

MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM

1. **COURSE TITLE:** **MEDIA PRODUCTION CAREERS**
2. **CBEDS TITLE:** **Other Visual Communications, Graphics Courses**
3. **CBEDS NUMBER:** **2908 Media Arts**
 - a. **ROCP** **0013**
 - b. **CDE** **985**
4. **JOB TITLES:** **TV Studio Camera Operator, TV Audio Operator, Videotape Editor, Technical Director, Floor Director, Talent (anchor) Reporter**
5. **COURSE DESCRIPTION:** **Television Production Careers** is a course designed to **introduce students** to the techniques and skills necessary for employment in television and video related industries. This course provides students with hands-on training with television studio and production equipment
6. **HOURS:** **2 semesters classroom instruction = 180 hours**
2 semesters community classroom = 180 hours
Total = 360 hours
7. **RECOMMENDED PREREQUISITES:** understanding of directory structures and file naming conventions; keyboarding skills; basic math skills; good writing and verbal communication skills.
8. **REVISION DATE:** **March 2008**

	needs of the production.			
GENERAL STUDIO OPERATIONS				
A. Additional technical studio components	4A. Know how to identify the basic operations of a character generator, video switcher, VTR play-to-air.	6	60	
B. Television Stations and Broadcast Operation	4B. Know how to identify the role of Master Control or Broadcast Control Server based operations.	6		
C. Personnel Responsibilities	4C. Know how to identify additional aspects of television broadcast departments (engineering, traffic, promotions, sales, advertising production) and their role in the Station's operations.	8		
The following 7 sections were taken from Adobe.com Digital Video: foundations of Digital Design and Production, permission 2/2/08				
Video production basics Project management skills	Technical skills	10		
<ul style="list-style-type: none"> Managing video clips Organizing and planning a sequence Creating an original sequence Identify audience, purpose, and goals 	<ul style="list-style-type: none"> Importing video and audio files Using Storyboard feature in Project panel Adding, moving, deleting, and trimming clips in the Timeline panel Editing using cuts-only techniques (Selection, Rolling, and Ripple tools) Adding audio Exporting a project to digital videotape (DV) 			
Design skills				
<ul style="list-style-type: none"> Identifying shot techniques Understanding the digital video workflow Using music to enhance a story 				
Research and communication skills				
<ul style="list-style-type: none"> Understanding files types Understanding copyright issues Communicating with group members 				
Action events	Technical skills	10		
Project management skills	<i>General</i>			
<ul style="list-style-type: none"> Developing a shot list Planning a shot for an action event Organizing and managing a sequence Logging and managing clips 	<ul style="list-style-type: none"> Shooting mix of shots Shooting shots with natural sound Capturing video Using the Source Monitor Inserting and overlaying clips Applying basic transitions Incorporating sound Exporting video 			
Design skills				
<ul style="list-style-type: none"> Identifying general principles for video shooting techniques Identifying and designing for audience, 				

<p>purpose, and goals</p> <ul style="list-style-type: none"> • Learning video shooting techniques: • Rule of thirds • Wide and tight shots • Follow action • Zooms and pans • Using natural sound to enhance a story • Creating match edits (tight and wide of the <p>Research and communication skills</p> <ul style="list-style-type: none"> • Understanding files types • Understanding copyright issues • Selecting appropriate content • Communicating information to audiences 				
<p>News Stories</p> <p>Project management skills</p> <ul style="list-style-type: none"> • Planning and managing projects with multiple steps • Identifying audience, purpose, and goals • Researching and selecting a news story focus • Developing a shot list • Developing a script • Selecting and using appropriate applications <p>Design skills</p> <ul style="list-style-type: none"> • Creating an original work • Identifying general principles for video shooting techniques • Learning video shooting techniques: • Shooting a sequence • Leaning in and out • Lighting for interviews • Setting up for interviews • Shooting b-roll footage • Strengthening a project with supers <p>Research and communication skills</p> <ul style="list-style-type: none"> • Evaluating and analyzing news stories • Writing in active voice • Writing interview questions 	<p>Technical skills</p> <p><i>General skills</i></p> <ul style="list-style-type: none"> • Shooting techniques for interviews and news stories • Understanding and selecting microphone types • Using effective narration techniques • Using Program Monitor and Trim panels • Creating J- and L-cuts • Adding multiple types of audio • Using the Mixer to record a narration • Use the Titler to create supers • Exporting to web-ready video 	22		

