Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

COURSE SYLLABUS

SCHOOL OF COMMUNICATION & THE ARTS
DEPARTMENT CINEMA- TELEVISION

CTV 531--DIRECTING MULTICAMERA FOR TELEVISION

Fall 2012
On Campus
Thursdays 6:30 pm to 10 pm
Meeting Room: Television Studio

INSTRUCTOR INFORMATION
INSTRUCTOR: DOUG MILLER
Fax: 757-352-4221
E-MAIL: DOUGMIL@REGENT.EDU (352-4221)
Office Hours: Mon 1:30-5pm, Wed 1:30 – 4:30 pm
Office Locations: COMM Faculty Suite #267

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.
Welcome to CTV 531 Multi-camera Directing

When you say “multi-cam” to most people, even those in the CTV courses of study, images of studio production come to mind. But the fact is, the Superbowl, a symphony performance, world-class beach volleyball, the Macy’s Thanksgiving Day parade, the Democrat or Republican National convention and even the podcast from your local church are examples of the variety of productions included in the category described as multiple camera production. Together, we will discover the joys and challenges of these productions and others like them. Hopefully you will leave this class with nothing less than an appreciation for what it takes to pull off a multi-cam production and realize that while single camera film style production allows you to concentrate on one shot and one performance at a time as you create cinematic genius, respect is due for those who have images coming at them a mile a minute and can edit them in their heads while calling shots, graphics, music and talent cues all while appeasing nervous producers or anxious stars.

Course Description

CTV 531 Directing Multi-Camera Television provides the students with an opportunity for learning pre-production, production and post-production of television programs using the multi-camera production techniques typical in half-hour episodic television, soap operas, game shows and talk shows. Student scripts may be selected competitively from appropriate genres. Qualifications for crew positions will be based on experience and level of completed coursework. Students will be exposed to a wide variety of multiple camera production applications.

Rationale/Course Overview

Live television production brings with it a brand of stress that will test your character and bring out what resides inside you. How you treat your fellows when you are under pressure reveals who you truly are. Being able to communicate clearly and calmly in a chaotic situation is a skill that will serve you well wherever you go in the broadcast or film industry.

Multi-camera studio production is a staple of the television broadcast industry. Sitcoms, soaps, news, talk, magazine, music, game shows, specials and children’s programming all utilize multiple camera production for live, live-to-tape or taped episodes. This course will define the founding techniques of this craft, the language and discipline of studio art and teach the students to function professionally in each core production position, as well as deconstruct the complex process of directing 3-4 cameras in a production and refine student director skills.

Television directing is a leadership role. Scripture has several important things to say about leadership. Mark 10:43-45 “Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be the slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.” We are going to learn skills relating to video production but just as importantly we will learn how to work as a team. The walking out of your faith in a very real way with you classmates is a vitally important part of the learning in this class.

Prerequisites - Pre- or co-requisite CTV 505.

Department of Cinema-Television Outcomes

- To reclaim the power of "story" and to weave Christian values and enduring truths in infinitely fresh and relevant ways.
- To allow students to explore and refine their craft through observation, intense study and practice.
- To develop artists who can create media infused with the Light to those with eyes to see and ears to hear.
CTV 531 DIRECTING MULTI-CAMERA TELEVISION OUTCOMES

Students who complete this course should be able to:

- Students will establish professional standards in television production.
  - In-class projects
- Students will understand the elements of television aesthetics and techniques in terms of the tools and methods of multiple camera visualization
  - In-class projects
- Students will be exposed to and understand the different studio positions involved in multiple camera production.
  - In-class projects
- Students will understand the on-going process of integrating their Christian faith with their knowledge and experience of television production.
  - In-class projects
- Students will understand the elements of the talk show and narrative screenplay structure and studio directing. They will be able to write and modify camera scripts and from these foundation documents, block and rehearse multiple talent and cameras and understand the use of multi-camera studio strategies.
  - In-class projects
- Students will view key television program format shows, some in class and the rest out of class, and will be able to critique, and analyze the style and method of directing and production.
  - Paper # 1, Paper # 2, Paper #3
- Students will explore the interaction between teleplays and the culture of which they are a part. They will examine how we as Christian viewers interact with television productions and the strategies employed.
  - Paper # 2
- Students will be able to articulate a Christian approach to working in television production.
  - In-class projects

COURSE MATERIALS

Required Materials:

Jacobson, Mitch Mastering MultiCamera Techniques, 0240811763, 2011 Focal Press

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<tr>
<th>Title</th>
<th>Multi-Camera Editing</th>
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<tbody>
<tr>
<td>Author</td>
<td>Mitch Jacobson</td>
</tr>
<tr>
<td>Publisher</td>
<td>Elsevier Science &amp; Technology Books</td>
</tr>
<tr>
<td>Publication Date</td>
<td>May 21, 2010</td>
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<tr>
<td>Binding</td>
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Recommended Resources:
Hand-outs and websites will be distributed throughout the semester as relevant.

