

**SAMPLE ONLINE COURSE OUTLINE FOR FALL 2020.  
FOR INFORMATIONAL PURPOSES ONLY. SOME DETAILS ARE SUBJECT TO CHANGE.**

### **VPSB76H3 VIDEO II FALL 2020**

STUDIO ART | ARTS, CULTURE, AND MEDIA | UTSC

THURSDAY, 12PM-2PM ONLINE LOCATION: ONLINE SYNCHRONOUS COURSE VIA QUERCUS,  
BB COLLABORATE, MYMEDIA

PROFESSOR: MIDI ONODERA

EMAIL: [midi.onodera@utoronto.ca](mailto:midi.onodera@utoronto.ca) or [midionodera@gmail.com](mailto:midionodera@gmail.com)

OFFICE HOURS: 11:00 -12:00 PM & 2:00 – 3:00 PM THURS. (Alternative accommodations will be made for students outside of the EDT time zone)

**Prerequisite:** [VPSB58H3](#) Video 1

This course offers students the exciting opportunity to learn more advanced methods of video production and the means to make more sophisticated/complex stories. The focus will be on digital storytelling and concept development. Students will explore a variety of storytelling genres and will shape two major videos within the broad topics of “Stories from Isolation” and “The Future Imagined”. Overall technical guidance will be provided with emphasis on advanced shooting and editing techniques. The course objectives are: excellence, engagement, self-motivation, experimentation, imagination, self-determination, rigor and fun.

### **WHAT YOU WILL LEARN IN THIS COURSE**

- Digital story development, creative methods for planning, shooting, and presenting video artworks.
- Proficiency with camera operation and shooting techniques, lighting, audio recording, and video editing at an intermediate level. Emphasis will be placed on creative practice in the current situation of Covid-19.
- Skills for working in a solo situation, creative problem-solving and production improvisation and editing.
- How to produce portfolio-ready files and support material for video work.
- University-level analytical thinking, reading, and writing skills relevant to artistic practice.

### **COURSE EXPECTATIONS**

- You are expected to contribute to the class community by arriving on time, being actively involved in group discussions, in-class activities, and helping to maintain a respectful class atmosphere.
- Critique sessions for video work require more time due to the time-based nature of the work. You must check your uploaded media prior to start of class and clear your schedule in the event that critiques run over time.
- You are expected to produce work at a quality and ambition appropriate for a university arts course.

### **ONLINE LEARNING**

- One on one meetings and office hours will be modified to accommodate those students in different time zones.
- This course will be comprised of pre-recorded lectures and videos and demos as well as weekly online discussions. Upon agreement with the class, we will record our weekly sessions which can be reviewed on your own time.
- You must spend adequate amounts of time outside of class working on and completing assignments for this course. Due to the nature of our current situation, students need to ensure that they come to class prepared with their completed homework.
- You must make sure you have adequate physical space in your home studio to complete your projects.
- **MATERIALS AND SUPPLIES.** Depending on your project, you need to ensure that you have sufficient resources to complete the work. For example, this may include access to supplies and materials in your region. Be aware that supply chain issues may impact your projects.

- **CLASS SOFTWARE/COMMUNICATIONS: Quercus and emails will be the basis for communication in this course.** You must check your emails on a regular basis and check QUERCUS for weekly announcements. (You need to set your notifications in Quercus to “notify me immediately”. This can be done under Settings/Notifications). For our first class, we will use BB Collaborative (on Quercus). Based on class consensus, we may change this to Microsoft Teams or a mutually agreed upon software. <https://easi.its.utoronto.ca/shared-services/office365/teams/>
- **Internet connectivity.** Make sure you have a sufficient internet connection as it will be critical for you to view each other’s work each week. You can test your internet speed by using the free software, Ookla Speedtest, [www.speedtest.ca](http://www.speedtest.ca)
- **COMPUTERS AND SOFTWARE.** Be aware that you will require a computer with the power and space to run any software programs that may be added during the course. For example, the university will provide access to the Adobe Suite. Computer requirements can be found on Adobe website: <https://helpx.adobe.com/ca/creative-cloud/system-requirements.html#Systemrequirements> (Note: click on Premiere Pro or the specific program you’re interested in and this will take you to another page with detailed specifications for your computer). The university has a number of different recommended software depending on your needs. <https://www.uts.utoronto.ca/technology/academic-software>
- A good, free (with a university license) screen capture software is Snagit <https://q.utoronto.ca/courses/46670/pages/lecture-capture/#get-techsmith-snagit>

#### **REQUIRED EQUIPMENT:**

##### 1) **portable hard-drive** (Price range \$70-150)

To store your footage, Premiere files, and exported projects.

