

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**FILM 278: Advanced Video Editing**

**I. Basic Course Information**

A. Course Number and Title: FILM 278: Advanced Video Editing

B. New or Modified Course: New

C. Date of Proposal: Semester: Fall 2017

**D. Effective Term: Fall 2018**

E. Sponsoring Department: Communication & Languages

F. Semester Credit Hours: 3

G. Weekly Contact Hours: 4                      Lecture: 2  
  Laboratory: 2  
  Out of class student work per week: 5

H. Prerequisites/Corequisites: FILM 267: Digital Video Production—Narrative and Documentary or FILM 266 Introduction to Video Production--Aesthetics

I. Laboratory Fees: YES

J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval: Sara Banfield, sara.banfield@raritanval.edu, Patrice Marks, patrice.marks@raritanval.edu

**II. Catalog Description**

Prerequisites/Corequisites: FILM 267: Digital Video Production—Narrative and Documentary or FILM 266 Introduction to Video Production—Aesthetics. In this course, students will explore the historical development of film/video editing theory and apply the various editing styles to video footage generated in the class. A complete understanding of the impact that editing has on the subtle manipulation of an audience will be gained. At the same time, students will continue to explore the depth of the current digital editing programs that are commonly found in the workplace.

**III. Statement of Course Need**

- A. Understanding the power of editing and how it is used to cause audiences to react emotionally is at the core of any film or video.

This course will ensure that students understand the historical development of visual editing and the significant role it plays in audience manipulation. By examining time-proven methods and styles of editing, students will become highly educated consumers of visual messages and be able to apply this knowledge to the development of their own video editing style.

This foundation, and the advanced use of digital software currently used in the workplace, will equip students with the necessary tools to pursue professional employment or further their educational pursuits at four-year institutions.

- B. Lab hours are allocated to editing in the editing suite.
- C. This course generally transfers as a Digital Media/Film Studies program elective.

#### **IV. Place of Course in College Curriculum**

- A. Free Elective
- B. This course serves as a program requirement for the Digital Video Production certificate.
- C. This course serves as a specialization elective for the Digital Media/Film Studies AS and Communication Studies AA programs.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

#### **V. Outline of Course Content**

- A. History of editing theory
- B. The “Russian Experiment: and audience manipulation
- C. Narrative film editing methodology – telling a story visually
- D. Editing styles and techniques
  - a. Propaganda filmmaking
  - b. Documentary productions
  - c. Commercials
  - d. Music videos
  - e. Video gaming
- E. Graphic techniques
  - a. Titling
  - b. Special effects
  - c. Graphic plug-ins

## **VI. General Education and Course Learning Outcomes**

### **A. General Education Learning Outcomes:**

**At the completion of the course, students will be able to:**

1. Use creative thinking to explore the role of video editing in audience reaction. (GE- 1)
2. Communicate through different editing styles. (GE- 4)
3. Use current technology and software to edit video footage. (GE-4)

### **B. Course Learning Outcomes:**

**At the completion of the course, students will be able to:**

1. Explain major perspectives of psychology
2. Explain the historical development of editing theory
3. Differentiate among various styles of editing
4. Critique various methods of editing
5. Diagram camera positions
6. Discuss the aesthetic reason for the choices made by film/video makers
7. Summarize the pros and cons of major editing software packages
8. Create different stories and audience reactions by using various editing styles with the same raw footage

### **C. Assessment Instruments**

1. Essays
2. Exams
3. Quizzes
4. Exercises
5. Discussions
6. Presentations
7. Projects
8. Critiques

## **VII. Grade Determinants**

- A. Projects
- B. Exercises
- C. Essays
- D. Tests
- E. Discussions
- F. Attendance

## G. Participation

Primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers
- E. laboratory
- F. student oral presentations
- G. simulation/role playing
- H. student collaboration
- I. independent study

## VIII. Texts and Materials

- A. Textbook, to be determined
- B. Films
- C. Videos/DVDs
- D. Audio sources
- E. Websites
- F. Hand-outs

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

## IX. Resources

What specific or unusual resources (such as library, computer, or laboratory resources) does the College presently have that will be necessary for the course? What additional resources will be needed? List the resources.

Example for *Intro to Contemporary Printmaking*

- A. Necessary hard drive space
- B. Large computer monitors
- C. Digital Video-editing software
- D. Mini-DV playback decks
- E. Projector and screen or display monitor

**X. Honors Options: Not Applicable**