MEDIA TECHNOLOGY 4

2022 – 2023
3A-4A, Semester 2

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Please note: this syllabus may be altered, updated, and/or revised without notice at the discretion of the instructor. Changes to the information contained in this document may be communicated in writing through hard copy distribution or electronic delivery. The instructor welcomes questions regarding this syllabus and/or the Media Technology program at the Center for Advanced Technical Studies through the contact information listed in this document only.

Course Overview

The Media Technology 4 course at the Center for Advanced Technical Studies is a student's capstone experience. Students enrolled in this course will continue their work on their Media Technology Portfolio and their required Capstone Project while shifting their focus to digital filmmaking and television production. Students will work individually and in groups while writing, producing, directing, and editing their projects. They can further connect with industry professionals through the exhibition of their work. Students may also have the opportunity to earn industry certifications in media production and post-production by sitting for credential examinations.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

Instructional Goals

Upon successful completion of this course, students may …

- create a series of advanced projects for inclusion in the CATS Media Technology Portfolio.
- research and explore media production career options in local, regional, and national markets while understanding the professional expectations and labor structures associated with working in media.
- identify the pathways, whether through direct-to-work opportunities, apprenticeships, certification and specialized training, or two and four year college degrees, that lead to a career in the media industry.

Instructional Resources

There is no officially mandated textbook for this course. As the academic term progresses, supplemental written materials to hands-on activities will be provided electronically or in print for students to further enhance understanding of presented lessons and to prepare for assessments.

In cooperation and participation with School District Five of Lexington and Richland Counties' one to one educational initiative, materials and assessments, may be made available through Google Classroom for communication and information dissemination.

The use of screening materials may be used throughout the academic year. These materials may include, but not be limited to, narrative and documentary films, new media productions such as narrative, documentary and news web series and videos, broadcast (cable and network television) media, podcasts, radio broadcasts, and some associated music compositions. All media will be used in accordance to school and district policy and approved by the administration of the Center for Advanced Technical Studies. Media may be edited for content in accordance with educational and fair use exceptions as well as copyright guidelines.

It is highly recommended that all students have Internet access during and outside of school hours to engage with the curriculum and successfully complete assignments.

Scope

Students enrolled in the Media Technology 4 course should expect to actively work in media production. They may have the opportunity to work on varied projects in and around the Center for Advanced Technical Studies, School District Five of Lexington and Richland Counties, and the surrounding community. Some areas or concepts in which students may be focused are as follows:

- creative conceptualization, scriptwriting, and development
- preproduction
- production
- postproduction
- exhibition and distribution
- media industry best practices
- teamwork and labor divisions
- media law, copyright, and fair use
- career exploration

Sequence

Students enrolled in the Media Technology 4 may engage in curriculum that is rooted in project based learning while working with internal and external stakeholders. The sequence, in an overall, general sense is highlighted as follows:

- Media Technology Re-Introduction - Capstone Project Ideas & Development - Portfolio Project Management	- Capstone Project Pre-Production - Portfolio Project Management
- Capstone Project Production - Portfolio Project Management	- Capstone Project Post-Production - Capstone Project Distribution & Exhibition - Portfolio Project Management

The preceding information is not a complete index of all concepts and practices covered in Media Technology 2. Instead, this listing is designed to provide a brief overview of what Media Technology 2 generally may offer in an academic term.

Assessments

As students engage in the theory of media studies and the practice of media production, assessments (classwork, homework, quizzes, tests, exams, and projects) will be utilized to measure accomplishment and provide an avenue for advancement. When possible, in-class review sessions and study guides on the assessed material will be provided. The successful completion of instructional concepts ensures safety, quality, and creativity. The instructor has a vested interest in every student's success!

Parents, guardians and other designated stakeholders may monitor a student's progress through the School District Five of Lexington and Richland Counties PowerSchool Parent Portal and/or Google Classroom. The instructor welcomes inquiries regarding a student's academic progress by the appropriate stakeholders through the contact information listed in this document only. The instructor considers all appropriate stakeholders to be part of a student's success team!

Uniform Grading

In accordance with state and district guidelines, students are evaluated according to the following scale. Please note, the Media Technology Program at the Center for Advanced Technical Studies does not offer or participate in grade recapture, seat time recapture, and/or minimum grading.

