

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: COMM 140

Year: 2024-2025

Course Title: Introduction to Field Production

Credit Hours: 3

I. Course Description: This course is a basic, practical, hands-on introduction to the professional creation of video & digital film materials for broadcast and other media video presentations. Students are introduced to basic camera and editing techniques, learn the theoretical knowledge of basic production, and develop the tactile skills needed to design and produce basic digital film/video material. Camera techniques, composition, lighting, sound techniques, and artistic arrangement in video productions are emphasized. Working as part of a professional production team, students write scripts, prepare written plans, and make business-like presentations. Prior completion of, or concurrent enrollment in, ENGL 100 and MATH 090 if required by placement. 3 Cr. (2 Lec., 2 Lab.) Fall and spring semesters.

II. Additional Course Information:

1.	This is a required course for students in the Digital Cinema AS, and Communication & Media Arts & Broadcast Production – Television AAS degree programs
2.	This course serves as an introduction to three additional production courses, serving as a prerequisite for COMM 240 <i>Non Fiction & Fiction Field Production</i> , COMM 245 <i>Professional Video Editing & Post-Production</i> , and COMM 295 <i>TV Production/Origination</i> .
3.	This course is a beginning course for students interested in professional video shooting and editing and would be beneficial to all levels of students from a variety of visual media disciplines. It will be of value to the aspiring photographer, videographer, director, screenwriter, or editor.
4.	This course is not designed for someone interested in learning how to use a home video recorder or their phones or to learn how to do social media videos.
5.	Blackboard, the college's online learning platform, will be used for assignments, handouts, film clips, due dates, and grades.
6.	Students must have an external 1-terabyte hard drive, headphones (not earbuds), and SD media cards.

III. Student Learning Outcomes

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

1.	Develop project ideas, treatments, and pre-production materials, and produce introductory level professional video products which allow them to express themselves clearly using college-level verbal, presentation, and written skills required by the profession.
2.	Set up and correctly use professional-style video recording, lighting, and audio recording equipment at a beginning level in the field for electronic news gathers (ENG) and electronic field production (EFP) to create video works of their own.
3.	Edit digital media assets at a beginning level using industry-standard non-linear editing software.
4.	Describe and discuss a wide variety of cinematic expressions of media history and the collaborative process in creative works.
5.	Create works for a professional portfolio using analytical, problem-solving, aesthetic, critical thinking, and creative means suitable for transfer to a four-year institution or an entry-level broadcast facility.

IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ **Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

Media projects often address social issues, and/or can cause social unrest. Students will discuss the roles media have in society. They will be expected to participate in critical analysis discussions in the course room.

☒ **Social/Global Awareness**

Students are encouraged to show the diversity represented in the college community and the surrounding area. They are also encouraged to explore personal growth and re-think stereotyping through video presentations produced around the world.

☒ **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 either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. All sections of COMM 140 will conduct labs within the first six weeks of the course to cover basic skills such as: composition, sound, white balance & color correction, lighting, b-roll & natural sound, and sound mixing. Labs covering these topics are available from the program chair.
2. Introduction to camera and portable video equipment
3. Techniques in ENG/EFP; including video stability, tripod usage, hand-held shots, jump cuts, audio quality, framing, color, screen direction, proper use of camera settings, pacing, sequencing, sound design, and storytelling
4. Principles of editing for ENG and EFP through demonstrations and projects; including: Picture and Edit Continuity, Edits and Pacing, Sound Edits and Clarity, Creative Sound, Nonlinear Editing and Digital Technology
5. Video recording theory and practice

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Written critiques of individual work	55-65%
2. Quizzes and tests	15-25%
3. Participation, effort, attendance	15-25%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

1. <u>Portable Video ENG & EFP</u> , Medoff & Tanquary, 6 th Edition, © 2012 Focal Press.
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Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1.	Browne, Steve. <i>Video Editing: A Postproduction Primer</i> . Woburn: Focal Press, 4 th ed © 2004.
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.	Medoff and Tom Tanquary. <i>Portable Video: ENG and EFP</i> . Boston: Focal Press, © 2012.
7.	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.
9.	Willis E. and Henry Aldridge. <i>Television, Cable, and Radio: A Communications Approach</i> . Englewood Cliffs, NJ: Prentice Hall, © 1992.
10.	Zettl, Herbert. <i>Television Production Handbook</i> . 10th ed. Belmont, CA: Wadsworth Thomson Learning, © 2015.

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IX. Other Learning Resources

Audiovisual: None specified

Electronic: Camera and Edit Lab

Other: None specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

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 academic adjustments. 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.