

# COURSE SYLLABUS

<b>Course Title:</b>	Writing with Video		<b>Date submitted:</b>	Spring 2014 (AAC: 14-23)	
<b>Department:</b>	Art and Media				
<b>Curriculum:</b>	New Media				
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101) <table border="1"><tr><td>NMC*220</td></tr></table>		NMC*220	<b>Prerequisites:</b> C- or better in New Media Perspectives (NMC*101) and C- or better in Composition (ENG*101), or permission of Department Chair.	
	NMC*220				
	<b>Course Type:</b> <table border="1"><tr><td>L</td></tr></table> <p>A: Clinical B: Lab D: Distance Learning                  I: Individual/Independent L: Lecture N: M: Seminar Internship                  P: Practicum U: Studio                  X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio</p>		L		
	L				
	<b>Elective Type:</b> <table border="1"><tr><td>FA/G/HU/LAS</td></tr></table> <p>AH: Art History E: English FA: Fine Arts FL: Foreign Language                  G: General HI: History HU: Humanities LAS: Liberal Arts &amp; Sciences M: Math S: Science SS: Social Science</p>		FA/G/HU/LAS	<b>Corequisites:</b> None	
	FA/G/HU/LAS				
	<b>Credit Hours:</b> <table border="1"><tr><td>3</td></tr></table>		3		
	3				
	<b>Developmental:</b> (yes/no) <table border="1"><tr><td>No</td></tr></table>		No		
	No				
Lecture: <table border="1"><tr><td>3</td></tr></table>		3			
3					
Clinical: <table border="1"><tr><td>0</td></tr></table>		0			
0					
Lab: <table border="1"><tr><td>0</td></tr></table>		0			
0					
Studio: <table border="1"><tr><td>0</td></tr></table>		0			
0					
Other: <table border="1"><tr><td>0</td></tr></table>		0			
0					
<b>Contact Hours:</b> <table border="1"><tr><td>TOTAL: 3</td></tr></table>		TOTAL: 3	<b>Other Requirements:</b> None		
TOTAL: 3					
<b>Class Maximum:</b> <table border="1"><tr><td>20</td></tr></table>		20			
20					
<b>Semesters Offered:</b> <table border="1"><tr><td>F/S/Su</td></tr></table>		F/S/Su			
F/S/Su					
<b>Ability-Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.				
<b>Catalog Course Description:</b>	This course engages students in a comprehensive exploration of video as a rhetorical narrative medium, with emphasis on the actual production of video work. Directed writing is integrated into all aspects of the production process — brainstorming and conceptualization, drafting and storyboarding, revision, and critique. Writing is positioned as an integral part of the process of thinking, problem solving, and creating.				
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>1. Introduction to Writing With Video                         <ol style="list-style-type: none"> <li>a. Introduction to the Course</li> <li>b. Literacy Project, Software Demo</li> <li>c. Video Manifestos, Process Writing</li> <li>d. Motif Introduction, Critique, Process Writing</li> <li>e. Motif Project</li> </ol> </li> <li>2. Writing to Video                         <ol style="list-style-type: none"> <li>a. Aesthetic Writing</li> <li>b. Sound, Introduction to Audacity</li> </ol> </li> </ol>				

	<ul style="list-style-type: none"> <li>C. Writing to Video Project</li> <li>3. Representing Others             <ul style="list-style-type: none"> <li>a. Ethics of Representation</li> <li>b. Proposals Due, Conferences</li> <li>c. Rough Cuts</li> <li>d. Representing Others Project</li> </ul> </li> <li>4. Visual Argument             <ul style="list-style-type: none"> <li>a. Proposals Due, Conferences</li> <li>b. Visual Argument Project</li> <li>c. Final Reflection</li> </ul> </li> </ul>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <p><b>Problem Solving</b> C. Articulates processes for solving problems Level 3: Applies a discipline-based problem solving technique</p> <p><b>Project Building</b> A. Develops and follows production processes, sequences, and techniques Level 3: Develops and applies a process to a specific project and connects that process to a project's outcome</p> <p><b>New Media Literacy</b> B. Effectively communicates new media concepts, experiences, and their contexts Level 3: Describes, evaluates, and compares using research processes D. Conceptualizes and manipulates patterns Level 2: Recognizes the connection between patterns and reasonable responses to them</p> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>1. <b>Aesthetic Dimensions</b> - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.</p> <p><b>Demonstrates:</b> Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.</p> <p><b>Does Not Demonstrate:</b> Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <p><b>Motif:</b> Create a 1 minute video that communicates a clear motif that is organized and cohesive.</p> <p><b>Media Literacy:</b> Create a video between 1-3 minutes that explores what the term "media literacy" means. The finished video should clearly communicate your ideas and what you have discovered.</p> <p><b>Visual Writing:</b> Create a video between 1-3 minutes that recalls a personal experience. The purpose is to recreate the scene and its emotional content.</p> <p><b>Documentary:</b> Create a 5 minute video that presents an objective document of someone, someplace, or something that you know little about.</p>

	<p>Visual Argument:                  Create a 5 minute video that seeks to take a position, point of view that is intended to persuade and convince.</p> <p>Written journal entries accompany all projects.                  #3 requires the assignment be written first then re-mediated into video                  Research required for #s 4 &amp; 5                  All assignments require a brief oral introduction/overview</p>
<p><b>Instructional Resources:</b></p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: None                  Desired: None</p>
<p><b>Textbook(s)</b></p>	<p>Refer to current academic year printout.</p>