A = 90 – 100 (excellent)

B = 80 – 89 (good)

C = 70 – 79 (satisfactory)

D = 60 – 69 (unsatisfactory)

F = Below 60 (failing)

A student's course grade is calculated by a total points system based on the total points offered for an assignment, exercise, or assessment against the total points earned by the student for said assignment, exercise, or assessment.

For instance: A quiz may be worth a total of 10 points. The quiz consists of 10 questions with each being worth 1 point. A student answers 8 out of the 10 questions correctly, thus earning 8 points or 80% success for the assessment. If the total number of points offered through assignments and assessments for the quarter is 100, including the 10-point quiz, then the total points offered for the quiz make up 10% of the quarterly grade. Again, the points earned on the quiz make up a total of 8 points or 80% (a letter grade of a B). **This is only an example.**

Make-Up Work Policy

Students are responsible for turning in all assigned work. If work is missed due to an absence, that assignment or assessment may be made up by the student in accordance with school and/or district policy. Please refer to the Make-Up Policy found on page 11 of the Parent — Student Handbook. This resource can be accessed online at the following URL, www.lexrich5.org/Page/16745.

Late Work Policy

Students are allowed to turn in select, overdue work for reduced credit. Late work may be assigned an alternate due date during the current nine weeks quarter and will incur a 40% grade penalty. **Habitual late work is strongly discouraged!**

Academic Honesty

Students are responsible for turning in all assigned work that is consistently their own. Students may refer to page 8 of the Parent — Student Handbook for more information on academic honesty. This resource can be accessed online at www.lexrich5.org/Page/16745. **Students should be honest in all things!**

Academic Assistance and Enrichment

Students are expected to come to class ready to learn. That said there may be concepts that are more difficult to master than others. In cases of extra instruction being needed, a student may request a scheduled time at the instructor's discretion and availability for additional assistance.

Classroom and Lab Management

Learning is an activity that requires many types of behaviors. At times the instructor will lecture and expect students to listen quietly and attentively. This ensures efficient and effective instruction and ultimately will provide a safe and creative learning environment. At other times, students may be engaging in a more active and conversant manner. This provides an avenue for new ideas and affords the instructor the chance to measure course progression and the effectiveness of the lesson. This time is an opportunity to learn as well as to teach. No matter how anyone may learn best, everyone must be committed to the act of learning.

In order to provide all students the same opportunities to learn, the course must be structured using a few basic, but important, rules. Below are the expectations the instructor has for all of the students in the Media Technology program at the Center for Advanced Technical Studies.

1. Students should enter the course area or designated location (including virtual locations) ready to learn.
2. Students should be recognized by the instructor before communicating in class.
3. Students should respect others and their property.
4. Students should follow all directions presented by the faculty, staff, and administration at the Center for Advanced Technical Studies. These directions are, many times, for the students' safety and success.
5. Students should follow the rules of their high schools, the Center for Advanced Technical Studies, and School District Five of Lexington and Richland Counties.

When students choose to follow the rules, they may be rewarded and the following outcomes may be realized.

1. Learning will take place.
2. Parents may be notified by notes and/or calls.
3. Privileges may be awarded by the instructor.

When students choose not to follow the rules, learning is compromised. Students who choose not to follow the rules will be subject to the appropriate discipline policy and/or action as outlined, starting on page 10 of the Parent — Student Handbook. This resource can be accessed at www.lexrich5.org/Page/16745.

Stated simply, students should be where they are supposed to be, when they are supposed to be there, doing what they are supposed to be doing!

Attendance

Students are expected to be present and punctual. Consequences for absences and tardy attendance are outlined in the Parent — Student Handbook. Students can learn more about attendance at the Center for Advanced Technical Studies beginning on page 6 of this manual. This resource can be accessed at www.lexrich5.org/Page/16745.

Use of Equipment and Resources

School District Five of Lexington and Richland Counties and the Center for Advanced Technical Studies are committed to equipping students with the knowledge and skills to be actively engaged, positively motivated, and successful members of the twenty-first century global marketplace. To support this, students in the Media Technology program at the Center for Advanced Technical Studies have the opportunity to work with industry based tools and technology. These tools are dynamic and are constantly being improved upon through innovation and invention. The highly technical nature of these resources represents a significant financial investment. It is important for all students and their parents or guardians to understand the equipment in the Media Technology program at the Center for Advanced Technical Studies is to be used responsibly and must be respected. These resources are not to be willfully abused or misused in any way.

