

Reedley College

Proposed Course Modification

Course # / Title ART 44 Digital Video Editing

CHECK OFF SHEET

PRELIMINARY STEPS. Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
2. List term for implementation of modifications:
 X Fall 2010 Spring _____ Summer _____
3. Check one:
Do not complete Fresno City College course alignment page if:
_____ No similar course or program at FCC.
_____ Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:

- _____ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
- _____ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

4. Changes sought in the following:

CSU General Education Code	Yes	_____	No	_____
Transfer Baccalaureate List	Yes	_____	No	_____

If yes to either, schedule an appointment with the Articulation Officer

5. Changes sought in number of repeats for credit:

_____ Yes
_____ No

If yes, secure a **Course Repetition** form from the Curriculum Office.

PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

FINAL steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.

_____ Yes _____ No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College
PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

OUTLINE. Please fill in current existing course number, title, and units for course to be modified.

Department Fine Arts and Social Sciences Course No. ART 44
 Course Title Digital Video Editing Units 3.0
 Effective Date Fall 2010

**A. PROPOSED CHANGES.
(Indicate below all proposed changes to be made in the course outline.)**

I. Cover Page

- | | |
|---|--|
| <input type="checkbox"/> 1. Course ID
<input type="checkbox"/> 2. Course Title
<input type="checkbox"/> 3. Units
<input type="checkbox"/> 4. Lecture/Lab Hours
<input type="checkbox"/> 5. Grading Basis
<input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories
<input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills)
<input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category
<input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU)
<input type="checkbox"/> 11. Repeatability
<input type="checkbox"/> 12. Catalog Description |
|---|--|

Other pages

- | | |
|--|---|
| <input type="checkbox"/> II. Course Outcomes
<input type="checkbox"/> III. Course Objectives
<input type="checkbox"/> IV. Course Content Outline
<input checked="" type="checkbox"/> V. Approved Readings | <input type="checkbox"/> VI. Methods of Grading
<input type="checkbox"/> VII. Levels of Educational Materials
Additional Pages (optional depending on course)
<input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |
|--|---|

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II.	See outline. Changes are highlighted.	See outline.	Consolidation of Student Learning Objectives.

(Additional sheets may be attached if necessary.)

C. EXPLANATIONS. If course modification results in changes in the program which will require use of the program description form, please give rationale.

Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.

Reedley College

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: ART 44

Course Title: Digital Video Editing

Effective Date: Fall 2010

1. Submitted By: Janice Ledgerwood Date: 03/12/10

2. Reviewed by Department: Janice Ledgerwood Date: 03/12/10
Department Chair's Signature
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: _____ Date: _____
Dean's Signature

