

**ACAD-207: Multimedia for Designers and  
Entrepreneurs I**

Units: 4.0

**Spring 2021**

Mondays & Wednesdays - 2 to 4.50pm Pacific Time

**\*\*While Remote, class time is 3 to 4.50pm Pacific Time\*\***

Location: IYH 210/211 and Online

**Course Slack:** [iya-becker.slack.com](https://iya-becker.slack.com)

**Instructor:** Carsten Becker

**Office:** Zoom, two times a week (tbd)

**Office Hours:** pls request a personal meeting

**Contact Info:** [carstenb@usc.edu](mailto:carstenb@usc.edu), Slack

Allow up to 24 hours for replies to emails and messages.

**Classroom Assistant:** Kate Ly Johnston

**Office Hours:** Zoom meeting by request

**Contact Info:** [kateljoh@usc.edu](mailto:kateljoh@usc.edu), Slack

**IT Help:** <https://iovine-young.usc.edu/ait/index.html>

**Hours of Service:** 8:30am - 5:00pm

**Contact Info:** [iyhelp@usc.edu](mailto:iyhelp@usc.edu), 213-821-6917

**Course Description**

Students will learn to conceive, record and edit powerful narratives that can be used to present ideas, brands, products, services, and create marketing or social impact. In service of meaningful communications, students will develop skills in writing, audio, cinematography, editing, branding and understanding audience perception.

**Learning Objectives and Outcomes**

1. Use research, writing, collaboration, production and post-production tools to create compelling video content that communicates a concept, takes a humanistic stand and points towards an improvement.
2. Master a variety of hardware and software to capture, edit, process and present audio and video.
3. Learn about successful brand- and awareness-focused messaging
4. Exercise planning, delegation and teamwork to become collaboratively productive
5. Make diversity, equity and inclusion active components in your media creations
6. Practice persuasion and storytelling through multimedia

Actively improve your skills in...

- Videography, interviewing, lighting, directing, editing, and color/treatment techniques
- Content strategy, planning and setting-and-achieving goals
- Integration video, audio and animation into your presentations with more impact
- Detailed exploration of the standard multimedia software applications and platforms
- Time management, be an idea leader and a great listener
- Making media part of your innovative business ideas

## Nature of this Course

This is a fast-paced course immersing students in a range of opportunities to tell stories through time-based media. In analysis, instruction and practice they will learn the tools of writers, cinematographers, audio narrators, producers, postproduction experts and other collaborators in the making of audio and video communications.

Student responsibilities: Students need to develop their project goals and execution on a base of research, thematic merit and relevance to their career goals. Furthermore, I expect everyone to take an active role in the success of the group through participation in the classroom and our online forums: share ideas, provide constructive feedback for your peers, observe your own learning process and take initiative in everyone's growth as media-savvy communicators and creators.

**Prerequisite(s) / Co-Requisite(s) / Concurrent Enrollment:** None

## Prior to first day of class...

- \* Re-watch favorite movies, documentaries, commercials. What are their most memorable moments and why? Which stylistic means do you recognize? What's their narrative arc? What role does narration play?
- \* Read the video section of your camera's manual and try functionality out
- Get to know and try out all photo and video features of your phone camera.
- Turn the "Get to Know You" survey in
- Study this: [Ear Training Guide for Audio Producers](#)

## Required Hardware/Software\*

**Mandatory by first day of instruction:**

- **HD Video-capable Mirrorless or DSLR Camera** with interchangeable lens
  - Students who do not own above type camera can opt to use their iPhone 8 or higher for videography assignments. These students must purchase the **FilmicPro** software for \$14.99 (<https://apps.apple.com/app/apple-store/id436577167?mt=8>)
  - As a third option, there is a limited number of appropriate cameras available for check-out at Iovine&Young Hall. These camera will be loaned to students on a first-come-first-served basis.
- **MacBook Pro** or equivalent **Laptop Computer** with authorized installs of the following software:
  - **Adobe Premiere 2020**. If you do not already have a subscription, you will need to purchase one through the online bookstore and the Academy will set up an account for you (see below)
    - \*If already proficient in Final Cut Pro X or Logic Pro X, you may use these for your editing and sound work. instead of Premiere Pro. In this case you must have an authorized install of the application of your choice on your laptop by first day of class. There will be no instruction in Final Cut Pro X or Logic Pro X in this course.
    - Note: No other editing software than Premiere and Final Cut Pro are adequate for this course.
  - **QuickTime Player X** (free, comes with MacOS)
  - \* **Apogee Metarecorder** (Full version, \$4.99 via Apple App Store)
  - iTunes or Google Play account to download creative apps to your mobile device

