

Syllabus

Audio/Video Production 2, Semester B

Course Overview

This one-semester course is intended to help you become familiar with Audio-Video Production. This course has thirteen lessons organized into three units. Each unit has a Unit Activity, and each lesson contains one or more Lesson Activities. Additionally, the course ends with a comprehensive Course Activity.

This course will cover various audio-video production activities, explore various media formats and distribution, and discuss the different critiquing techniques and media ethics.

Your teacher will grade your work on the Unit Activities, and you will grade your work on the Lesson Activities by comparing them with the given sample responses. The Unit Activities, Course Activity (submitted to the teacher), and the Lesson Activities (self-checked) are major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson; the pre- and post-test questions that come at the beginning and end of the unit, respectively; and an end-of-semester test. All of these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

Course Goals

By the end of this course, you will be able to do the following:

- Describe the various roles and responsibilities of professionals in the audio-video industry, and list the benefits of joining a student organization.
- Describe how an idea for a story can be developed into a full-fledged screenplay.
- Describe the set-up of a studio, explain the responsibilities of various studio floor professionals, and identify the different communication methods used by studio floor professionals.
- Describe commonly used studio floor equipment, and explain how to set them up in a safe and efficient way.
- Describe and differentiate among various media formats and compression formats.
- Describe various delivery methods and identify the most appropriate method based on need.

- Describe the various information technology applications for audio-video production projects.
- Describe the history of broadcasting, explain how electromagnetic waves are used for broadcasting, and identify and identify different types of broadcast standards.
- Analyze the effectiveness of various audio-video techniques and critique the production using appropriate tools.
- Describe laws and policies related to audio-video production, and explain the importance of being ethical and exhibiting a positive work ethic.
- Describe job-acquisition and advancement skills, and identify various careers related to the media industry.

Prerequisite Skills

Audio/Video Production 2, Semester B has the following prerequisites:

- basic math knowledge
- ability to visualize and apply creativity and innovation
- familiarity with the writing process and following guidelines

General Skills

To participate in this course, you should be able to do the following:

- complete basic operations with word processing software such as Microsoft Word or Google Docs
- complete basic operations with presentation software such as Microsoft PowerPoint or Google Docs presentation
- perform online research using various search engines and library databases
- communicate through email and participate in discussion boards

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.

Credit Value

Audio/Video Production 2, Semester B is a 0.5-credit course.

Course Materials

- notebook
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- Microsoft PowerPoint or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course teacher may modify the schedule to meet the specific needs of your class. Also, the course teacher will determine the due dates for the Course Activity, which is a long-term project over the length of the course.

Note for activities: Through the Unit and Course Activities, you will write a script and then use the script to create a news feature, which you will submit at the end of this semester. Using this script, you will shoot interviews and video footages in Unit Activity 1. You will also use appropriate background and font styles. Further, in Unit Activity 2, you will compile the interviews and footages shot in UA 1, and add a soundtrack to create the final video. Once done, you will share this product with your friends or relatives using appropriate delivery methods. You will also share with them a critiquing checklist. Finally, in Unit Activity 3, you will assess and update your video based on the observations of your audience. Once done, you will upload the final video.

Course Components and Grading Rubric

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

Course Components	Count	Weight
Pretest. <i>Pretests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective, the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemptive pretests for first-time credit courses. Pretests are not included as a component of the student's final grade.</i>	3	0%
Module. <i>Each module in this course contains an interactive tutorial and an associated mastery test. Tutorials may include one or more Lesson Activities that constitute tasks associated with the tutorial. The module score comes from a student's score on the mastery test.</i>	13	20%
Discussion. <i>Online discussions allow for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may add more discussion topics.</i>	3	20%
Unit Activity. <i>Unit Activities are at the end a unit and constitute one or more small tasks. Their purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>	3	20%
Posttest. <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>	3	20%
End of Semester Test. <i>The end of semester test (EOS) appears at the end of the course. Students are delivered a few items from every tutorial in the course in order to assess the major course objectives.</i>	1	20%
Total	26	100%

*Teachers may manually adjust these weights if desired, per district grading requirements.

