Scare me, Teach me, or Make Me Laugh: Introduction to Video Editing

Instructors of Record: Liz Holdsworth and Alison Valk

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Mini-mester: Session 3 MWF 10:10- 11:00   Library Classroom – Crosland Tower 2130

Description: *Scare me, Teach me, or Make Me Laugh: Introduction to Video Editing* is an introductory course that will cover video as a mode of expression and communication, as well as basic video production and editing techniques. Being able to communicate through this medium gives the student another mechanism or tool for self- expression, whether they want to document their research practices or become a film maker. Applicable in many disciplines, students will begin the course analyzing existing videos, movies, and other media by participating in discussion-based activities in order to reflect on the techniques and methods observed. The course will also address using pre-existing content or resources in novel productions and fair-use. Moving from theory into practice, students will learn techniques such as storyboarding, framing, and the basics of composition. The course will provide practical technical skills in video editing and audio editing utilizing iMovie, Adobe Premiere, Audacity, Audition or similar tools. By the end of the semester, students will have created their own short film or video in the genre of their choice. Video production and editing equipment is provided by the Georgia Tech Library, but students can bring their own resources if preferred.

Learning Objectives: Upon successful completion of *Scare me, Teach me, or Make Me Laugh: Introduction to Video Editing*, you will:

1. Demonstrate a basic understanding of visual composition
2. Identify unique and defining characteristics of specific video genres
3. Develop a basic storyboard or visual narrative for chosen topic
4. Demonstrate competency in the technical aspects of video production

Genres:

Fiction:

- Horror
- Comedy
- Romance

Non-fiction:

- Documentary
- Tutorial /Educational
- Call-to-action/PSA

Grading:

200 points - Attendance and meaningful participation

200 points - Storyboarding design activities and final storyboard

100 points - In-class reflections

200 points - Quiz and/or weekly activity over 5 weeks

300 points - Final video

Course schedule:

Week	Dates	Theme
Week 1	Oct. 28 – Nov. 1	Reflection and genre
Week 2	Nov. 4 – Nov. 8	Genre reflections
Week 3	Nov. 11 – Nov. 15	Storyboarding
Week 4	Nov. 18 – Nov. 22	Creating and using content
Week 5	Nov. 25 – Nov. 29	Editing
Week 6	Dec. 2 – Dec. 3. 4	Final project

Textbook:

Resources available through the Georgia Tech Library.

1) Grammar of the Shot – Thompson and Bowen, 4th edition

https://gatech-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01GALI_GIT_ALMA51313443090002947&context=L&vid=01GALI_GIT&search_scope=default_scope&tab=default_tab&lang=en_US

2) Additional readings and articles TBD (*will be available through the GT library*)
3) Safari Books Online
    a. https://learning.oreilly.com/home/
4) Lynda Tutorials:

    lynda.gatech.edu

5) Equipment: Available in Library Gadgets.

    https://www.library.gatech.edu/gadgets

** Access to e-resources can be facilitated through use of campus VPN

https://faq.oit.gatech.edu/content/how-do-i-get-started-campus-vpn

Course deliverables

1) **Genre reflection** – Most video content belongs to certain genres and adhere to its conventions. Which genre most attracts you as a film maker? What conventions are effective for you? Which might you subvert? What are examples of these conventions?
2) **Storyboard** – The vast majority good video content requires some pre-planning; few successful movies are entirely improvised. What are the key visual elements of the story you want to tell, and what is their sequence?
3) **Final video** – You have created a story, and now your visual narrative is ready to be enjoyed by others.
    a. Artist's statement – What are you trying to achieve as an artist? What may help the viewer better understand your work? What is the purpose of the video and what are you trying to communicate?
4) **In-class activities**-
    a. Each class period will center around a participatory activity. Examples may include reflections on readings, video discussions, equipment testing/ experimentation, and draft narratives. These class activities will contribute to the total activity and attendance points.

Registration Information:

GT 2801 B (92214)

GT 3801 B (92215)

GT 4801 B (92216)

Honor Code and ADA Accommodations

Academic Honor Code:

http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code

"Having read the Georgia Institute of Technology Academic Honor code, I understand and accept my responsibility as a member of the Georgia Tech community to uphold the Honor Code at all times. In addition, I understand my options for reporting honor violations as detailed in the code."

Institute Attendance Policy:

http://www.catalog.gatech.edu/rules/4/

Scare me, Teach me, or Make Me Laugh: Introduction to Video Editing is most beneficial to students when they attend scheduled group meetings and program activities. As such, attendance is significant a graded component of the program and will count towards the pass/fail course grade.

Diversity and Disability Statement:

Georgia Tech values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students with disabilities should contact the Office of Disability Services to discuss options of removing barriers in this course, including accommodations. ODS can be reached at 404.894.2563, dsinfo@gatech.edu, or disabilityservices.gatech.edu.