**Small Hardware items (ORDER FOUR WEEKS BEFORE COURSE STARTS):**

- All students using a mirrorless or DSLR camera (owned or loaned): **SDXC Memory Card** (\$28)  
[https://www.amazon.com/SanDisk-128GB-Extreme-UHS-I-SDSDXV5-128G-GNCIN/dp/B07H48412Q/ref=sr\\_1\\_3?dchild=1&keywords=Sandisk+extreme+95&qid=1596812907&sr=8-3](https://www.amazon.com/SanDisk-128GB-Extreme-UHS-I-SDSDXV5-128G-GNCIN/dp/B07H48412Q/ref=sr_1_3?dchild=1&keywords=Sandisk+extreme+95&qid=1596812907&sr=8-3)  
This is a full-size card. Check your camera to see if it takes Micro-SD instead, then find the equivalent micro card. Other SD cards brands work too. Important is that they have the small '3' inside the horseshoe shape, and say V30 (or higher number)
- All students with iPhones or iPad Air/mini: Headphone Jack to Lightning Adapter  
<https://www.apple.com/shop/product/MMX62AM/A/lightning-to-35-mm-headphone-jack-adapter>

- All students with Android phones or iPad Pro's: Headphone Jack to USB-C  
<https://www.apple.com/shop/product/MU7E2AM/A/usb-c-to-35-mm-headphone-jack-adapter>

**Optional but recommended:**

- an **external hard drive** for safely storing/backing up all media, equipped with USB-C port. You're expected to keep 20% of your harddrive space free throughout the course. Having an external hard drive will likely speed up video work on your laptop since you won't clog your internal hard disk.

Note: You must keep all media you generate for the course backed-up throughout the term!

- for in-classroom work: **Headphones** with connectivity to your laptop (may also need adapter). Over-ear / closed type only (no ear buds) so you can listen without disturbing others. Some recommended models: Audio Technica ATH-M50x, Sony MDR-7506 or equivalent.

**Material Kit provided by the Iovine&Young Academy**

You will be provided with two essential items for this course free-of-charge:

Reflector to use for lighting people and objects

Rode VideoMicro, directional microphone

**Recommended Readings and Supplementary Materials**

"The Brand Flip" by Marty Neumeier (Publisher: Pearson)

Marty Neumaier has written the ultimate series of books on brand. In his latest, he reveals how customers now define and even invent brands. <https://www.hennesseyingalls.com/search/site/the%20brand%20flip>

"Inclusify" – Fresh release on the power of building innovative, diverse teams

<https://www.hennesseyingalls.com/book/9780062947277>

BoldCulture – diversity blog by communication firm of same name

<https://boldculture.co/blog/>

"In the blink of an Eye" by Walter Murch (Publisher: Silman-James Press)

Classic and entertaining read on the purpose, techniques and impact of film editing.

<https://www.hennesseyingalls.com/search/site/in%20the%20blink%20of%20an%20eye>

**Assessments and Assignments**

The following graded course components will help students measure their own mastery of narrative and technical audio and video skills:

**Quizzes** recall *standards* and *practices* in multiple choice and short answer format.

**Video Exercises** test your *practical skills* in employing tools and techniques towards a given prompt.

**Projects** are works focused on *your creativity* and mastery of *skills in context*.

Description of this year's projects:

In **Project 1**, you will employ the power of authenticity and point-of-view to enlighten or persuade when you develop, film and edit a Directed Interview.

**Project 2** is a visual essay, documenting a process or reflection related to your major of study. This can be an individual or partner project. Target length of video is 2 to max. 4 minutes.