Recommended: LaCie rugged drives. (The body is more durable than the Seagate drives)

Size: 1TB recommended minimum – price may be just slightly higher for 2TB and may be worth the purchase.

Where to buy: TigerDirect.ca, Amazon.ca, Carbon Computing, Best Buy, Staples (this is roughly from cheapest to the most expensive sources). General product information:

<https://www.lacie.com/ca/en/products/rugged/>

**IMPORTANT:** IF you are on a MAC computer. You must make sure you format your hard drive with the MAC software. To do this: 1. Plug in your hard drive 2. Open Applications/go to Utilities/Disk Utilities under the Erase tab, select MAC OS extended (journaled). If you have questions email me.

##### 2) **IF you have booked a Studio camcorder, you will require a memory card.**

**SD Memory Card** (Price range \$30. - \$40.)

Recommended: **SanDisk** Extreme Pro 64GB SDXC UHS-I Memory Card

Note: Another option is to get a 32GB card. The read and write speeds are important in video (recommended 95mpbs read speed/90mpbs write speed)

Where to buy: TigerDirect.ca, Amazon.ca, Best Buy

**If you are using your own camera, make sure you have free memory cards to shoot your assignments.**

##### 3) **Headphones:** good quality enclosed or over the ear headphones for listening to your audio during filming and editing. (Earbuds are not ideal for reviewing audio). **Headphones can be booked before the term for your use.**

- **AV EQUIPMENT.** The university has a limited supply of AV equipment and we are currently working on a system for long term rentals for those who are able to come to the campus. The equipment should augment what you have already. Most likely it will be on a first-come, first serve basis. **If you have questions, please email me directly [midi.onodera@utoronto.ca](mailto:midi.onodera@utoronto.ca) or [midionodera@gmail.com](mailto:midionodera@gmail.com)**
- For students unable to come to the campus, your projects will rely on your own AV inventory and locally sourced equipment suppliers This may be at your own expense.

## GRADES AND EVALUATION

|                                     |   |           |
|-------------------------------------|---|-----------|
| Short video: "Who am I/Where am I?" | 5 | TOTAL: 10 |
| Short video: "Changing the Frame"   | 5 |           |

### PROJECT: "Isolation Stories"

|                  |    |           |
|------------------|----|-----------|
| Rough Cut        | 10 |           |
| Artist Statement | 5  |           |
| Fine/Final Cut   | 15 | TOTAL: 30 |

### PROJECT 2: "The Future Imagined"

|                  |    |           |
|------------------|----|-----------|
| Rough Cut        | 10 |           |
| Artist Statement | 5  |           |
| Fine/Final Cut   | 15 | TOTAL: 30 |

|  |  |           |
|--|--|-----------|
| Notebooks, Research presentations, Viewing assignments |  | TOTAL: 15 |
|--|--|-----------|

|                             |  |           |
|-----------------------------|--|-----------|
| Participation & Development |  | TOTAL: 15 |
|-----------------------------|--|-----------|

Bonus points are available for attending online artist talks, extra video work, Reading Week feedback on Project 1 videos +1 to 2 bonus pts

## How Coursework Will Be Evaluated

### **Video Projects:**

A combination of conceptual coherence and complexity, technical execution, and the ambitiousness of the overall project. Specific evaluation criteria will be on each assignment.

- ARTIST STATEMENT

You will write an artist statement for each of the major video projects in the course.

- CRITIQUES

Rough cuts and fine cuts (MP4 files) for critiques must be exported from Premiere Pro and uploaded to MyMedia. Critical discussion is an important component of this class. Be prepared to speak clearly and convincingly about your work and your thought process during critiques. You will also be expected to look carefully, question, and comment intelligently on the work of your classmates. Critiques are opportunities for you get feedback about the conceptual and technical aspects of your project. The comments you receive are feedback not strict instructions about how to revise, edit, or expand your work. You must think critically about the feedback you receive and make a thoughtful individual choice about how you will revise and complete the work. NOTE: We may decide as a class to change the way we do these critiques online.

