Course Information

Course Title: ART 5930c: Digital Video
Credits: 3

Faculty Contact Information

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Note: All email communication should be through Canvas. Use this email address only if you have an emergency and/or are unable to access Canvas email.

COURSE DESCRIPTION

This class, **_ART 5930c Digital Video_**, is an online studio art class designed for students in the online art education MA program that students take to fulfill the studio requirement for their degree. This seminar invites you to explore the potential of digital video. You will learn about how to create video art in a variety of contexts and how to be resourceful using a medium that generally involves high-end often, expensive equipment. Topics include stop motion animation, sequential art, sound, social media, and documentary.
The emphasis will be on the conceptual and experimental, rather than conventional narratives. As part of the studio component for this course, you will also read theoretical texts associated with the practice of video art and screen online videos that contextualize the work of this course with in a contemporary art milieu.

Readings and Learning Resources:
The readings for ART 5930c are listed within each lesson. You will not be required to purchase a physical textbook for this course. Websites, articles, images, audio recordings, videos, and other materials will be assigned and provided to you throughout the course (listed within each lesson).

Note: You have a subscription to **LinkedIn Learning** (formerly Lynda.com) through the University of Florida e-learning site.What is great about this, is that you will have access to tutorials not only relevant to this class, but to technology learning in general. You will be assigned specific tutorials each lesson.

Technology for e-Learning and Canvas

You should have no problem connecting to and using e-Learning in Canvas if you have a compatible browser and internet connection (preferably a broadband connection such as DSL or cable).
The officially recommended requirements for e-Learning in Canvas are:
- **A fully updated and compatible browser.** Canvas supports the last two versions of every browser release. We highly recommend updating to the newest version of whatever browser you are using as well as the most up-to-date Flash plug-in.

- **More information is available on the Canvas Help Site** at e-Learning, using the Student FAQ tab.

Additionally, this course will utilize a variety of technologies and multimedia. To complete the activities in this course and to access course content, please verify that you have the following technologies and plug-ins available:
- Browser Plug-ins – Windows Media Player, QuickTime, Flash, Shockwave, Adobe Reader and Java.
- Audio Speakers and/or Headset - Some multimedia presentations contain audio content.
- Microsoft Word – For submission of your writing assignments.
- Email – To contact your faculty.

A complete list of the required hardware and software can be found at http://guides.instructure.com/m/4214/l/41056.

Technical Support Information:

> **Help Desk**: http://helpdesk.ufl.edu/ (great info here and a variety of help options)
> **Email:** helpdesk@ufl.edu
> **Phone:** (352) 392-HELP (4357)

NOTE: University of Florida will NEVER ask or email you for your GatorLink password.

Software/Hardware for Making and Showing Art

As this is a studio art course, you will create works of art and then present them to our private group on Vimeo for comment and for grading. There is an expectation that those of you that have signed up for this class are interested in learning about digital video and have a baseline level of technology skills.

The prerequisite skills that you need in order to be successful in this class are:

> Operate a digital camera and upload pictures to your computer.
> Scan and open images in Adobe Photoshop.
> Understand the concept of layers, basic selection and color adjustments.
> Patience and perseverance with technology and troubleshooting technology.
> An open mind.

You can approach the studio component of this class in a variety of ways. We have tried to be platform neutral in the choices of software for this class. This being said for basic video editing especially in a public school environment, you will have a greater range of options and better ease of use if you have access to an Apple computer running iMovie software. This does not mean that you will not be able to make content rich and creative videos using Windows Movie Make. You may have an easier time if you are just starting to learn about video, using iMovie.

With respect to posting or showing the work that you will create as part of the class, you will need to get your work out of your computer or your studio and post it to the discussions as links to videos that you have up-loaded to Vimeo. I have chosen Vimeo as a delivery method because of its popularity and potentials for social networking--in addition to the video/film aesthetic in the format. Please take the presentation of your work seriously because in an online setting, video or audio is the evidence of what you did. It is **all** that we have to evaluate your work. Additionally, please be organized in your storage and backup of all of the work that you do in this class. *Save and save frequent back-up copies of your work*.