For **Project 3**, three to five students form creative teams, practicing different roles in the creative process of making an awareness or product film. If teamwork is not an option, individual videos. Target length of video is 4 to max. 7 minutes.

Along the way, each student will get ample opportunity to hone their craft with practical exercises such as portraying people and places, conducting Interviews, directing filmed conversations, etc.

## Grading Breakdown

	Points	% of Grade
Participation <sup>1</sup>	80	10
Quizzes (3)	100	12.5
Video Exercises (2)	100	12.5
Project 1 – Persuasion (Interview)	100	12.5
Project 2 – Process (Video) <sup>(2)</sup>	140	17.5
Project 3 – Awareness or Product Film <sup>(2)(3)</sup>	180	22.5
Final Exam & Reflection	100	12.5
<b>TOTAL</b>	<b>800</b>	<b>100</b>

<sup>1</sup> Participation grade is based on the substance of your interactive and verbal contribution across all channels of the course experience (classroom, Zoom, Mural, Slack)

<sup>2</sup> Grade based on demonstrated craft and complexity of treatment

<sup>3</sup> Subject to Weekly/Contribution-based grading (see last paragraph on this page)

## Grading Scale

Course final grades will be determined using the following scale

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

## Assignment Submission Policy

All labs, projects and assignments are due at the date and time specified in the syllabus. Projects that are more than 24 hours late will receive a 50% deduction in points. Projects that are more than 7 days late will receive 0 points. Be sure to check Blackboard if you have to miss a class. You are responsible for any materials presented and assignments made even if you are not in class that day.

## Extensions

Each student may ask for an extension on **one assignment** per semester only, and the request needs to be made **at least 72 hours before the deadline**. Consider planned family and other travel commitments etc. when making your choice. The above Assignment Submission Policy strictly applies to the extension date given.

## Grading Timeline and Importance of Continued Contribution

You will receive grades for classroom quizzes, check-ins, labs, projects and other assignments within two weeks of submission. Group Project Grading: During group projects with a timeline of more than two weeks, you may get individually graded for each week's effort up to a pro-rated part of the maximum achievable points for the project. This is to assure everyone contributes their best effort to the team from the beginning of a project to its submission deadline. I may also employ a peer evaluation survey and/or a multiplier to determine fair grading within a group.

## Academy Attendance Policy

The Academy maintains rigorous academic standards for its students and on-time attendance at all class meetings is expected. Each student will be allowed two excused absences over the course of the semester for which no explanation is required. Students are admonished to not waste excused absences on non-critical issues, and to use them carefully for illness or other issues that may arise unexpectedly. Except in the case of prolonged illness or other serious issue (see below), no additional absences will be excused. Each unexcused absence will result in the lowering of the final grade by  $\frac{1}{2}$  of a grade (e.g., an A will be lowered to A-, and A- will be lowered to a B+, etc.). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence. Students remain responsible for any missed work from excused or unexcused absences. Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates. Extensions or other accommodations are at the discretion of the instructor.

Automatically excused absences normally may not be used for quiz, exam or presentation days. Using an excused absence for a quiz, exam or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation. Accommodation may also be made for essential professional or career-related events or opportunities. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

## Additional Policies

Add any additional policies that students should be aware of: late assignments, missed classes, use of technology in the classroom, etc.

## **HOW TO PURCHASE SOFTWARE AT THE DISCOUNTED ACADEMY RATE THROUGH THE USC BOOKSTORE:**

The following first year software are now available for purchase **online** through the USC Bookstore at the Academy discounted rate:

<b><u>Software</u></b>	<b><u>IYA Short-Term License at USC Bookstore</u></b>
<b>Adobe Creative Cloud</b>	\$70 2020-2021 annual license

1. Visit the USC Bookstore online:  
<https://www.uscbookstore.com/uscijasoftware>
2. Select the software license(s) you would like to purchase.
3. When you proceed to checkout, add the Promo Code "IYASoftware" (This will override the listed taxes).
4. For shipping, select FedEx Home Delivery (free).
5. Once you complete your online purchase, you will receive a confirmation email/receipt. *(Note that even if a shipping charge appears on your invoice, it will not be charged to your credit card. This relates to a known technical problem with the Bookstore's online store.)*
6. Upload your receipt [here](#) to receive access to your purchased license.
7. You will be notified by email when the license has been activated.