4. Approved by Curriculum Committee on: _____
Date

Curriculum Committee Chair Date

Vice President of Instruction Date

5. Reviewed by Articulation Officer: _____ Date: _____

CSU GE Code submitted for articulation: _____



CREDIT COURSE OUTLINE

I. COVER PAGE

(1)
Course ID: ART 44

(2)
Course Title: Digital Video Editing

(3)
Units: 3.0

<p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: right;">Total Course Hours</td> <td style="width: 30%; text-align: right;">Total Lec hours:</td> <td style="width: 40%; text-align: center; border: 1px solid black;">2</td> </tr> <tr> <td></td> <td style="text-align: right;">Total Lab hours:</td> <td style="text-align: center; border: 1px solid black;">4</td> </tr> </table> <p>Lec will generate _____ hour(s) outside work Lab will generate _____ hour(s) outside work.</p>		Total Course Hours	Total Lec hours:	2		Total Lab hours:	4	<p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; text-align: right;">Degree applicable:</td> <td style="width: 30%; text-align: center; border: 1px solid black;">X</td> </tr> <tr> <td style="text-align: right;">Non-degree applicable:</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="text-align: right;">Pre-collegiate basic skills:</td> <td style="border: 1px solid black;"></td> </tr> </table>		Degree applicable:	X	Non-degree applicable:		Pre-collegiate basic skills:	
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<p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; text-align: right;">Grading scale only</td> <td style="width: 40%; border: 1px solid black;"></td> </tr> <tr> <td style="text-align: right;">Pass/No Pass option</td> <td style="text-align: center; border: 1px solid black;">X</td> </tr> <tr> <td style="text-align: right;">Pass/No Pass only</td> <td style="border: 1px solid black;"></td> </tr> </table>		Grading scale only		Pass/No Pass option	X	Pass/No Pass only		<p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border: 1px solid black;"></td> <td style="width: 30%; border: 1px solid black;"></td> </tr> <tr> <td style="text-align: right;">General education category:</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="text-align: right;">Major: _____</td> <td style="border: 1px solid black;"></td> </tr> </table>				General education category:		Major: _____	
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Major: _____															
<p>(6) Basic Skills Prerequisites: Eligibility for ENGL 125, ENGL 126 and MATH 101.</p>		<p>(10) CSU: Baccalaureate: X</p> <p>(11) Repeatable: (A course may be repeated three times) 3</p>													
<p>Basic Skills Advisories:</p>		<p>For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: 1px solid black;">New</td> <td style="width: 15%; border: 1px solid black;"></td> <td style="width: 15%; border: 1px solid black;">Mod</td> <td style="width: 15%; border: 1px solid black;"></td> <td style="width: 40%; border: 1px solid black;">Effective Date:</td> </tr> </table>		New		Mod		Effective Date:							
New		Mod		Effective Date:											
<p>(7) Subject Prerequisites (requires C grade or better):</p>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border: 1px solid black;">SAM Priority:</td> <td style="width: 40%; border: 1px solid black;">DATATEL ID:</td> </tr> <tr> <td style="border: 1px solid black;">Unit Code:</td> <td style="border: 1px solid black;">TOPS Code:</td> </tr> <tr> <td style="border: 1px solid black;">Reporting ID:</td> <td style="border: 1px solid black;">Date Reporting ID Assigned</td> </tr> </table>		SAM Priority:	DATATEL ID:	Unit Code:	TOPS Code:	Reporting ID:	Date Reporting ID Assigned						
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Replaced by:															
Date:															
<p>(12) Catalog Description:</p> <p style="background-color: yellow;">This course is an introduction to digital video editing on the computer. Topics such as modern film theory, film treatments, framing shots, timing and transitions, and other pre- and post-production skills are also covered.</p>															

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Create a portfolio of short films and film clips demonstrating a basic level proficiency in course medium addressing issues of form and content.
- B. Demonstrate comprehension of the visual vocabulary of film editing through the creation of short films and film clips.
- C. Critique various films.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- A. Develop knowledge of video editing software and demonstrate working techniques in pre-production, production, editing, transitions, filters and post-production video projects.
- B. Complete projects that include using the above program skills, story-boarding techniques, research, generation of video images, editing, transitions and filters.

IV. COURSE CONTENT OUTLINE:

- A. Pre-production
 - 1. Story boarding
 - 2. Creating an idea
- B. Production
 - 1. Working with projects
 - a. project settings
 - b. customizing a project
 - c. printing window contents
 - d. understanding palettes
 - 2. Preparing and importing source clips
 - 3. Editing video
 - a. using the monitor window
 - b. using controllers
 - c. using the timeline
 - d. using tracks
 - e. editing in and out points
 - f. linking video and audio clips
 - 4. Transitions
 - 5. Mixing audio
 - 6. Creating titles
 - 7. Superimposing and transparencies
 - 8. Animating a clip
 - 9. Filters
- B. Post-production
 - 1. Producing final video
 - a. output settings
 - b. compression
 - c. internet videos
 - d. DVD authoring

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

A. Sample Text Title:

- *Final Cut Pro 5 Hands on Training*, Larry Jordan, ISBN 0321375718, 2005.
- *Final Cut Pro 5*, Diana Weynard, ISBN 0321334817, 2005.
- *Final Cut Pro 6 Visual Quickstart Guide*, Lisa Brenneis, ISBN 0321502698, 2008.