HARDWARE

In terms of minimum digital imaging capabilities for presenting work, you will need the following hardware.
- Access to a scanner/camera – This would be valuable for the initial animation activity.
- Access to the scanning program so that you can save your images as a computer file.
- Access to a digital camera or camcorder that has the ability to shoot video.
  Most phone cameras have excellent image quality and will work well for our projects.
- You will need to stabilize and adjust the collection angle (point of view) of the camera that you use (tripod) so be sure you consider ways to do this.
- If you do not already have a camera that shoots video there are inexpensive camcorders/video camer as that you might purchase for between $100.00 and $170.00. A tripod would also be helpful.
- Headphones or speakers. There will be an audio component to this course.
- At least 10 GB hard drive space on your computer.
- Camera (either digital or analog).

Note: You can take pictures with a digital camera and upload to the discussions or you can take pictures using an analog camera, process, scan, and then upload to the discussions.
(This includes your cell phone camera.)

SOFTWARE

You must have access to Photoshop for the first project. It does not have to be the latest version. (Adobe offers a free trial period/download for 7 days on their website https://www.adobe.com/products/photoshop.html.)

For video editing, Mac users might use iMovie which is a free download if you don't already have it--or for PC users, you could download iMovie for Windows, or the latest version of Windows Movie Maker. If you choose to do a little research, there are other available free editing software programs that might also be good, and of course if you're a more serious user, Adobe Premiere and Final Cut Pro X (available with free trials on each).

For audio editing, please download a free copy of Audacity software. https://www.audacityteam.org/download/ (Links to an external site.). Be sure to load the version that woks with your system.

What matters with software is what you DO with the software to make art as opposed to features and price. I want to stress that this is not only a class that teaches you about how to use video as an art medium, but is an exploration of the video's place in contemporary art and the different ways artists use video to make work. This is not a class in traditional Hollywood/ film style movie making. As many of you are artists, I expect you to use the ideas in this course to enrich your practice and to expand your notions of what constitutes art in the 21st century. Your challenge is to take the studio techniques with which you already familiar and combine them with the new techniques you are learning as part of this class.

Course Objectives:

Upon successful completion of this course, students will be able to:
- Use a camcorder or the video features on their digital camera as means to make art.
- Set up and shoot scenes.
- Record, capture and manipulate digital audio.
- Learn basic video editing including sequencing, stop motion animation, effects, and transitions.
- Deliver video art in an online environment.
- Incorporate video as a medium for making art in the classroom.
- Learn about the history of video art from 1960 to the present.
- Explore the ways that technology developments over the past 50 years impact both the content and form of video art.
- Understand the role and importance of video in the continuum of contemporary art practice.

Course Content:

Week One (Lessons 1-2)
Getting StartedLooking At Video Through Photography
Delivering Video Content on Vimeo.

Week Two (Lesson 3)
Montage, Sequence and Time
Creating an Animated Video Sequence in Photoshop.

Week Three (Lesson 4)
6 Feet X 6 Feet: Exploring Video in a Small Space
Video Killed the Photographer and the Painter and Maybe Even the Film Star

Week Four (Lesson 5)
Sound and Space in Time
Digital Audio

Week Five (Lesson 6)
Tell and Show: Manipulating Mass Media in Video Art
Creating a Storyboard
Structuring an Interview

Week Six (Lesson 7)
Tell and Show: Manipulating Mass Media in Video Art (Part 2)
Political Activism and Video Art

Week Seven (Lesson 8)
Postproduction Techniques

Week Eight (Lesson 9)
Final Critique and Reflection

Learning Activities

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives.
Due dates for all learning activities are provided in the Course Schedule.

The primary instructional methods of this course include assigned readings for each lesson, studio projects and online group discussions of course topics, small group collaborations work, online research, assigned activities that correlate with the topics of the lessons and project work. Extensive reading, art making and personal research will be required to help students achieve the course objectives.