## Weekly Class Schedule

Note: Schedule below may be accommodated to address changing modalities and access to equipment. I reserve the right to alter both the weekly topics and assignments. Adjustments will be made at the objective of optimizing the course's progress and opportunities for students.

	In-Class	Async	Tests and Exams	Creative Assignments and Due Dates
<b>Week 1</b>	<p><b>Mon: No Class – MLK</b></p> <p>Wed: Introductions Media Analysis: How brands communicate with video</p>	<p>Audio Guide for Multimedia Producers: <a href="https://training.npr.org/2017/01/31/the-ear-training-guide-for-audio-producers/">https://training.npr.org/2017/01/31/the-ear-training-guide-for-audio-producers/</a></p> <p>Recorded: Course Goals &amp; Structure, Classroom Modalities &amp; Etiquette</p>		Assign > Project 1: DIRECTED INTERVIEW
<b>Week 2</b>	<p>Authenticity and Point-of-View: Documentary styles</p> <p>How to conduct a productive interview, in-person &amp; via Zoom</p> <p>Analysis: What makes narratives genuine?</p> <p>Interview Working Session</p>	<p>“Filmmaking-On-The-Go” Video Primer: <a href="https://www.udemy.com/course/filmmaking-on-the-go">https://www.udemy.com/course/filmmaking-on-the-go</a> <b>Sections 3 thru 6</b> incl. Camera Terms (approx. 1.5 hours w/notetaking)</p> <p>Interview research, sourcing interviewees and music</p>		<b>Due Monday</b> > Project 1 - Narrative outline
<b>Week 3</b>	<p>Essential Sound Panel (Premiere Pro) – in-class exercise</p> <p>Analysis: Look closer: Subtext in Media</p> <p>Tech Lab: Camera Technique</p>	<p>Filmmaking-On-The-Go” Video Primer: <a href="https://www.udemy.com/course/filmmaking-on-the-go">https://www.udemy.com/course/filmmaking-on-the-go</a> <b>Sections 7 thru 9</b> (approx. 1.5 hours w/notetaking)</p>	Quiz 1 (sound primer, audio conventions, camera terms and interview techniques)	<b>Due</b> > External hard drive, high-speed SDXC card, collapsible reflector <b>Due Wednesday</b> > Project 1 Roughcut
<b>Week 4</b>	<p>Better storytelling: Get descriptive with B-Roll</p> <p>Portraying people and places as a visual storyteller</p> <p>Tech Lab: Camera Technique</p>	<p>“Filmmaking-On-The-Go” Video Primer: <a href="https://www.udemy.com/course/filmmaking-on-the-go">https://www.udemy.com/course/filmmaking-on-the-go</a> <b>Sections 10 and 13</b> incl. Lighting and Shot terminology (approx. 1.5 hours w/notetaking)</p>		<b>Due Wednesday</b> > Project 1 FINAL  Assign > Video Exercise: Portrait (person or location)
<b>Week 5</b>	<p><b>Mon: No Class - Presidents Day</b></p> <p>Gimbals and camera hacks</p> <p>Analysis: Influences of other media forms on Video in 2021</p> <p>Tech Lab: Camera Technique</p>	<p>Filming of Video Exercise</p> <p>“Learning Premiere Pro” <a href="https://www.linkedin.com/learning/learning-premiere-pro/using-the-exercise-files?u=76870426">https://www.linkedin.com/learning/learning-premiere-pro/using-the-exercise-files?u=76870426</a> <b>Start thru “Basic Editing”</b> (approx. 1-hour w/notetaking)</p>		<b>Due Friday</b> > Video Exercise: Portrait (person or location)
<b>Week 6</b>	<p>Filming conversations w/in-class exercise</p> <p>Discussion: Making diversity and inclusion part of ideation</p> <p>Lighting exercises with IYA light kits.</p> <p>Tech Lab: Edit a dialogue scene</p>	<p>“Learning Premiere Pro” <a href="https://www.linkedin.com/learning/learning-premiere-pro/using-the-exercise-files?u=76870426">https://www.linkedin.com/learning/learning-premiere-pro/using-the-exercise-files?u=76870426</a> <b>Remainder</b> (approx. 1.5 hours w/notetaking)</p> <p>Filming of Video Exercise</p>	Quiz 2 – Lighting and shot terminology, creative video techniques	Assign > Video Exercise: a conversation (with audio)

