

## **EMF 140: Introduction to Electronic Media and Film**

**Fall 2016 / Mon & Wed / 11AM-12:15 in MC 104**

Instructor: Dr. David Reiss

Office MC 208

Email: dreiss@towson.edu

Office Hours:

MON & WED 12:30-3p  
and by Appointment

This course covers the WHAT, HOW and WHY behind the SCIENCE & TECHNOLOGY used in all types of Electronic Media and Film, starting from present day going back to the invention of film, sound recording, video, television, and radio.

This course also uses the *Seven Principles of Visual Literacy*: (These will help you focus attention on the key concepts to become more thoughtful and critical in response to visual materials.)

- 1. Visuals can create a powerful illusion of reality.*
- 2. Visuals are carefully arranged views of reality, not reality itself.*
- 3. Viewers take an active part in interpreting visual information.*
- 4. Visual messages are conveyed through both form & content.*
- 5. Visual images often rely on metaphor and mythic thinking.*
- 6. Visuals present information in interrelated, non-linear ways.*
- 7. Visuals trigger strong and immediate emotional responses.*

## **GOALS**

1. To understand technology from invention to present day of: Photography, Motion Picture Film, Audio, Video, Television and Radio.
2. To recognize –KNOW OF- and understand -KNOW WHY/HOW- basic elements and workflows common to all electronic media and film, as well as the differences produced by individual style and viewpoint, cultural context, and the inherent character of each visual medium.
3. To facilitate active Student Discussions, using the language of electronic media and film, about visual imagery and exploring a wide range of experiences so that they may learn to “see” in a discerning manner through the study of historical and contemporary work.

## **WEBSITE**

The class website will be the DIGITAL HUB for the course.

<http://www.davidreiss.com/140Fall16> The website will have class announcements, and online links to the REQUIRED reading and screening assignments.

## **ATTENDANCE**

Attendance will be taken at the beginning of each class.

Each unexcused absence will result a one full grade lowering of the final grade. More than three unexcused absences will result in a failed grade in the course. A written note from qualified individuals is required for absences resulting from illness, family emergency, etc. The instructor may allow absences in certain situations, but only if the student has talked with the instructor beforehand. For Emergencies the instructor can be notified via cell phone. The responsibility of making up for missed classes will be solely on the student.

## **LATENESS**

Since most of the class is commuting – I ask EACH of you to TEXT or CALL my cell phone – 301-806-2843 W/ Name in text, if you are going to be late. This is the ONLY acceptable way of coming into class late. PLEASE do everything you can – like leaving early to anticipate parking, and get here ON TIME – as we’ll be covering key topics at the start of class.

Just as if you were working on a professional set, chronic or frequent lateness is not an option. More than three late unannounced arrivals may result in lowering of final grade. It is NOT OK to walk in late to my class.

Late Work is NOT accepted after the project’s deadline without prior consent of the Instructor.

## **ELECTRONIC DEVICES**

CELL PHONES are NOT Permitted to be used at ANY time in my class. PERIOD. If you text in my class you will be asked to leave the classroom.

If you must use your laptop for NOTE TAKING, be advised that any activity OTHER than note taking is not tolerated – PERIOD. We'll be screening work in class and the laptops screens are a distraction for OTHER students. During screenings laptops must be closed.

EVERYONE needs to be FOCUSED on the FRONT of the class. Recent research findings indicate that some college students who multitask during class perform at the same level as those who NEVER came to the class.

My own research article at <http://www.cjlt.ca/index.php/cjlt/article/view/164/154> has shown LEARNING requires a SINGULAR FOCUS for remembering information.

## **EMF GOOGLE GROUP LIST SERVE**

All EMF students are required to join the EMF Google Group List Serve at <http://groups.google.com/group/TowsonEMF>. This will guarantee that you receive daily postings regarding digital media, video, film, and audio production topics including festivals, special screening, guest speakers, film/video crew needs, internships, and jobs. The main page will also archive all posts.

## **PARTICIPATION**

Students are expected to participate in class critiques, discussions and exercises with undivided attention. Excessive talking in class or during workshops while instruction is going on will be considered negative participation. Also it is REQUIRED that student work in progress be screened IN CLASS for review and critique.

## **DISABILITY POLICY**

This class adheres the Towson University Disability Policy. If you have a documented disability, please see me right away after the first class privately, so we discuss how to best accommodate your specific needs.

## **PLAGARISM**

The EMF department has a published statement on Plagiarism, and Towson University has statements on both Academic Dishonesty and Student Academic Integrity, all of which pertains to your work in this course. ALL WORK must be newly created for THIS COURSE with students in this class section ONLY. (Previously written original scripts MAY be used for course projects).

## **CIVILITY CODE**

All EMF students, staff, and faculty are committed to collegial and academic citizenship demonstrating high standards of humane, ethical, professional, and civil behavior in all interactions.

EMF places a priority on learning. We value the inherent worth and dignity of every person, thereby fostering a community of mutual respect. Students have the right to a learning environment free of disruptive behaviors. Faculty have the right to define appropriate behavioral expectations in the classroom and expect students to abide by them. Faculty have the responsibility to manage and address classroom disruption. Staff have the right and responsibility to define appropriate behaviors necessary to conduct any university activity free of disruption or obstruction.

The use of offensive, threatening or abusive language, writing, or behavior will not be tolerated and can lead to academic dismissal. Further information about civility can be found in Appendix F of the university catalog.