COURSE REQUIREMENTS AND ASSIGNMENTS

Television studio production requires careful and thoughtful pre-production mixed with on-the-spot decision-making in the studio when the careful planning was not thoughtful enough or when circumstances out of the control of the studio crew unfold. Mastery of studio directing requires practice, exposure to diverse situations and equipment and a measure of serendipity. Studio production requires maximum attention and persistent, committed energy, but it may be one of the most rewarding investments in your education in cinema arts. This course is designed to tackle advanced issues in multi-camera direction.

Textbook readings

Readings are assigned based on topics discussed during that class period. The student needs to prepare for the class meeting by reading and developing their thinking on the material prior to the class.

In-class projects

All projects will be worked on during the class time. Pre-production outside class time will be required to complete projects successfully. Reading of the text while not rigidly scheduled should occur on the basis of what is needed to prepare for the class work. Your grade for each project is based on: preparation, marking of script, communication to crew, and execution of directing responsibilities. A major part of your grade for each project will also be your work in the different production positions, including your timeliness and focus. We are all here to serve one another and diligence of service will be noted.

Project #1 is directing an interview. 20 to 30 minutes of class time will be given to each student to shoot a 7-9 minute interview. The interview will include a talent driven open and close with a commercial roll in. (Interview length may vary depending on class size.) Each student will crew in round-robin fashion in his/her classmates’ productions.

Project #2 is a drama. 20 to 30 minutes of class time will be given to each student to shoot a 5-6 minute drama. Each student will crew in round-robin fashion in his/her classmates’ productions.

Papers: Two papers are assigned.

Paper #1
The first paper is the analysis of a genre of television production such as sports, talk/magazine shows, news, game shows, sitcoms, etc.. A critical analysis of the role of the director in the chosen genre should be included. The paper will look at the production from the director’s perspective and include the past accomplishments, present condition and future possibilities of the genre. The paper should include research by name as to who directs these programs and what background/skill it takes to hold such a position. Paper should be 1200-1500 words and include appropriate reference citations. (Note: plagiarism can get you dismissed from Regent)

Paper #2
The second paper is to focus on a specific multi-camera television director. Please note: multi-cam television show, not a single cam film-style show. This paper should dig into who the director is, what he does to give the show its look, how he works with the talent, how he came to the position and how his work has left a fingerprint – good or bad – on TV as a whole. Director can be living, currently working, retired, or deceased. Be sure to include your own observations on whether what this director does/did is effective. Finally, if you were so fortunate to get his job, what would you continue to do and what would you change. Include support for your opinions. Paper should be 1200-1500 words and include appropriate reference citations.
Quizzes
Quizzes may be given on the reading and/or classroom discussion.

Regent Speaker Series Paper
All students will be required to attend and turn in a written report on the speaker at the next class meeting. This assignment will be a part of the class participation percentage of the grade.

Attendance and Class Participation
Due to the workshop nature of the course and the nature of production as a team, attendance is extremely important and expected. Unexcused absences will result in lowering the final grade by one half letter grade per absence. Repeated tardiness will also result in a lower final grade. Missing a production night will result in a zero for that evening’s productions.

Late Assignments
If a written assignment may be turned in late, advance permission from the professor must be sought out. A late studio production is unacceptable except in the case of illness or serious emergency. Immediate communication with the professor is imperative in order to determine whether a production can be made up.

EVALUATION AND GRADING
The following criteria will be used in assessing grades.

PROJECTS 30 percent
ATTENDANCE & PARTICIPATION 10 percent
PAPERS (2) 40 percent
FINAL EXAM 20 percent

GRADING
The following grading system is followed in the Regent University Graduate Schools except Law:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>96–100</td>
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<tr>
<td>A-</td>
<td>93-95</td>
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<tr>
<td>B+</td>
<td>90-92</td>
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<tr>
<td>B</td>
<td>85-89</td>
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<tr>
<td>B-</td>
<td>81-84</td>
</tr>
<tr>
<td>C+</td>
<td>78-80</td>
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<tr>
<td>C</td>
<td>75-77</td>
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<tr>
<td>C-</td>
<td>71-74</td>
</tr>
<tr>
<td>D</td>
<td>67-70</td>
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<tr>
<td>F</td>
<td>0-66</td>
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COURSE SCHEDULE (WEEK-BY-WEEK)
All meetings Thursdays, 6 pm to 9 pm