<b>Week 7</b>	Lumetri Color Panel (Premiere Pro) w/in-class exercise  Analysis: Video Communications during Brand Life Cycle  Tech Lab: Edit + Color	Edit Video Essay		<b>Due Friday &gt;</b> > Video Exercise: a conversation (with audio)
<b>Week 8</b>	Craft of Editing: Expectation and Momentum  Color palette and looks  Lumetri Color Panel (Premiere Pro) w/in-class exercise  Tech Lab: Edit + Color	“Introduction to Video Lighting” <a href="https://www.udemy.com/course/introduction-to-lighting-in-videography/learn/lecture/19828700?start=0#overview">https://www.udemy.com/course/introduction-to-lighting-in-videography/learn/lecture/19828700?start=0#overview</a> all Chapters (approx. 1.5 hours w/notetaking)		Assign > Project 2 – Visual Essay on Theme relating to Major  Due Friday > Project 2 – Graphic Outline with Story Points
<b>Week 9</b>	Project 2 Work in-class  Group Crit Project 2 Roughcut  Tech Lab: Edit + Color	Filming or Animation of Project 2  Edit of Project 2		Due Friday > Project 2 – Roughcut
<b>Week 10</b>	Breakouts: Teambuilding for Project 3  Analysis: The role of data in video communication  Preproduction, Planning	Continue edit for Project 2  Finalize Edit and additional postproduction on Project 2	Quiz 3 – Lighting, Scene Breakdowns and Creative Techniques in Postproduction	<b>Due Friday</b> > Project 2 – Final
<b>Week 11</b>	Crafting Explainers and Process Videos  Project 3 Teams Create their Pre-Pro Book	Ideation + Planning for Project 3		Assign > Project 3 – Awareness or Product Video (group assignment)
<b>Week 12</b>	Motion Graphics  Analysis: Multi-level transformative campaigns  <b>Wed: No Class - Wellness Day</b>	Project 3: Filming/Animation/Motion Graphics		<b>Due Monday</b> > Project 3 – Finished PrePro Book
<b>Week 13</b>	Project 3 Work In-class  Tech Lab: Music & Mixing	Project 3: Filming/Animation/Motion Graphics + Edit		<b>Due Friday</b> > First rough-cut with Audio Narration
<b>Week 14</b>	Project 3 Work In-class  In-class work  Video in Immersive Media (with outlook on continuing Multimedia courses @ IYA)	Project 3: Filming/Animation/Motion Graphics  Project 3 Postproduction		<b>Due Friday</b> > Complete rough-cut with Audio Mix
<b>Week 15</b>	Project 3 Rev. Edit Group Crit  Project 3 Work In-class	Finalize Edit and additional postproduction on Project 3		<b>Due Thursday</b> > <b>Project 3 – Final</b>
<b>Finals Week</b>	Group Show (date tbd)		Monday May 10, 2pm: <b>Final Exam/Reflection</b> (All term material may be tested) + short essay	

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](https://policy.usc.edu/scientific-misconduct).

### Support Systems:

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*  
[engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)*  
-213-740-9355 (WELL)

<https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Relationship and Sexual Violence Prevention and Services provides immediate therapy services for situations related to gender- and power-based harm (e.g., sexual assault, domestic violence, stalking). (wording from the site)

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*  
[equity.usc.edu](https://equity.usc.edu), [titleix.usc.edu](https://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*USC Policy Reporting to Title IX (213) 740-5086*  
<https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

The university encourages individuals to report prohibited conduct to the *Title IX Office*. Individuals can report to the university *Title IX Coordinator* in the *Office of Equity and Diversity*.

*Bias Assessment Response and Support - (213) 740-2421*  
[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*



[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssu](http://studentaffairs.usc.edu/ssu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.