<ul style="list-style-type: none"> • Planning strategies to guide inquiry • Understanding and applying the journalistic code of ethics • Conducting interviews • Using voiceovers 				
<p>Public Service Announcements</p> <p>Project management skills</p> <ul style="list-style-type: none"> • Selecting and planning a PSA theme • Creating and managing a project proposal • Developing a shot list • Developing a script • Identifying assets • Collaborating, organizing and tracking reviews by using Clip Notes • Using naming conventions for organizing clips <p>Design skills</p> <ul style="list-style-type: none"> • Identifying audience, purpose, and goals • Learning video shooting techniques: • Closing shots • Establishing shots • Planning integration of still imagery and video • Understanding audio file types <p>Research and communication skills</p> <ul style="list-style-type: none"> • Analyzing and evaluating PSAs • Planning strategies to guide inquiry • Researching topics for PSAs • Writing scripts • Applying copyright and fair use • Conducting peer reviews • Demonstrating personal responsibility by incorporating feedback 	<p>Technical skills</p> <ul style="list-style-type: none"> • Using compositing to incorporate imagery • Mixing music, natural sound, narration, and sound bites • Using Clip Notes • Adding titles by using the Titler • Using basic motion effects • Enhancing text by using sheen, shadows, fills, and shapes • Exporting to web-ready video 	20		
<p>Portfolios</p> <p>Project management skills</p> <ul style="list-style-type: none"> • Planning and creating a DVD portfolio • Describing the goals and uses of a portfolio 	<p>Technical skills</p> <p><i>Encore</i></p> <ul style="list-style-type: none"> • Using DVD templates • Creating DVD menus • Exporting to DVD 	9		

<ul style="list-style-type: none"> • Creating a flowchart of the portfolio • Organizing and managing content • Identifying the purpose and audience for a portfolio <p>Design skills</p> <ul style="list-style-type: none"> • Designing for the purpose and audience • Selecting appropriate content <p>Research and communication skills</p> <ul style="list-style-type: none"> • Planning and conducting research of career areas in video production • Writing a mission statement • Creating a slideshow with music • Conducting user tests • Conducting technical tests • Presenting career goals • Conducting peer reviews • Communicating information to audiences 				
<p>Commercials</p> <p>Project management skills</p> <ul style="list-style-type: none"> • Creating a project plan, milestones, and roles • Identifying client needs and goals • Selecting actors • Directing actors <p>Design skills</p> <ul style="list-style-type: none"> • Designing and creating rough cuts and assembly cuts to communicate ideas to clients • Considering the technical and design impact of commercials deployed on the web • Setting up creative lighting • Compositing video • Working with chroma key sets • Using action videography <p>Research and communication skills</p> <ul style="list-style-type: none"> • Gathering content and synthesizing ideas for commercials • Pitching to a client • Reviewing and revising with clients 	<p>Technical skills</p> <ul style="list-style-type: none"> • Using slow-motion and fast-motion tools • Editing audio • Working with keying effects • Mixing music and other audio • Exporting to web <p><i>After Effects</i></p> <ul style="list-style-type: none"> • Understanding the interface • Creating animated text • Creating special video effects 	26		

<ul style="list-style-type: none"> • Creating a script • Reflecting on production and group process 				
<p>Final Portfolios</p> <p>Project objectives At the completion of the project, students will have developed the following skills:</p> <p>Project management skills</p> <ul style="list-style-type: none"> • Planning and creating a DVD portfolio • Creating a flowchart of the portfolio • Organizing and managing content <p>Design skills</p> <ul style="list-style-type: none"> • Identifying themes • Selecting appropriate content <p>Research and communication skills</p> <ul style="list-style-type: none"> • Planning and conducting research strategies • Conducting technical tests • Conducting user tests • Understanding and practicing lifelong career skills: • Job research skills • Presenting skills • Interviewing skills • Conducting peer reviews • Communicating information to audiences • Creating a marketing plan 	<p>Technical skills</p> <p><i>Encore</i></p> <ul style="list-style-type: none"> • Building menus by using drag and drop, pick whip, and flowchart • Incorporating video, audio, and images • Using chapter points • Setting up scene-selection menus • Creating hidden links to assets • Previewing and checking errors • Adding PDFs and other data files • Burning DVDs <p><i>After Effects</i></p> <ul style="list-style-type: none"> • Adding motion to DVD menu elements 	14		