<table>
<thead>
<tr>
<th>Week</th>
<th>Date/location</th>
<th>Session Info</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 23</td>
<td>Syllabus review</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>Aug 29</td>
<td>Introductory sessions on Camera, switcher, Chyron, intercom system, telescanner, engineering, tape, floor, lighting and audio Begin equipment intro and camera operations</td>
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<td>Sept 5</td>
<td>Studio equipment walk-through Interview techniques Demonstration plans Location/studio shoot – oxymoron</td>
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<td>Sept 12</td>
<td>Where and when is studio the location of choice Comedy Drama News Rehearsal script</td>
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<td>Sept 19</td>
<td>Rehearsal script Directing styles and manners Script, format.</td>
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<td>Sept 26</td>
<td>Shoot Basic Interviews Production <strong>Paper 1 due</strong></td>
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<td>Oct 3</td>
<td>Shoot Basic Interviews Production</td>
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<tr>
<td>Oct 10</td>
<td>Shoot Basic Interviews Production</td>
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<tr>
<td>Oct 15-19</td>
<td><strong>Mod week/Fall Break</strong></td>
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<tr>
<td>Oct 24</td>
<td>Debrief on interviews and pre-production Blocking vs storyboarding Reading ground plans Analyzing script for movement/shot composition</td>
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<tr>
<td>Oct 31</td>
<td>Shoot Studio Project – we will likely shoot some episodes of ReelGood Films and Behind the Sins. The programming choices will be driven by SCA’s need for materials for ReelGoodTV.com</td>
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<tr>
<td>Nov 7</td>
<td>Shoot Studio Project – we will likely shoot some episodes of ReelGood Films and Behind the Sins. The programming choices will be driven by SCA’s need for materials for ReelGoodTV.com</td>
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<tr>
<td>Nov 14</td>
<td><strong>Paper 2 due</strong></td>
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<tr>
<td>Nov 22</td>
<td>Thanksgiving – NO CLASS</td>
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<tr>
<td>Nov 28</td>
<td>Complete/De-brief Programs produced. Final Exam distributed</td>
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<td>Nov 28</td>
<td><strong>Final Exam due by midnight Dec 4 Late exams not accepted.</strong></td>
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<td>Dec 5</td>
<td>Taping Music</td>
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**Letter grades indicate the following:**
A A-
Work of superior quality in all areas. Work displays a mastery of course content at the highest level of attainment appropriate for the undergraduate level: outstanding quality of thought; excellent understanding of the course content and demonstration of skills associated with the course; a creative and critical engagement with the material; and an ability to analyze and evaluate the knowledge and ideas that shows talent for undergraduate work. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from A to A- according to the quality and quantity of the work.

B+ B B-
Strong performance demonstrating a high level of attainment appropriate for the undergraduate level: high quality of thought; solid understanding of the course content and demonstration of skills associated with the course; an engagement with the material that shows good comprehension of the subject; and an ability to analyze and evaluate the knowledge and ideas in the course. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

C+ C C-
Satisfactory performance demonstrating an adequate level of attainment appropriate for the undergraduate level: competent quality of thought; acceptable understanding of the course content and demonstration of skills associated with the course; an engagement with the course that shows adequate ability to analyze and evaluate; and adequate comprehension of the subject. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from C+ to C- according to the quality and quantity of the work.

D+ D D-
Marginal performance demonstrating a minimal passing level of attainment appropriate for the undergraduate level. The student’s work indicates poor quality of thought and poor comprehension of course content. Work shows practical or personal application of course content in specific assignments, as appropriate.

F
Unacceptable performance. The student’s work indicates major deficiencies in learning and reveals little or no understanding of course content. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

EVALUATION OF INSTRUCTION AND CLASS EXERCISES.
Formal on-line evaluations will be carried out by students at the end of the semester. Comments and suggestions for improvements are always welcome during the semester.

INCOMPLETE GRADES POLICY
Students desiring an incomplete must submit their request to the course instructor and academic dean prior to the end of the term. An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student’s part. Incompletes require the final approval of the school.

UNIVERSITY ACADEMIC HONOR CODE
Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the university’s policy on academic integrity found in both the University Student Handbook and School of
Undergraduate Studies Catalog (http://www.regent.edu/general/catalog/) and to follow it. As an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.

UNIVERSITY POLICIES AND RESOURCES

Please review the following links for important information on university policies:

- Academic Calendar/Registrar Information
- Bookstore
- Honor/Plagiarism Policy
- Regent Library
- Student Services (includes links to student handbook, disability services, University calendar, University Writing Center, etc.)
- Technical Support – University Helpdesk

DISABILITY STATEMENT: The student is responsible for contacting Director of Student Life at 757.352.4867 to request accommodations, provide necessary documentation, and make arrangements with each instructor.

The following website is designed to help our disabled students learn of their rights and responsibilities with regards to disability services. The site also has resources for faculty to become better informed of their responsibilities towards the disabled students in their classes.

http://www.regent.edu/disabilities

STUDENT COURSE EVALUATION

Becoming Christian leaders includes learning how to evaluate others by providing honest evaluations that include positive affirmation and constructive feedback, as appropriate. Consequently, university policy requires that all students submit a formal student evaluation of teaching form at the end of the academic term. This mandatory requirement must be completed before students will be able to access their final course grade. This form is only available in an online format. Prior to the end of the course, students will receive an e-mail indicating that the form is available. Instructions on accessing the evaluation will be included. Since these evaluations are only available for a limited time, students should complete the evaluation as soon as they receive the e-mail notification that the evaluation form is available. Instructors will not have access to course evaluations until after grades have been submitted and will only have access to anonymous summary data. Students are also encouraged at any point during the term to offer comments that may be helpful to the improvement or refinement of the course. Students can access the online evaluation system at: http://eval.regent.edu/regentsurvey/students.cfm. If you have questions about the online evaluation please contact evaluation@regent.edu.

Last Updated: 5/15/2012

At times, due to unforeseen circumstances, course content may be subject to change.
Please check with your professor to insure you have the most recently updated Syllabus for this course.