Unit 1: Production Activities

Summary

In this unit, you will explore the various roles and responsibilities of professionals in the audio-video industry and discuss the benefits of joining a student organization. You will also learn how an idea for a story can be developed into a full-fledged screenplay. In addition, you will discuss the various responsibilities of studio floor professionals. Then, you will learn how to set up a studio and use studio floor equipment in a safe and efficient way. Finally, you will learn to apply integrated multimedia technologies combining graphics to produce a dynamic and effective visual presentation. In this unit, you will also begin an extended project in which you will perform research and write a script for a news feature that you will continue to develop over the course of this semester.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Plato Student Orientation <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
5 days: 2–6	Professionals in Audio Video Industry <i>Describe the various roles and responsibilities of professionals in the audio-video industry, and list the benefits of joining a student organization.</i>	Lesson
5 days: 7–11	Developing a Screenplay <i>Describe how an idea for a story can be developed into a full-fledged screenplay.</i>	Lesson
4 days: 12–15	Organizing and Shooting a News Feature <i>Perform appropriate online or offline research and write a script for a news feature.</i>	Course Activity
5 days: 16–20	Studio Floor Direction <i>Describe the setup of a studio, explain the responsibilities of various studio floor professionals, and identify the different communication methods used by studio floor professionals.</i>	Lesson
5 days: 21–25	Operating Studio Floor Equipment <i>Describe commonly used studio floor equipment, and explain how to set them up in a safe and efficient way.</i>	Lesson
5 days: 26–30	Operating Studio Recording Devices <i>Describe the functions of studio recording devices and their proper maintenance, and describe the roles of studio professionals.</i>	Lesson
5 days: 31–35	Graphics and Multimedia <i>Apply integrated multimedia technologies combining graphics to produce a dynamic and effective visual presentation.</i>	Lesson

Day	Activity/Objective	Type
1 day: 36	Para Jumble	Game
4 days: 37–40	Unit Activity/Threaded Discussion—Unit 1	Activity
1 day: 41	Post-test—Unit 1	Assessment

Unit 2: Media Formats and Distribution

Summary

In this unit, you will discuss and differentiate among various media formats and compression formats. You will discuss various delivery methods and learn to identify the most appropriate one based on need. You will also discuss the various information technology applications for audio-video production projects. In addition, you will learn to identify Internet safety issues and learn to use the Internet ethically and efficiently for work.

Day	Activity/Objective	Type
5 days: 42–46	Media Formats <i>Describe and differentiate among various media formats and compression formats.</i>	Lesson
5 days: 47–51	Distributing Media to Audience <i>Describe the various delivery methods and identify the appropriate method based on need.</i>	Lesson
5 days: 52–56	Online Media <i>Describe the various information technology applications for audio-video production projects.</i>	Lesson
1 day: 57	Thwack-a-Mole	Game
5 days: 58–62	Unit Activity/Threaded Discussion—Unit 2	Activity
1 day: 63	Post-test—Unit 2	Assessment

Unit 3: Media Ethics and Critique

Summary

In this unit, you will learn the history of broadcasting. You will also learn how electromagnetic waves are used for broadcasting and learn to identify different types of broadcast standards. You will also analyze the effectiveness of various audio-video techniques and learn to critique a production using appropriate tools. Then you will learn to apply ethical decision making and comply with laws and policies related to audio-video production. Finally, you will consider job-acquisition and advancement skills and explore various careers related to the media industry.

Day	Activity/Objective	Type
5 days: 64–68	Audio Visual Broadcasting Standards <i>Describe the history of broadcasting, explain how electromagnetic waves are used for broadcasting, and identify different types of broadcast standards.</i>	Lesson
5 days: 69–73	Critiquing Production <i>Analyze the effectiveness of audio-video techniques and critique a production using appropriate tools.</i>	Lesson
5 days: 74–78	Ethics and Regulation <i>Describe laws and policies related to audio-video production and explain the importance of being ethical and exhibiting a positive work ethic.</i>	Lesson
4 days: 79–82	Media Literacy <i>Describe job-acquisition and advancement skills and identify various careers related to the media industry.</i>	Lesson
1 day: 83	Space Jumble	Game
4 days: 84–87	Unit Activity/Threaded Discussion—Unit 3	Activity
1 day: 88	Post-test—Unit 3	Assessment
1 day: 89	Semester Review	
1 day: 90	End-of-Semester Test	Assessment

Course Map

You will achieve course level objectives by completing each lesson's instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester B](#).