Note: Due dates for all learning activities are provided in each lesson, the calendar and the course schedule.

Studio Projects:

Studio projects are art making activities that correlate with and extend the ideas presented in each lesson. In addition to making and posting the art work that you have created as a result of the studio projects, you will also be required to document your process as you work on the piece. This could include rough studies leading up to the final piece, the different resources that you looked at in preparation for the piece and periodic reflective writing while you are working on the piece. I also require that when you are finished with the piece, as part of your process, to reflectively assess your own work and then respond to at least two of your classmates' pieces. These written responses are done in the spirit of a traditional studio critique where peers question and comment upon the formal and conceptual issues of your work.

Students should engage with their peers by providing feedback and suggestions for any resources that will support and extend the ideas and skills of their colleagues. We will not grow as artists and teachers if we do not CRITICALLY engage with others' work. This can include a variety of thoughts and ideas, as well as contemporary artists work with the same ideas and content. You will need to express positive, but also constructive (what might be perceived as negative, but aligned to be supportive and helpful) comments as a way to help each other become better artists and teachers. Your critiques need to be civil, but they also need communicate how your peers can better their work with concrete ideas and suggestions.

Your work needs to be successful as ART. Indeed, there is a technology learning curve in this course that can sometimes be overwhelming and daunting. With technology, you have the challenge of mastering the technology AND using it in the service of making art. There will be four studio projects, followed by a final project, throughout the course. Each Studio Project will have its own point value and rubric that you can access within the appropriate lessons.

Discussions:

Throughout this class, you will engage in dialogue with your peers via discussions. Students should provide critical and creative feedback, as well as suggestions for any resources that will support and extend the ideas and skills of their colleagues. This can include a variety of thoughts and ideas, as well as contemporary artists and projects directly connected to the discussion topics.

This course is studio-based, and thus discussion responses as well as comments may include visuals, audio and video, in addition to required written comments and responses.To ensure meaningful class discussion, it is very important for students to have read the assigned texts and complete the assigned activities before participating in the discussions.

Reading includes *looking up terms, people and art historical references* that may be unfamiliar to you. If the reading discusses a particular work or artist, it is important that you look at the work in addition to reading

about it. The point of our discussions is not to summarize the reading assignment or to achieve one particular understanding of the reading for the whole class. Instead, our goal is to enlarge our personal understanding of the text by reading, discussing and sharing what each of us understood from reading the articles or chapters.

In addition to reading, you will spend time observing and researching as part of the class discussions.Discussions are open for the duration of the lesson in which they are assigned unless otherwise noted. Thus, it's important that you **post your initial contributions by day THREE** of each lesson (at the latest). This in turn will allow you to review and post thoughtful replies to your classmates.

Note: In addition to posting your own personal response to the discussion topics, you are expected to respond in a meaningful way to a minimum of 2 other postings from your class members. Additional participation is encouraged. I recommend that you login to the discussions several times each lesson to follow the ideas and voices of your peers.

Participation, contributions, and ability to engage with your peers in discussions throughout the semester, will total 40% of your final course grade. Each lesson will have its own Discussion Set, consisting of one or more discussion topics. You are encouraged and expected to participate in each discussion topic within a given set. Discussion sets will be assessed according to the (a) organization, (b) mechanics (c) content objectives, (d) relationship objectives, and (e) peer engagement objectives.

Final Studio Project:

The purpose of the Final Studio Project is to provide students with an opportunity to explore a particular area of content in depth and create a developed art work. This project will involve developing an original art project that critically and creatively extends an issue from any of the topics from class. The topic chosen for this project should be meaningful to you and your community.

The Final Studio Project should: (1) involve research of images, texts, film, video, hypermedia, performances, practices from the contemporary art; and (2) result in a final "product" of some kind that can be shared with others (including class members).

This project will have a short proposal, supporting research materials, process work updates, a storyboard, the artifact or project, and final reflection that will be submitted to the drop box. This project must be published online on Vimeo with a working hyperlink to the page that contains your video, and in addition, this project will be posted to the Vimeo group collection.

