

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 04/16/20 Date revised 10/26/22

4. Department/discipline: Multimedia Production

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Video Production  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: MMP 8. Course Level: 1080

9. Number of Credits: Lecture 1 Lab 2

10. Control Number (on site) 20 Control Number (online) 20

11. Catalog/Course description:

Video Production focuses on both the editorial content and the technical skills needed to produce quality video programs used in artistic websites, news bulletins, documentaries, public service announcements, advertisements, and other video productions. Students will learn about the legal, moral, and ethical aspects involved in the artistic and imaginative approach to four interconnected styles of video production – journalism, public relations, marketing, and art. The goal is to expand the student’s media literacy while they gain practical skills in effective communication using the medium of video. (Prerequisite: MMP/AMIN 1065 or instructor’s consent).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses  
Prerequisite(s): MMP/AMIN 1065 Introduction to Digital Storytelling or instructor’s consent.  
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Access to video camera provided by ODAS Studio and computers with Adobe Premiere Pro software.

Recommended reading is Video Production Handbook by Jim Owens.

Recommended viewing:

- Adobe tutorials on how to edit in Premiere Pro.
- PBS News Hour for Journalism
- current political TV advertisements for Public Relations
- current TV product advertisements for Marketing
- creative independent video documentaries for Art

Special effort will be made to include materials that focus on Indigenous issues.

**14. Course Content** (Provide an outline of major topics covered in course)

- Historical overview, invention and applications of film and video
- Film vs. digital equipment and the necessary technical skills to operate
- Function and use of automatic settings in recording video
- Function and use of creative settings in recording video
- Technical skills needed for video editing
- Composition, framing, lighting, background, sequences in video recording and editing
- The role of audio in video production
- Reality-based vs. abstract video recording and editing
- Consent forms, copyright issues, and digital distribution methods
- Artistic applications of editorial content and technical skills
- Create a portfolio showcasing original video productions

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

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

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Coordinate and manage the production of a student video	A	1, 2
Incorporate graphic and audio elements by collaborating effectively with peers to handle all technical and editorial aspects of a video production	A, B	1, 5
Transfer and capture digital video and audio from various cameras and external devices	A, B, D	1, 4, 7
Edit and compress video for use in various delivery modes of digital media	A, C, D	1, 3, 6

using video editing software		
Evaluate video projects, identify items for improvement, and implement changes.	C, D	4, 7
Explain the storytelling role video production plays in society and the rhetorical power of stories to inform, to persuade, and to entertain by recognizing the power of visual images and the ethical responsibility of video producers to treat their subjects and audience with respect.	B, D	3, 6

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

           Yes   X   No

Provide the required documentation to show course meets required licensing/certification standards.

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