### **Notebooks:**

Ideally you should have a notebook specifically for this class. An alternative can be a digital file system of your own design. Notebooks are used for: a combination of viewing assignment notes, technical notes, project brainstorming notes, images, and sketches, etc. Notebooks are evaluated on quality and quantity of collected material, thoughtfulness, and effort.

NOTE: You can create your own note-taking system, but you MUST be able to upload the files to me twice during the course. Digital files can consist of jpegs, MP4 files, URL links, scanned notes, audio files, etc.)

### **Research Presentations:**

(brief in-class presentation) A combination of clarity, thoughtfulness, good use of research or supporting material. Specific evaluation criteria will be on the assignment.

### **Viewing Assignments:**

There will be videos that I will assign during the course for viewing outside of class. Your observations, reflections will be recorded in your notebook. Each student will also be responsible for

finding and sharing a short video or clip from a longer work and will present this to the class. Evaluation will be based on your presentation of the material. Guidelines will be supplied.

**Participation and development:**

The participation and development grade includes punctuality, attending and contributing to all critiques (especially on days when you are not presenting work), class discussions, in-class work sessions, and your development over the course of the term.

**Bonus marks:**

- You will attend artist talks online and submit a 300-400 word synopsis of presentations for bonus points (if you do not submit writing you will NOT receive bonus points; 1)
- Bonus marks are also available for extra video work such as taking a major role in a classmate's video project, and Reading Week feedback on Project 1 videos (up to 2)

**Course outline/weekly schedule subject to change with class consensus.**

**Academic integrity is paramount at the University of Toronto Scarborough, and this applies to art making as well as paper writing. See how to avoid plagiarism:**

<https://www.utscc.utoronto.ca/aacc/academic-integrity>

**SUMMARY OF ASSIGNMENTS:**

|  |   |
|--|---|
| SHORT VIDEO EXERCISE 1: WHO AM I, WHERE AM I? video DUE: WK 2  | Make a creatively inventive video portrait of yourself and your home studio space. (minimum 2 min.)   |
| SHORT VIDEO EXERCISE: CHANGING THE FRAME video DUE: WK 7   | You will be given text and footage to work with. Your task will be to edit and create a soundtrack for the work.  |
| PROJECT 1: ISOLATION STORIES<br>Rough cut due: WK 5<br>Fine cut due: READING WK (optional)<br>Final cut: WK 6  | Based on your experiences in self-isolation create a video that addresses an aspect of your situation. Projects can be conceptual or narrative. (minimum 4 min.)          |
| PROJECT 2: THE FUTURE IMAGINED<br>Rough cut due: WK 10<br>Fine cut due: WK 11<br>Final cut due WK 12   | Given our current situation, our ideas of the future have shifted. What does this look like for you personally? Projects can be conceptual or narrative. (minimum 4 min.) |
| VIEWING ASSIGNMENTS:<br>This will be a combination of assigned and self-directed assignments: I will provide various videos to reference and discuss throughout the course. In addition, each student will present either a clip of a longer film or a short film/video. This discussion will be moderated by each student. (max. 10 min.) | Completed throughout the term.  |
| RESEARCH:<br>Each student will choose one artist to showcase and present their work to the class in a short presentation. (max. 10 min.)   | Completed throughout the term.  |

