according to the following criteria:

|                           |     |
|---------------------------|-----|
| Project 1 – Advertisement | 20% |
| Project 2 – Music Video   | 20% |
| Project 3 – Short Film    | 20% |

|                             |     |
|-----------------------------|-----|
| Assignments & Exercises     | 15% |
| Peer Review (Soft Critique) | 15% |
| Attendance                  | 10% |

### **GRADE SCALE**

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F

### **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

### **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

### **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### **AI Statement**

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected

careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI / ChatGPT in their courses.

## **My Policies on AI**

### **1. Permitted AI Usage**

- a. Idea Generation
  - i. You may use AI to brainstorm ideas, generate mood boards, or explore visual concepts as a starting point for your work.
- b. Technical Assistance
  - i. AI may be used for tasks like resizing, color correction, or automating repetitive tasks within design software.
- c. Inspiration and Reference
  - i. You can consult AI-generated content for inspiration or references, but the final design should be significantly altered to reflect your own creativity.

### **2. Transparency and Disclosure**

- a. Citing AI Tools
  - i. Clearly indicate which AI tools were used and for what purpose.
- b. Process Documentation
  - i. In your project documentation, explain how AI contributed to your design and what manual changes or creative decisions you made.

### **3. Ethical Considerations**

- a. Overreliance
  - i. Excessive dependence on AI to generate designs, without meaningful human input or creative direction, is not permitted. The goal is to develop your design skills, not to replace them.
- b. Bias and Fairness
  - i. AI can perpetrate bias and stereotypes depending on the data it is fed. Strive for diversity and inclusivity.
- c. Copyright
  - i. Passing off an image made wholly by AI as completely your own is unethical. AI is a tool meant to support, not replace.

## **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these

emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## **ADDITIONAL COURSE POLICIES/INFORMATION**

### **How to submit projects**

Assignments are to be turned in via Blackboard following a prescribed naming convention and save format that will be outlined in the project brief and the assignment submission folder. If a project requires a physical submission then you submit files to Blackboard and provide the physical project to me directly. It will be returned when grades are posted.

### **Missed or Late Work**

All assignments are due on the specified date and time as indicated in the course syllabus or assignment instructions. Timeliness is an important professional skill. Adhering to deadlines helps prepare you for future professional environments and responsibilities.

Technical problems (e.g., computer malfunctions, internet outages) are not considered valid reasons for a late submission unless they are widespread and affect multiple students. It is your responsibility to back up your work and ensure you have a reliable means of submission.

### **Critique**

Projects will be turned in within 30 minutes of class time start, then critique will start. **If your project is not submitted by 9:30 AM your work is counted as late and you will not receive full credit.**

#### Critique Rules

1. Be ready with your work
  - a. Critiques are a learning environment the readier your work is the more feedback you are able to receive for improvement.
2. Be ready to say something about your work
  - a. Describe your concept - what inspired you to create your piece, why do you think it fits the brief? Don't "poison the well" with what you think you did wrong, present your piece as if talking to a client.
3. Invite constructive criticism
  - a. Ask questions, such as, what do you think is the least successful part of my design? Where do you think I can make improvements?
4. Keep an open mind and avoid being defensive
  - a. Feedback is to help you improve, but it allows you to learn the perceptions of others to adjust how your design communicates to others. Feedback are also suggestions for improvement, not condemnation of you've done something wrong.
5. Don't take it personally
  - a. You are not your artwork. If your piece does not communicate the way you intended it is not the end of the world as you have learned the view point of an



audience. The lack of success in a design does not equate to the lack of success to you as an individual.

6. Takes notes or have someone take notes for you
  - a. If you would like to record audio feedback that is acceptable as long as you voice the request to record the session to the class.
7. Be positive and polite
  - a. We are professionals. When giving feedback touch on what you believe works and what doesn't. Do not launch into problem solving mode when delivering feedback, ask first, "May I make a suggestion?"
8. Critiques are suggestions, not the final say
  - a. Not every idea is a good one or you may end up with conflicting ideas when you receive feedback. I suggest you listen to feedback, but you do not have to implement every single actionable item that is discussed. Choose how you want to revise your piece.

### **Scholastic Dishonesty**

A student attending LIT assumes responsibility for conduct compatible with the Academic Honesty statement in the LIT handbook. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examination, placement assessments, tests, quizzes, and evaluations. Plagiarism, copyright infringement, trademark infringement, or cheating, in any form, IS NOT acceptable. You instructor reserves the right to check any and all submitted work for plagiarism.

### **Cell Phone Policy**

Cellphones and other electronic devices must be turned off while in class or used only with permission of the instructor.

### **Computer Requirements**

Computer lab hours will be allotted to the students for the completion of classroom assignments and projects so please use your time wisely while on campus. Please bring a personal set of headphones to use when reviewing lesson tutorials/working ahead. Adobe Creative Cloud can be accessed on your personal home computer as well, but you will need to meet minimum application specifications for the programs to run properly. Problems with your personal devices are not the instructor's responsibility.

### **Computer Literacy**

It is expected that you have working knowledge of basic computer skills. These skills include but are not limited to powering up your computer, uploading and downloading files, opening and closing web browsers and programs, saving your work, knowing the difference between hardware and software. These concepts will not be taught in this course.

### **Classroom Policies**

1. Food and bottled drink are allowed but keep them away from the computers.

2. Internet Usage – Students are expected to use proper net etiquette while participating in course emails, assignment submissions, and online discussions.
3. Headphones are encouraged if you are watching videos or listening to music, but during lecture/tutorials please take them off. If you require headphones for sensory purposes notify me ahead of time.

### **Netiquette (Online Etiquette)**

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing emails or when taking part in collaborative and discussion board activities.

#### **General Guidelines to Respect All Participants**

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

#### **Guidelines When Communicating with Others (Email, Discussions, Blogging, and etc)**

- Always sign your name to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting)
- Re-read your postings before sending them.
- Always think before you write.
- Respond carefully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use appropriate business language at all time. (No text lingo)

### **Instructor Communication**

For all forms of communication with me (Email and Phone calls):

Please allow 24-hours for me to get back to your inquiry. Note: If you email or leave me a message on Friday, I will get back to you Monday morning.

### **Discord Communication**

The graphic design program has a discord channel for students to communicate with each other outside of school. You can post memes, videos, artwork, birthdays, etc.

### **Graphic Design Organization**

We do have an organization known as LGA or Lamar Graphics Association. It is a student-led organization that encourages creativity and fostering a community with other designers. This organization is how the program fundraises so we can take trips to design studios or events held in Houston. If you'd like to join you can speak to me or to the group's President Isabel or Representative Mia.

### **Optional Material Resources**

The following resources are not required for this course, but will give you a more in-depth understanding in regard to subject matter will be covering.

#### Textbook

Multimedia Storytelling for Digital Communicators in a Multiplatform World 2<sup>nd</sup> Edition  
ISBN: 9781138332560

#### AIGA membership - *\$50/year for students*

AIGA is the professional association for design. This membership will give you opportunities to have your portfolio reviewed, invites to design conferences, and access to other creative professionals.

\*\*\*I reserve the right to make adjustments to the syllabus with proper notice to students.\*\*\*