B. Other Readings:

- *The Encyclopedia of Visual Effects*, Damian Allen and Brian Connor, ISBN 0321303342, 2007.
- *The Encyclopedia of Color Correction*, Alexis Van Hurkman, ISBN 0321432312, 2007.

<input checked="" type="checkbox"/>	Global or international materials or concepts are appropriately included in this course
<input type="checkbox"/>	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

The multi-cultural world is examined through the language of film, filmmaking, and storytelling produced by various cultures and sub-cultures. The skills of the student to effectively produce a digital film are fostered and developed in reference to a multi-cultural world.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

A. Writing			
<i>Check either 1 or 2 below</i>			
	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
<input checked="" type="checkbox"/>	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a. essay exam(s)		d. written homework
	b. term or other papers(s)		e. reading reports
	c. laboratory reports		f. other (specify)

Required assignments may include but are not limited to the following:

B. Problem Solving			
1. Computational or non-computational problem-solving demonstrations, including:			
<input checked="" type="checkbox"/>	a. exam(s)		d. laboratory reports
<input checked="" type="checkbox"/>	b. quizzes		e. field work
	c. homework problems		f. other (specify) video production assignments

Required assignments may include, but are not limited to the following:

1. Students will create video editing projects which include preparing and importing source clips, editing video, adding transitions, mixing audio, creating titles, using transparency, animating a clip, applying video filters and producing a final video.
2. Software navigational exams will be given which require students to achieve the completion of a short video project by using the software without assistance. This ensures that students are able to apply necessary navigational trial-and-error process skills in solving step-by-step problems.
3. Written tests and quizzes are given.

C. Skill demonstrations, including:			
X	a. class performance(s)	X	c. performance exam(s)
	b. field work		d. other (specify)

Required assignments may include, but are not limited to the following:

1. Demonstration of effective use of interactive compositional skills occur during daily lab practice with the manipulation of video footage, digital images and sound.
2. Computer performance exams measure students skill mastery.
3. Group critique sessions offer students a model and practice of effective use of vocabulary in the analysis of video projects.
4. Daily classroom assignments address skill development in digital video software use and basic computer concepts.

D. Objective examinations, including:			
X	a. multiple choice		d. completion
X	b. true/false		e. other (specify)
X	c. matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Exams, major projects, written assignments	50%
Projects, tutorials, exercises	50%

FOR DEGREE APPLICABLE COURSES

Course ID: ART 44

Course Title: Digital Video Editing

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	Yes	No
Textbook	X	
Reference materials	X	
Instructor-prepared materials	X	
Audio-visual materials	X	

Indicate method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	
Used grading provided by publisher	
Other: (please explain; relate to Skills Levels)	

Computation Level (Eligible for MATH 101 level or higher where applicable)	X	
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	X	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	X	
Requires independent thought and study	X	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	X	
List of Reading/Educational Materials		
<ul style="list-style-type: none"> • <i>Final Cut Pro 5 Hands on Training</i>, Larry Jordan, ISBN 0321375718, 2005. • <i>Final Cut Pro 5</i>, Diana Weynard, ISBN 0321334817, 2005. • <i>Final Cut Pro 6 Visual Quickstart Guide</i>, Lisa Brenneis, ISBN 0321502698, 2008. 		
Comments:		
	This course requires special or additional library materials (list attached).	
X	This course requires special facilities: <i>Computer lab with specifications which meet software requirements</i>	

