

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: COMM 245

Year: 2024-2025

Course Title: Professional Video Editing and Post-Production

Credit Hours: 3

I. Course Description: This course, designed for students with video editing experience, focuses on advanced techniques to help streamline system, media, and project management. The theory and practice of editing through overall projects, and post-production collaboration are emphasized. Specific topics discussed and demonstrated include the principles, terms, and concepts of random access digital editing, along with storytelling, emotion, pacing, openings, and intercutting. Screenings, class exercises and individual projects are integral parts of the course. Prerequisites: COMM 111; COMM 112; COMM 140. 3 Cr. (3 Lec.) Fall semester.

II. Additional Course Information:

1.	This course is designed for experienced video editors who want to become more productive by mastering the sophisticated features and shortcuts of a professional editing system.
2.	This class is limited to students who have completed COMM 140, COMM 111, and COMM 112 or received instructor permission. This is a required course in the Broadcast Production – Television Concentration A.A.S.
3.	A hard drive (at least 1 TB), over the ear head phones, SD card, and black 3-ring binder are required.
4.	Students need access to professional quality software and hardware (e.g., Avid, Final Cut Pro or Adobe Premiere).

III. Student Learning Outcomes

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

1.	Create a finished video program using professional editing software and hardware.
2.	Plan, create, write, critique, and revise work.
3.	Input media into the editing system and output a finished program product using industry standard conventions suitable for inclusion in a professional portfolio.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs –N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Broadcast Production ~ Television A.A.S.**

PLO#1 Express themselves clearly using college-level verbal, presentation, and written skills required by the profession.
SLO#2 Plan, create, write, critique and revise work.

PLO#2 Apply pre-production, production, and post-production processes to create video or cinematic works.
SLO# 1 Create a finished video program using professional editing software and hardware.

PLO#4 Create a professional portfolio suitable for transfer to a four-year institution or an entry-level broadcast/industry facility.
SLO#3 Input media into the editing system and output a finished product using industry standard conventions suitable for inclusion in a professional portfolio.

SUNY General Education Competencies–N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **N/A**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Logging and digitizing
2. Intermediate editing on a professional NLE system
3. Fine-tuning a project
4. Creating titles
5. Importing and exporting
6. Editing and viewing options
7. Sync audio methods
8. Keyboard shortcuts, user settings
9. Exporting

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Individual Projects	60-65%
2. Quizzes	10-15%
3. Class exercises/assignments	20-25%

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

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

	OER
1. Rosenberg, John. <i>The Healthy Edit: Creative Techniques for Perfecting Your Movie</i> . 2 nd edition, Routledge, 2017.	<input type="checkbox"/>
2. Murch, Walter. <i>In the Blink of an Eye</i> . Vol. 995. Los Angeles: Silman-James Press, 2001.	<input type="checkbox"/>

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

VIII. Bibliography of Supplemental Materials

1. Chandler, Gael. <i>Film editing: Great Cuts Every Filmmaker and Movie Lover Must Know</i> . Michael Wiese Productions, 2009.
2. Clark, Barbara, et al. <i>The Guide to Managing Postproduction for Film, TV, and Digital Distribution: Managing the Process</i> . Routledge, 2019.
3. Dmytryk, Edward. <i>On Film Editing: An Introduction to the Art of Film Construction</i> . Routledge, 2018.
4. Frierson, Michael. <i>Film and Video Editing Theory: How Editing Creates Meaning</i> . Taylor & Francis, 2018.
5. Hullfish, Steve. <i>Art of the Cut: Conversations with Film and TV Editors</i> . Routledge, 2017.
6. Pearlman, Karen. <i>Cutting Rhythms: Intuitive Film Editing</i> . Routledge, 2015.
7. Reisz, Karel, and Gavin Millar. "The Technique of Film Editing." (1971).

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

IX. Other Learning Resources

Audiovisual: None specified
Electronic: None specified
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.