## **GRADING**

Evaluation of a student's performance in this course as a whole will be guided by the following criteria:

A: Demonstration of EXCELLENT superior work in fulfillment of course requirements; improvement during the semester will be weighed in evaluation.

B: GOOD work (written and oral) in fulfillment of course requirements; improvement during the semester will be weighed in evaluation.

C: satisfactory work (written and oral) in fulfillment of course requirements

D: assigned work is not satisfactory or not completed and/or student fails to meet minimum attendance requirements.

F: failure to meet minimum course goals -- written assignments, class participation, and other course requirements.

**Attendance to ALL the course classes is REQUIRED.**

## **ASSIGNMENTS**

**You MUST attend TWO (2) EMF Screenings or Towson University Events.**

### **Photo Assignment 20%**

Using the Internet you will find 5 photographs and that make a visual impact, tells a story, amuses or interests us. Experiment with display by choosing form, color, design, shape, dimension, line, etc. When we look at these in class the audience should be drawn in with a feeling of "I really want to look at this more closely. This is interesting. How creative! I understand. That's FUN!

### **Video/Audio Assignment 20%**

Using the Internet you will find a short 1-2 minute of video that you will present to the class and discuss why it is effective.

### **Drawing Assignments 10%**

Each student will complete selected exercises from Drawing on the Right Side of the Brain.

### **FINAL Research Presentation 50%**

This semester you will select a historical pioneer in Electronic Media and Film from a list that will be provided, and link their historical developments to a current figure and/or technology. You will research, write and present a 5-10 minute presentation to the class.

You MUST incorporate at least 1 example EACH of the historical and contemporary work, and describe the work using the electronic media and film concepts you've learned over the semester.

## **EMF 140 CALENDAR**

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Please note this is a guide and some topics may change.

### **WEEK 1: EYES & EARS**

Reading Assignment

Introduction to different forms including photography, film and television, art such as painting and sculpture, design including graphics, and web.

Student Introductions

Vision & Hearing Presentation/Discussion

### **WEEK 2: PERCEPTION**

Reading Assignment

Drawing Assignment #1

Human Perception Lecture

Visual Literacy Principal 1. Visuals can create a powerful illusion of reality.

Examples: Saving Private Ryan – others?

Visual Literacy Principal 2. Visuals are carefully arranged views of reality, not reality itself. Examples: Television News, Mass media

Visual Language Terms related to Camera Shots, composition, angles, etc.

Human Vision versus Film & Video Cameras

2 Dimensional Medium: Depth, perspective, foreground, background, contrast etc.

### **WEEK 3: LENS**

Lecture: How and WHY of LENS.

SHOTS: EXLS, LS, MLS, MS, MCU, CU, EXCU

High Angle, Low Angle, Straight ON, 3/4 Face, Profile

Photo Assignment  
Screening Assignment

#### **WEEK 4: DESIGN**

The Art of Seeing, The Fine and Graphic Art: A look at design, painting, sculpture, architecture for its aesthetics and compositional values – and the visual language that relates to these areas.

##### **PRESENTATION:**

Visual Literacy Principal 3. Viewers take an active part in interpreting visual information. Examples: "VOTE" Graphic Posters

Reading Assignment

#### **WEEK 5: PHOTO**

Reading Assignment

DUE Photo Assignment # 1 – Photographs

Visual Literacy Principal 4. Visual messages are conveyed through both form and content.

Visual Literacy Principal 5. Visual images often rely on metaphor and mythic thinking.

We live in a society of symbols – and triggering these can bring about a response, such as a cross – that is based in metaphor and myth.

Metaphor: Image is used to represent a specific IDEA or Subject.

Myth: Character, story, theme or object that embodies a particular idea or aspect of a culture.

#### **WEEK 6: VIDEO**

VIDEO Assignment

##### VIDEO/AUDIO PRODUCTION WORKFLOW

PRE-Production

PRODUCTION

POST-Production

STUDIO

Visual Literacy Principal 6. Visuals present information in interrelated, non-linear ways. Examples: Internet – ART- and visually scanned image or form. Others?

Visual Literacy Principal 7. Visuals trigger strong and immediate emotional response. It is because of our brains dual nature – Visually the right side wins:

LEFT: Verbal & Analytical thinking

RIGHT: Visual, Perceptual, and Emotional thinking

## **WEEK 7: SCREENING**

DUE VIDEO Assignment

## **WEEK 8: EMF TECHNOLOGY**

DIGITAL VIDEO, AUDIO & FILM TECH & Formats

ANALOG VIDEO, AUDIO & FILM TECH & Formats

Broadcast Television & Theatrical Film

Motion Picture FILM: 70mm, 35mm, 16mm, 8mm.

ANALOG VIDEO TECH & Formats

ANALOG AUDIO TECH & Formats

## **WEEK 9: BRAIN**

Screening Assignment

Primer: COLOR

Visual Literacy Principal 7. Visuals trigger strong and immediate emotional response.

It is because of our brains dual nature – Visually the right side wins:

LEFT: Verbal & Analytical thinking

RIGHT: Visual, Perceptual, and Emotional thinking



**WEEK 10: SOUND**

Drawing Assignment 2

Digital

Analogue

**WEEK 11: SOUND II**

Guest Speaker

MUSIC

Sound Design

**WEEK 12: TBD**

Drawing Assignment 2 DUE

**WEEK 13 T-Giving Break**

**WEEK 14 FINAL PRESENTATIONS**

**WEEK 15 FINAL PRESENTATIONS**