TARGET COURSE

ART 44

Digital Video Editing

Number

Title

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>Math Skills (eligibility for Math 101) (as outcomes for Math 250)</p> <p><input checked="" type="checkbox"/> Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p><input checked="" type="checkbox"/> Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p><input checked="" type="checkbox"/> Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p><input checked="" type="checkbox"/> Applying the operations of integers in solving simple equations.</p> <p><input checked="" type="checkbox"/> Converting between the metric and English measurement systems</p>	<ol style="list-style-type: none"> 1. Ability to understand and calculate file sizes for use in scanning and printing. 2. Ability to relate measurements and percentages to megabytes and pixels per inch. 3. Ability to calculate relative proportions of various images to one another.
<p><u>Reading Skills</u> (eligibility for English 126) (as outcomes for English 262)</p> <p><input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><input checked="" type="checkbox"/> Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.</p> <p><input checked="" type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> 1. Ability to comprehend the material in college level tutorial text. 2. Ability to understand technical terms and their use. 3. Ability to interpret written directions into visual applications.
<p><u>Writing Skills</u> (eligibility for English 125) (as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><input checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.</p> <p><input checked="" type="checkbox"/> Combining sentences using coordination, subordination, and phrases.</p> <p><input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> 1. Ability to write college level reports. 2. Ability to express in writing information learned from lectures and tutorials. 3. Ability to relate computer information and terms into written form.

Check the appropriate spaces.

Eligibility for Math 101 is **advisory** for the target course.

Eligibility for English 126 is **advisory** for the target course.

Eligibility for English 125 is **advisory** for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

Content review completed by

Janice Ledgerwood

Date 03/12/10

TARGET COURSE

ART 44

Digital Video Editing

Number

Title

CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

COLUMN 1: Concepts, Skills, Kinds of Knowledge	COLUMN 2: Specifically how this is necessary in the target course
<p>(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.) Name of prerequisite or advisory course: <u>ART 37a</u> Concepts, skills, etc. (List these.)</p> <ol style="list-style-type: none"> 1. Introduction to the computer, knowledge and understanding of navigating, file management (resolution and file size), saving 2. Discuss basic concepts of computer imaging: <ol style="list-style-type: none"> A. Visual elements and principles of design B. Applications of computer technology 3. Demonstrate an understanding of bitmap and vector images 4. Demonstrate understanding of image composition as a process involving idea (planning and technique), skill and evaluation <p><u>ART 38</u> Concepts, skills, etc. (List these.)</p> <ol style="list-style-type: none"> 1. Introduction to the computer, knowledge and understanding of navigating, file management (resolution and file size), saving 2. Discuss basic concepts of computer imaging: <ol style="list-style-type: none"> A. Visual elements and principles of design B. Applications of computer technology 3. Demonstrate an understanding of bitmap and vector images 4. Demonstrate understanding of image composition as a process involving idea (planning and technique), skill and evaluation 	<ol style="list-style-type: none"> 1. Video projects in ART 44 are of a more advanced nature and built upon principles taught in ART 37A or 38. 2. New vocabulary and concepts in ART 44 reinforce and develop further the foundational understanding of the digital software programs taught in ART 37A or ART 38. 3. Digital video editing involves the integration and advanced use of bitmap images. 4. Non-linear digital video editing involves the integration and composing of both moving and still images. <p>See above.</p>

If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.

Advisory course(s): _____

Content review completed by Janice Ledgerwood 03/12/10
Signature(s) Date

Vice President of Instruction's Signature _____ Date

Please forward this completed form to the Curriculum Committee.

REQUEST FOR COURSE REPEATABILITY
(For reasons other than alleviating substandard work)

Course ID: ART 44	Course Title: Digital Video Editing	Date: 03/25/09
Number of times course may be repeated, excluding initial enrollment (1, 2, or 3):		3
or		
Maximum units to which course may be repeated, including initial enrollment:		
The following information is required under Title V, Part VI, Section 58161		
<p>1. Explain how the course content differs each time it is offered:</p> <p>Digital imaging software is highly complex and can take years to master. Working with the software is somewhat like looking through a kaleidoscope: with every push of a button, new possibilities become apparent. For that reason, there is unlimited potential for continuous expansion of course content and/or new project development using previously assimilated content knowledge.</p>		
<p>2. Using reasons "A" or "B" listed below, explain how the student, by repeating this course will gain an expanded educational experience (A or B):</p>		
	<p>A. Skills or proficiencies are enhanced by supervised repetition and practice within class periods. Explanation:</p>	
<p>Because of the complexity of the software and the unlimited potential for generating new images, repetition of course content is an expanded educational experience.</p>		
	<p>B. Active Participatory experience in individual study or group assignments is the basic means by which learning objectives are attained. Explanation:</p>	
<p></p>		