Grading Policy

Final grades will be calculated according to the following:
  • Studio Projects (40%)
  • Discussions (40%)
  • Final Video Project (20%)

Evaluation criteria used in each of these areas is provided within the lessons.
'Incompletes' are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time (see Incomplete Policy below). Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

Late Policy

In order to earn an 'A' in this class, all assignments must be completed and on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 10% of total available points for each day the work is submitted late.

Your work should demonstrate an ongoing process of self-reflective synthesis and critical analysis of course topics including your individual research interests and evidence of transformative thinking and learning.Incomplete PolicySchool policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements because of miti-

gating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Grading Scale

    A   100–94: superior work, all criteria have been surpassed in a distinguished manner
    A- 93–90: superior work, all criteria have been surpassed

For a grade of A or A-, you must do superlative work: careful attention to craft and presentation. The originality of idea and execution of the piece, work together. You have thoroughly documented your process and have presented your process in way that is easy to comprehend and follow. You went beyond merely solving the problem – one who performs at this level is visibly outstanding, work is outstanding in every respect. In this class, an A or A- means that you created art as well as mastered the technology.

    B+ 87-89: very good work, all criteria have been surpassed
    B   83-86: above average work
    B- 80-82: slightly above average work

For a grade in the range of B+, B, B-, you must do very fine work: almost superlative. A few to some minor changes could have been considered and executed to bring piece together. You documented your process and presented all of the ideas that went into the making a piece, but the presentation is not totally clear or thorough. Again, goes beyond merely solving the problem. The solution to the problem and idea well planned. Execution is well done. This is an honorable grade.

    C+ 77-79: adequate, average work
    C   73-76, adequate work
    C- 70-72, less than adequate work

For a grade in the range of C+, C, C-, you have done average work: slipping in levels of originality, craft and presentation. The piece does not work well as a unified whole or statement yet effort was made. Your process work is minimal and not particularly reflective. You have solved the problem: the requirements of the problem are met in a relatively routine way.

    D+ 67-69: barely meeting criteria
    D   63-66 barely meeting criteria
    D- 60-62 barely meeting criteria

You have solved the problem or addressed part of the problem but there is much room for improving your skills and developing your concepts further. You neglected the basic craftsmanship skills and breadth and depth of idea development. You have submitted the bare minimum of process work and the lack of process impacts upon the lack conceptual development and/or technique in the work.

    E   Unacceptable work and effort

For a grade of E, the work submitted is inadequate; the requirements of the problem are not addressed. The piece represents careless and/ or incomplete effort. Work is substandard.See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx for additional information on UF grading policies. Please Note: A grade of C- or below will not count toward major requirements.

COURSE POLICIES

Class Participation
Successful online learning requires you to actively participate in each course. Thus, it is highly recommended that you login to your course several times each week so that you do not miss anything or fall behind. Regular, active, and meaningful participation is expected of all students, and frequency and quality of participation may affect your grades.

Academic Honesty
Students are expected to abide by the UF Academic Honesty Policy (http://www.dso.ufl.edu/judicial/academic.php), which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments.

Netiquette
Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The 'Core Rules of Netiquette' (http://www.albion.com/netiquette/corerules.html) are excerpted from the book Netiquette by Virginia Shea (1994), and are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.Note: The instructor reserves the right to remove any blog and/or discussion postings deemed inappropriate.

Student Support Services
As a student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor.
- For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit http://helpdesk.ufl.edu.
- For a list of additional student support services links and information, please visit http://www.distance.ufl.edu/student-services.

Students with Disabilities
Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations.
The Disability Resource Center may be found on the Web at http://www.dso.ufl.edu/drc/
reached by phone at (352) 392-7056 TDD: (352) 846-1046.
All course materials may be made available in alternative format on request.

Complaints
Should you have any complaints with your experience in this course, please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Online Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Changes to the Syllabus
The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through CANVAS email.