9 COURSE OUTLINE:

b) CAREER PERFORMANCE STANDARDS

- i) **EXPECTED STUDENT OUTCOMES**
- ii) **HOURS OF INSTRUCTION**

COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>1. Personal Skills</p> <ul style="list-style-type: none"> ▪ Classroom policies & procedures ▪ Ethics <ul style="list-style-type: none"> → Work → Business ▪ Sexual harassment laws ▪ Personal skills, including positive attitude, self-confident, honesty, perseverance & self-discipline ▪ Professional appearance ▪ Time management ▪ Lifelong learning 	<p>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, & other positive traits affect employability.</p> <ul style="list-style-type: none"> ▪ Demonstrate and understand classroom policies & procedures ▪ Define work and business ethics & demonstrate the importance of ethical standards & social responsibilities in the business environment. ▪ Discuss the laws applicable to sexual harassment & discuss tactics for handling harassment situations. ▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> → Positive attitude → Self-confidence → Honesty → Perseverance → Self-discipline ▪ Demonstrate and model personal hygiene and acceptable professional attire ▪ Prioritize tasks and meet deadlines ▪ Explain the importance of lifelong learning 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Group dynamics ▪ Conflict resolution and negotiation ▪ Team work ▪ Etiquette across gender and cultural groups 	<p>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</p> <ul style="list-style-type: none"> ▪ Identify and explain the key concepts of group dynamics ▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment ▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles ▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups 	<p>Integrated in content area skills</p>
<p>3. Thinking and Problem-Solving Skills</p> <ul style="list-style-type: none"> ▪ Critical and creative thinking skills ▪ Logical reasoning and problem-solving skills ▪ Numerical estimation, measurement, and calculation ▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions 	<p>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</p> <ul style="list-style-type: none"> ▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed ▪ Demonstrate logical reasoning and problem solving skills in a work environment ▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> → Whole number math → Decimals & fractions → Counting & monetary functions → Use of tables & graphs ▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>4. Communication Skills</p> <ul style="list-style-type: none"> ▪ Written communications ▪ Verbal and Nonverbal communications ▪ Active and effective listening ▪ Proper etiquette in business communications ▪ Writing and editing skills ▪ Use of reference material and handbooks ▪ Oral presentations 	<p>4. Understand principles of effective communication.</p> <ul style="list-style-type: none"> ▪ Read and implement written instructions, technical manuals, written communication, and reference books ▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods ▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback ▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones) ▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> → Use correct grammar, punctuation, capitalization, vocabulary and spelling → Write, proofread and edit → Select and use appropriate forms of communication ▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks 	<p>Integrated in content area skills</p>
<p>5. Occupational Safety</p> <ul style="list-style-type: none"> ▪ Good safety practices 	<p>5. Understand occupational safety issues, including avoidance of physical hazards</p> <ul style="list-style-type: none"> ▪ Model and implement good safety practices including: <ul style="list-style-type: none"> → Avoidance and reporting of physical hazards in the work environment → Safe operation of equipment → Proper handling of hazardous materials 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>6. Employment Literacy</p> <ul style="list-style-type: none"> ▪ Expand awareness of career opportunities ▪ Set employment goals and objectives ▪ Aptitudes, personal characteristics and interests ▪ Develop portfolio to C-TAP standards ▪ Develop interviewing techniques 	<p>6. Understand career paths and strategies for obtaining employment.</p> <ul style="list-style-type: none"> ▪ Explore career opportunities and develop a career plan ▪ Identify steps for setting goals and writing personal goals and objectives ▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities ▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> → Letter of Introduction → Cover letter → Resume → Thank you letter → Job application → Licenses, Certificates and Awards → Transcripts → Letters of Recommendation → Work Samples 	<p>Integrated in content area skills</p>
<p>7. Technology Literacy</p> <ul style="list-style-type: none"> ▪ Apply Industry specific technology ▪ Use Industry specific software ▪ Demonstrate Keyboarding ▪ Accessing information ▪ Lifelong enhancement of technology skills 	<p>7. Understand and adapt to changing technology.</p> <ul style="list-style-type: none"> ▪ Identify and demonstrate use of appropriate technology ▪ Identify and use industry specific software ▪ Demonstrate proficiency in alphanumeric keyboarding ▪ Input and retrieve information ▪ Understand the importance of lifelong learning in adapting to changing technology 	<p>Integrated in content area skills</p>

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

- a. **ARTICULATION:** ROP + HARTNELL + CSUMB

- b. **VOCATIONAL CREDIT:** 5 CREDITS EACH SEMESTER

- c. **ACADEMIC CREDIT:**

- d. **INSTRUCTIONAL STRATEGIES:**

- e. **INSTRUCTIONAL MATERIALS:**

- f. **CERTIFICATES:** COMPLETION OF TWO SEMESTERS
ROP TV PRODUCTION CERTIFICATE