| WEEK                | DATE    | IN-CLASS  | FOR NEXT WEEK:   |
|---------------------|---------|---|--|
| 01                  | SEPT 10 | <ul style="list-style-type: none"> <li>-Introductory remarks</li> <li>-Review course outline, online protocol, software, online communications, etc.</li> <li>-Review examples of artists' home studio setup, discussion on assignment 1: WHO AM I, WHERE, AM I?</li> <li>-Scheduling research presentations and self-directed viewing assignments</li> </ul> | <p><b>DUE:</b> WHO AM I, WHERE, AM I? video assignment</p> <p><b>DUE:</b> Student Viewing Assignment presentation</p> <p><b>BOOK</b> 1 on 1 appointments with Midi</p>   |
| 02                  | SEPT 17 | <ul style="list-style-type: none"> <li>-<b>Critique</b> - WHO AM I, WHERE, AM I? short video assignment</li> <li>-Discussion on short video assignment 2: CHANGING THE FRAME</li> <li>-Discussion on Project 1: Isolation Stories Student Viewing Assignment presentation</li> <li>-Discussion on Student Research presentations</li> </ul>                   | <p><b>DUE:</b> Student Viewing Assignment presentation, Student Research presentation</p> <p>1 on 1 appointments with Midi (scheduled appointments outside of class)</p> |
| 03                  | SEPT 24 | <ul style="list-style-type: none"> <li>-Digital Story telling lecture &amp; discussion: concept</li> <li>-Student Viewing Assignment presentation</li> <li>-Student Research presentation</li> <li>-breakout groups Project 1 sharing</li> </ul>  | <p><b>DUE:</b> Student Viewing Assignment presentation, Student Research presentation</p> <p>1 on 1 appointments with Midi (scheduled appointments outside of class)</p> |
| 04                  | OCT 1   | <ul style="list-style-type: none"> <li>-Digital Story telling lecture &amp; discussion: concept &amp; writing</li> <li>-Student Viewing Assignment presentation</li> <li>-Student Research presentation</li> <li>-Editing tips, how to</li> </ul>   | <p><b>DUE:</b> rough cut ISOLATION STORIES</p> <p><b>DUE:</b> Student Viewing Assignment presentation, Student Research presentation</p>                                 |
| 05                  | OCT 8   | <p><b>Critique rough cut ISOLATION STORIES</b></p> <ul style="list-style-type: none"> <li>-Student Viewing Assignment presentation</li> <li>-Student Research presentation</li> </ul>   |  |
| <b>READING WEEK</b> | OCT 15  | Students can upload fine cut videos for Midi and class feedback over reading week (OPTIONAL)  | <p><b>DUE:</b> final cut ISOLATION STORIES</p> <p><b>DUE:</b> Student Viewing Assignment presentation, Student</p>   |

|    |        |   |  |
|----|--------|---|--|
|    |        |   | Research presentation<br><b>BOOK</b> 1 on 1 appointments with Midi   |
| 06 | OCT 22 | <b>Critique FINAL version ISOLATION STORIES</b><br>-Student Viewing Assignment presentation<br>-Student Research presentation   | <b>DUE:</b> CHANGING THE FRAME? video assignment Critique<br><b>DUE:</b> Student Viewing Assignment presentation, Student Research present.<br>1 on 1 appointments with Midi (scheduled appointments outside of class) |
| 07 | OCT 29 | Discussion Project 2: digital storytelling Shooting<br><b>Critique</b> – assignment 2: CHANGING THE FRAME<br>-Group work, brainstorming, concept, shooting<br>-prep for Project 2: THE FUTURE IMAGINED<br>-Editing tips, how to<br>-Student Viewing Assignment presentation<br>-Student Research presentation | <b>DUE:</b> Student Viewing Assignment presentation, Student Research presentation<br>1 on 1 appointments with Midi (scheduled appointments outside of class)  |
| 08 | NOV 5  | -Discussion Project 2: digital storytelling Editing and Design concerns<br>-Editing tips, how to<br>-Student Viewing Assignment presentation<br>-Student Research presentation  | <b>DUE:</b> Student Viewing Assignment presentation, Student Research presentation   |
| 09 | NOV 12 | -Discussion Project 2: digital storytelling Sound<br>-Student Viewing Assignment presentation<br>-Student Research presentation   | <b>DUE:</b> Rough Cut THE FUTURE IMAGINED  |
| 10 | NOV 19 | <b>Critique Rough cut</b> THE FUTURE IMAGINED   | <b>DUE:</b> Fine Cut THE FUTURE IMAGINED   |
| 11 | NOV 26 | <b>Critique Fine cut</b> THE FUTURE IMAGINED  | <b>DUE:</b> Final Cut THE FUTURE IMAGINED  |
| 12 | DEC 3  | Final Video screening THE FUTURE IMAGINED   |  |