

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: COMM 110

Year: 2021-2022

Course Title: Aesthetics/Techniques of Video and Film Editing

Credit Hours: 1

I. Course Description: This course provides the student with the basic skills necessary to read a film. This course concentrates on formal analysis of the aesthetic and ideological elements that comprise the multiple languages of cinema. The course introduces the student to various genres of narrative cinema as well as to different categories of cinema such as experimental, documentary, animation, and hybrid forms. Students look at the artistic and aesthetic principles of editing pictures and sound. The course combines theory, history, and practice to help students understand the storytelling choices they face in film and video editing. Prerequisite: None. 1 Cr. (2 Lec., 2 Lab for 5 weeks.) Fall and spring semesters.

II. Additional Course Information:

1. This is a required course for students in the Broadcast Production and Digital Cinema programs and is recommended to be taken in the first semester.
2. This course would be beneficial to all levels of students from a variety of visual media disciplines. It will be of equal value to the aspiring photographer, videographer, director, screenwriter, or editor.
3. The non-technical approach to the discussions will serve non-media students seeking to acquire a higher level of visual savvy.
4. COMM 110 relies heavily on in-class discussions and all students are expected to fully participate in the discussions.
5. This course consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen-week semester.
6. Blackboard (the college's online learning platform) will be used for assignments, handouts, film clips, due dates, and grades.
7. This course requires no math.

III. Student Learning Outcomes

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

1. Break images down to explain how compositional structures and elements come together to convey a message.
2. Use the information in films to verbally express aesthetic ideas portrayed by the filmmakers.
3. Explain how technology influences film and video editing and storytelling in film and documentaries.
4. Discuss aspects of video and film clips viewed in classroom and homework assignments written critiques, critical responses, and editorial essays.

IV. Tompkins Cortland General Education Goals & SUNY Competencies

Critical thinking

Films often address social issues, and/or can stir social unrest. Students will discuss the role film has in society. Students will research changes in film over time, technology advancements, etc. Students will view film clips and write a short essay based on the assigned topic. They will be expected to participate in critical analysis discussions in the course

room. Every class will involve watching film clips and analyzing the content and technique. Students will be expected to add to the discussion via a round robin session after the clips.

☒ Social/Global Awareness

Students will watch and analyze films such as 12 Angry Men (1957). 12 Angry Men explores many techniques of consensus-building, and the difficulties encountered in the process, among a group of men whose range of personalities adds intensity and conflict. In 2007, 12 Angry Men was selected for preservation in the United States National Film Registry by the Library of Congress as being "culturally, historically, or aesthetically significant". Students will discuss the financial success or failure of particular films and what drives financial success.

☒ Information Management

Students will be working with computers using basic and more advanced research to locate, evaluate, and synthesize information from a variety of sources.

This course does not address any of the above Goals/Competencies.

V. Essential Topics/Themes

1. Identifying frequently-occurring design structures of successful images. Working on the human element: body language, face, hands, torso, and feet in the context of an image
2. Technological advances in film history including: Silent Films, Early Sound Films, Documentaries, Popular Arts, Alfred Hitchcock, the Influence of Television and Theater and New Challenges to Filmic Narrative Conventions
3. Technique of Film and Video Editing including: The MTV Influence, the Influence of Psychoanalytic Ideas on Editing, Imitation, Innovation, and Limitation
4. Editing for the Genre including: Action, Dialogue, Comedy, Documentary, Imaginative Documentary, Innovations in Documentary, and Ideas and Sound
5. Principles of Editing including: Picture and Edit Continuity, Edits and Pacing, Sound Edits and Clarity, Creative Sound, Nonlinear Editing and Digital Technology
6. Understanding and considering varying interpretations of the same image, issues of gender and cultural representation

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. In-class participation and discussion	10-25%
2. In-class lab projects	15-35%
3. Homework assignments and Final Essay	40-65%

VII. Texts

Required

None

VIII. Bibliography of Supplemental Materials

1. Browne, Steve. <i>Video Editing: A Postproduction Primer</i> . Woburn: Focal Press, 4 th ed © 2002.
2. Dancyger, Ken. <i>The Technique of Film and Video Editing: History, Theory, and Practice</i> . 6 th edition. Woburn: Focal Press, © 2019.
3. Karel Reisz and Gavin Millar, <i>The Technique of Film Editing</i> . Boston: Reissue of 2 nd edition. Focal Press, © 2010.
4. Lutz, Catherine A., and Jane L Collins. <i>Reading National Geographic</i> . Chicago: University of Chicago Press, © 1993.
5. Mackendrick, Alexander. <i>On Filmmaking: An Introduction to the Craft of the Director</i> . Faber & Faber, New York, @ 2004.
6. Murch, Walter. <i>In the Blink of an Eye</i> . Silman-James Press, California, 2nd edition @ 2001.
7. Willis, Deborah. <i>Picturing Us: African American Identity in Photography</i> . Boston: New Press, © 1996.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual

12 Angry Men, 1957, S. Lumet, director (film, available in the college library)

Electronic

None specified

Other

None specified

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms. Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure. Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*