## Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** College of Liberal Arts  
   **Department:** Communication and Journalism

2. **Course Prefix and Number:** RTVF 4940  
   **3. Effective Term:** Spring 2013

4. **Course Title:** Visual Media Projects

5. **Requested Action:**  
   - [ ] Renumber a Course  
   - G Add a Course  
   - C Revise a Course

6. **Course Credit:**  
   **Contact/Group Hours:** 3  
   **Scheduled Type:** Studio  
   **Weekly or Per Term?** Weekly  
   **Credit Hours:** 3  
   **Anticipated Enrollment:** 14

   **Maximum Hours (Repeatability):** 3  
   **Total Credit Hours:** 3

7. **Grading Type:**  
   - [ ] Regular (ABCD)  
   - [ ] Satisfactory/Unsatisfactory (SU)  
   - [ ] Audit

8. **Prerequisites/Corequisites:**  
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "W:" to indicate a prerequisite with concurrency.

   **P:** RTVF 4820: Sequence Design or RTVF 4100: Intermediate Filmmaking

9. **Restrictions:**  
   - [ ] College  
   - [ ] Major  
   - [ ] Standing  
   - [ ] Degree

10. **Course Description:**  
    (20 Words or Less; exactly as it should appear in the Bulletin)  
    This is a capstone course in which students work as a team on a visual media project under the direction of the instructor and in collaboration with a resident scholar or artist.

11. **May Count Either:**  
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. **Affected Program(s):**  
    (Respond "NA" if not included in any program; attach memorandum if more space is required)

13. **Overlapping or Duplication of Other Units' Offerings:**  
    (If course is included in any other degree, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)

   - [ ] Applicable
   - [ ] Not Applicable
14. Justification: This capstone course provides students with the opportunity to integrate the various concepts and skills acquired in the media sequence in a single advanced project.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: No new resources are required. Existing faculty and resources are sufficient to meet the demands of the course.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met; referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

1. To create an advanced media project suitable for senior portfolio.
2. To learn to translate ideas into audio-visual representations through storyboards, sketches, and flow charts.
3. To learn to present for critique the various production stages of an advance media project.
4. To learn to analyze critically one's own work and the work of others in critique.
5. To integrate concepts and skills acquired in media courses.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week 1: Course overview - media project, collaboration assignments
Week 2: Collaboration, research techniques
Week 3: Idea translation - storyboards, sketches, flow charts
Week 4: Student presentation of project treatment and storyboards
Week 5: Expressing the idea through image - advanced lighting, shooting, interactive wireframing
Week 6: Expressing the idea through sound - advanced recording, comprehensive structures, integrating audio/video with HTML 5
Week 7: Project updates
Week 8: Student presentation of Rushes
Week 9: Expressing the idea through time - advanced editing, basic programming techniques for interactively
Week 10: Expressing the idea through time, advanced editing and sequencing techniques
Week 11: Student presentation of rough cut and sequencing comps
Week 12: Advanced topics in sound design and composition design
Week 13: Student presentation of sound design
Week 14: Project update meetings
Week 15: Student presentation of fine cut

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

1. Project treatment/storyboard/sketches/flow charts: written project description, sequence of illustrations or images which help to pre-visualize media project (stage 1 in production of media project)
2. Rushes: unedited footage (stage 2 in production of media project)
3. Rough cut: a preliminary edit (stage 3 in production of media project)
4. Sound design: the audio element of a visual media project (stage 4 in production of media project)
5. Fine cut: the completed edit (stage 5 in production of media project)
6. Presentations (presentation of one's own work to peers for critique)
7. Critiques (critical analysis of peer's work)

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

10% Project treatment/storyboard
10% Rushes
15% Rough cut
10% Sound design
15% Fine cut
25% (5) Presentations
5% Participation
5% Critiques
5% Attendance

Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-65%, F = 0-59%

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiate arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).