Gateway Middle School – Mr. Herron – Syllabus

Welcome

Welcome to the Video Production Class at Gateway Middle School! It is an honor and a privilege to be a part of this class. Many more students want to be in the class than there is room for in the class.

Objectives

The key skills emphasized in this semester are:

- Ethical considerations for editing and producing videos
- Designing for a variety of audiences and needs
- Problem solving that helps support multiple perspectives
- The design process and effective communication
- Peer teaching and evaluation in a collaborative environment
- Shooting, capturing, editing, and enhancing video and audio
- Soft skills such as interviewing and responding to feedback
- Advanced motion graphics and special effects techniques
- Communication with peers and team members, using treatments and project plans
- Iterative development and redesign
- Project management skills such as task management, client management, milestone tracking, and contingency planning
- Music creation (if time permits)
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Classroom Routines and Expectations

Self-discipline is an important element of this class. Please remember the following basic rules:

- Be on time to class
- Be prepared for class
- Raise your hand
- Be respectful to the teacher and students
- Discipline problems will be dealt with immediately

Consequences

Any student who does not follow the rules listed will receive the following consequences:

- Teacher / Student conference, Loss of filming privileges outside of the classroom
- Discussion with grade level team
- Parent contact
- Office referral

*ISTE NETS*S Standards for Students*

The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. These standards, identified throughout the Digital Video curriculum, are integrated into the various activities students engage in during each project.

1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression
    c. use models and simulations to explore complex systems and issues.
    d. identify trends and forecast possibilities.
2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

    a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
    c. develop cultural understanding and global awareness by engaging with learners of other cultures.
    d. contribute to project teams to produce original works or solve problems.
3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:
    a. plan strategies to guide inquiry.
    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
    d. process data and report results.
4. Critical Thinking, Problem-Solving & Decision-Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
    a. identify and define authentic problems and significant questions for investigation.
    b. plan and manage activities to develop a solution or complete a project.
    c. collect and analyze data to identify solutions and/or make informed decisions.
    d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
    a. advocate and practice safe, legal, and responsible use of information and technology.
    b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
    c. demonstrate personal responsibility for lifelong learning.
    d. exhibit leadership for digital citizenship.
6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
    a. understand and use technology systems.
    b. select and use applications effectively and productively.
    c. troubleshoot systems and applications.
    d. transfer current knowledge to learning of new technologies.

Grading

Each project will have it's own grading rubric that will depend on the objectives for the project. Most projects are worth between 50 and 90 points. Each project will take 3-4 weeks to complete. A weekly participation grade of 10 points will also be assessed. Students can receive all 10 points by participating with their groups and being on time to class. Being tardy to class will result in a 2 point deduction from the weekly points.