

# FTVE R135: BEGINNING TV STUDIO PRODUCTION

**Originator**

alawson

**College**

Oxnard College

**Discipline (CB01A)**

FTVE - Film, Television, & Elec Media

**Course Number (CB01B)**

R135

**Course Title (CB02)**

Beginning TV Studio Production

**Banner/Short Title**

Beginning TV Studio Production

**Credit Type**

Credit

**Start Term**

Fall 2021

**Formerly**

TV R102

**Catalog Course Description**

This course introduces theory, terminology and operation of a multi-camera television studio and control room. Topics include studio signal flow, directing, theory and operation of camera and audio equipment, switcher operation, fundamentals of lighting, graphics, video control and video recording and real-time video production. Through a series of practica, it provides hands-on instruction in pre-production, production, and post-production. Content development for live television is emphasized using a three camera studio format.

**Taxonomy of Programs (TOP) Code (CB03)**

0604.20 - \*Television (including combined TV/film/video)

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Field trips to Live TV show taping(s), studio and location film shoots and workshops and panel discussions.

**Grading method**

Letter Graded

**Alternate grading methods**

Credit by exam, license, etc.

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

35

**Maximum Contact/In-Class Lecture Hours**

35

**Activity**

**Minimum Contact/In-Class Activity Hours**

0

**Maximum Contact/In-Class Activity Hours**

0

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

87.5

**Total Maximum Contact/In-Class Hours**

87.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

70

**Maximum Outside-of-Class Hours**

70

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

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

- |   |  |
|---|--|
| 1 | Students will demonstrate basic studio camera operating techniques including pan, tilt, dolly, pedestal, zoom. |
| 2 | Students will direct crew members to create video productions using appropriate terminology.                   |
| 3 | Students will plan, shoot and record a basic interview with a live subject using multiple camera technique.    |

**Course Objectives**

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

- |   |   |
|---|---|
| 1 | Develop programming concepts.   |
| 2 | Analyze programming treatments and scripts to determine needed crew and production resources. |
| 3 | Operate field and studio camera equipment.  |
| 4 | Develop a shot list of needed footage for a production.                                       |
| 5 | Create program audio using multiple sound sources.  |

- 6 Analyze production goals to develop a lighting plan for a video production.
- 7 Communicate with other student crew using appropriate terminology.
- 8 Cooperate with crew members to create video productions.
- 9 Edit a video production, using some filters and effects.
- 10 Direct and manage a live television production.
- 11 Conceive and execute standard pre-production skills including planning, scripting, budgeting, and crew and equipment selection.
- 12 Utilize basic video production equipment correctly, safely and creatively, including cameras, lights and audio, and control room equipment such as audio mixers, switchers, video recording, character generation and teleprompter.
- 13 Describe essential post production equipment for audio and video editing.
- 14 Analyze interpret, and exercise critical judgment in the evaluation of media productions.
- 15 Demonstrate a hands-on ability to perform appropriate critical thinking needed for successful teamwork in television, film or other media employment.

## Course Content

### Lecture/Course Content

1. Introduction to control room operations:
  - a. Lighting boards
  - b. Audio mixers
  - c. Operation of a switcher
  - d. Video and audio recording and playback
  - e. Character generation
2. Introduction to crew positions:
  - a. Staff: Producer, Director, Design Team
  - b. Crew: Floor Manager, Camera Operator, Audio Engineer, CG Operator, Technical Director, etc.
  - c. Talent: Anchor, Actors, On-air talent
3. Introduction to uses of video and editing in a studio environment
  - a. Adobe Premiere Pro
  - b. AVID Media Composer
  - c. Adobe Audition
  - d. AVID ProTools
4. Introduction to financing and distribution
  - a. Drafting budget top sheets
  - b. Planning exhibition strategies via online streaming and the windows scheme.
5. Phases of video production
  - a. Pre-production
    - Conceptual development of programs
    - Analyzing pre-production documents
      - Scripts
      - Treatments
      - Rundowns
      - Storyboards
    - Crew selection
      - Shot sheets
      - Camera rehearsals
  - b. Production
    - Duties of control room production personnel
      - Technical director
      - Assistant director
      - Line producer
      - Lighting director
    - Effective use of multi-camera operation and direction
    - Using lighting effectively
    - Audio and sound mixing
  - c. Post-production

- Editing
  - Cataloging
  - Creating an edit decision list (EDL)
  - Filters and effects
  - Graphics
  - Sound sweetening

### Laboratory or Activity Content

1. Studio work engaging students in:
  - a. Multi-camera studio operation
    - Proper camera placement demonstrating proper camera techniques including zooms, pans/tilts and dolly camera movements.
    - Shot sheet development and execution
    - Simple and complex camera moves during production.
  - b. Practical hands-on audio operation
    - Proper microphone placement on talent and in studio.
    - Proper cable management
    - Proper live mixing of audio for playback and recording.
  - c. Lighting execution
    - Proper use of lighting board and lighting gear
    - Placement and focusing of lights.
  - d. Technical Directing
    - Practice proper director commands and cues.
    - Demonstrate understanding and practice of video switcher
    - Collaboration with the Floor Manager and Director for productions.
2. Post-Production
  - a. Non-Linear Editing
    - Working with various NLE systems to complete short-form projects for live TV productions such as VO-SOTs, news packages, documentary shorts, and various media clips.
  - b. News Editing
    - Using NLE systems to complete news-oriented media such as: VOs, Readers, B-roll clips and media packages.
  - c. Live streaming and playout systems
    - Produce live broadcast experiences using Q-lab, Blackmagic ATEM live switcher, Switcher app, and/or SlingTV and various other playout systems for live broadcast elements.
3. Participate in group and individual project work
  - a. Group projects
    - Students will produce several multi-camera projects including lecture-demonstration projects, VO-SOTs, panel discussions, short-form documentaries, and various field assignments.
    - Students will participate in a live campus event such as OC LIVE, graduation, sporting event, club activity for practice, and experience.
  - b. Individual projects
    - Students will produce individual news packages including drafting two-column scripts, conducting individual interviews, filming b-roll, and report standalone and finalizing the edit for the projects.
    - Students will complete short media projects for larger newscasts and multi-camera projects.
4. Implement and create a full studio and control room crew production of sufficient quality for public evaluation and distribution.
  - a. Class broadcast/multi-camera project
    - Students will serve as crew and key staff positions for a larger in-class broadcast for practical hands-on training and technical application using studio equipment and gear.
  - b. Group broadcast/multi-camera project
    - Students will create smaller crews to work on smaller broadcast/multi-camera projects with more emphasis on staff and creative roles to complete the production. Students will assign/recruit classmates for crew positions.

### Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations  
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams  
Essays

Film/video productions  
Group projects  
Individual projects  
Laboratory activities  
Projects  
Quizzes  
Skills demonstrations  
Skill tests  
Treatment plans  
Written creation (poem, screenplay, song)

## **Instructional Methodology**

### **Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class activities  
Class discussions  
Distance Education  
Demonstrations  
Field trips  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Laboratory activities  
Lecture  
Small group activities

### **Describe specific examples of the methods the instructor will use:**

1. Film and video demonstrations covering multi-camera production, lighting/exposure, camera framing and composition, live broadcasting, sound production, field sound production, art direction and all aspects of production and broadcasting.
2. Lectures on historical Television and broadcasting applications and systems.
3. Demonstrations and in-class exercises dedicated to switcher operation, graphics, video control, video recording and real-time video production.
4. Instructor-led screenings and media presentations showing current Television show tapings and studio production practices.
5. Instructor-led discussions and class analysis of student work and media/Television screenings.
6. Demonstrate two-column and three-column script-writing
7. Class activities focused on field production.

## **Representative Course Assignments**

### **Writing Assignments**

1. Written evaluation of video projects.
2. Written scripts and treatments.
3. Develop shot list, lighting plots, crew schedule, call sheets, production paperwork (camera and audio reports), floor plans and shot sheets.

### **Critical Thinking Assignments**

1. Analysis of the Television production process.
2. Analyzing podcast/video podcast/narrative film/Television shows for the audio production strategies.
3. Shot analysis of scenes from live Television broadcasts.
4. Weekly in-class production exercises with equipment limitations or production challenges to encourage critical thinking and alternative solutions in production.

### **Reading Assignments**

1. Reading of text on video production, typically a chapter per week.
2. Reading Texts or Supplemental Materials from professional Television and broadcasting magazines and journals.
3. Read outlines/treatment and production Bibles of previous broadcasting projects.

**Skills Demonstrations**

1. Visual language exercises demonstrating framing, composition and shot design.
2. Directing exercises reflecting proper call commands, live switching and broadcasting workflow.
3. One-on-one practical exams with student and instructor covering proper multi-camera and lighting training.

**Other assignments (if applicable)**

1. Pre-production work for Television production.
2. Post-production of digital broadcasting projects.
3. Story-boarding of a script for a commercial or show open.

**Outside Assignments****Representative Outside Assignments**

1. Watch and analyze broadcasting content.
2. Research previous multi-camera video projects.
3. Cover live campus events providing camera production services for those events.
4. Pre-production work for Television production.
5. Post-production of digital broadcasting projects.
6. Story-boarding of a script for a commercial or show open.

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Description**

Utterback, A. (2016). *Studio Television Production and Directing* (Second). New York Focal Press. 0415743501

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Garcia, G. & Harris, P. (2018). *Television Production & Broadcast Journalism*, (Third Edition). Goodheart-Willcox Publishing. 631262753

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## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (51%–99% online)  
 Hybrid (1%–50% online)  
 100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Additional learning content including sample TV scripts, video clips covering broadcasting tips, live switching presented via discussions and LMS assignments.
Other DE (e.g., recorded lectures)	Additional recorded lectures including sound equipment, camera and broadcast production demonstrations. Visual and auditory assignments and interactive activities presented via course LMS.

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Additional learning content including sample TV scripts, video clips covering broadcasting tips, live switching presented via discussions and LMS assignments.
Other DE (e.g., recorded lectures)	Additional recorded lectures including sound equipment, camera and broadcast production demonstrations. Visual and auditory assignments and interactive activities presented via course LMS.
Video Conferencing	Collaborative analysis projects using online tools to share and co-produce media projects and collaborate on scripts.
Synchronous Dialog (e.g., online chat)	Live broadcast production demonstrations, graphic software demonstrations, and lectures covering all aspects of broadcast and multi-camera production.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> <li>• Recorded Lectures, Narrated Slides, Screencasts</li> <li>• Instructor created content</li> <li>• OC Online Library Resources</li> <li>• Canvas Peer Review Tool</li> <li>• Canvas Student Groups (Assignments, Discussions)</li> <li>• 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>• Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

**Examinations****Hybrid (1%–50% online) Modality**

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Additional Minimum Qualifications****Minimum Qualifications**

Media Production

Mass Communication

**Review and Approval Dates****Department Chair**

04/17/2020

**Dean**

04/18/2020

**Technical Review**

04/22/2020

**Curriculum Committee**

04/22/2020

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

05/13/2020

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000557534

**DOE/accreditation approval date**

MM/DD/YYYY