Students must learn how to properly use the equipment of the academic program. Students should avoid neglectful behaviors and poor work habits that lead to the damage and unnecessary wear and tear of the equipment. All students should understand their use of the Media Technology equipment extends responsibility to them during the time in which they are in possession of the resources. More information on this can be referenced in the Parent — Student Handbook on page 16. This resource can be accessed at www.lexrich5.org/Page/16745.

Willful abuse, neglect, and theft of the Media Technology program's equipment and resources will not be tolerated. Students who purposely choose to use the equipment in a way that causes damage or limits the availability for others to utilize these resources may be referred to the administration of the Center for Advanced Technical Studies for possible disciplinary action. **Broken or lost equipment is useless equipment!**

All students should treat the equipment and resources of the Media Technology program as if it were their own, purchased with their own financial commitment, and as if they valued the effort it took to afford it!

Student Organizations and Competitions

The Center for Advanced Technical Studies is committed to allowing students the opportunity for healthy and challenging competition with other programs across the state, the country, and internationally. The Media Technology program actively participates in student organizations such as the Technology Student Association (TSA) and SkillsUSA. Student organizations offer the chance for teams of students to collaborate, prepare, and present their work on a statewide level against other schools in South Carolina. Winning teams at state conferences may be eligible for national competitions to be held in the summer months following the academic year. The Media Technology program at the Center for Advanced Technical Studies may also participate in other local, state, regional, and national media production competitions to benefit the students, school, and the academic program. The Media Technology instructor may provide more specific information, as needed, to students and their parents or guardians on student organizations, clubs, groups, and competitions. Students on Media Technology competition teams at the Center for Advanced Technical Studies are selected solely by the instructor and are subject to change at any time.

Projects and Learning by Doing

Students in the Media Technology program at the Center for Advanced Technical Studies have the unique opportunity to learn through hands-on projects and active engagement with the course material. Every student should expect to be an active participant in the course and with his or her projects. Because projects can make up a significant amount of the assessments in the Media Technology program, students must learn to work both independently and within a group. The groups of the class are not static and their dynamic nature allows students the chance to work with others who may be significantly different from them. Personality conflicts are inevitable but a professional demeanor and a positive attitude should be the goal of every student during every project.

These projects may require students to meet outside of normal school hours. Some projects may require limited travel away from school grounds. It is imperative for students to consider the needs of a project when gauging their level of commitment. Students should always seek an equitable division of labor and be respectful of the time of others.

The majority of the projects in Media Technology involve group work, sometimes outside of the classroom or lab. While the instructor actively supervises the overall class, it is physically impossible for the instructor to be with every group at all times. Therefore, it is an expectation of the instructor and the school administration that all students will adhere and respect the standards set forth for the project. The instructor must be allowed a measure of trust with every student. If the student violates that trust, the instructor may remove the student from group work for an indefinite amount of time and may refer the student to the school's administration for disciplinary action. Every student should work and behave in a manner as if they are being observed and judged by their actions at all times. **Again, students should be where they are supposed to be, when they are supposed to be there, doing what they are supposed to be doing!**

Public Exhibition of Work

Students in the Media Technology program at the Center for Advanced Technical Studies may have the opportunity to showcase selected work to the general public. Not all work may be exhibited and pieces are chosen for screening at the discretion of instructor, at times in consultation with the school's administration.

School District Nondiscrimination Statement

School District Five of Lexington and Richland Counties provides the following statement.

School District 5 of Lexington and Richland Counties does not discriminate on the basis of race, color, national origin, creed, religion, sex, age, disability, or handicap in admission to, or access to, or treatment or employment in its programs or activities. Inquiries should be directed to the Chief Officer of Human Resource Services (Title IX Coordinator) and the Director of Special Services (504/ADA Coordinator) at P.O. Box 938, Ballentine, SC 29002, (803) 476-8110 www.lexrich5.org

This has been intentionally left blank.

Contact Information and Acceptance

Please print as clearly as possible and return to the instructor.

Name of Student

_____

(Last) (First) (Middle) (Nickname)

Name of Parent/Guardian

_____

Parent/Guardian Home Address

_____

Parent/Guardian Home or Mobile Telephone Number (With Area Code)

_____

Parent/Guardian Email Address

_____

Parent/Guardian Daytime Telephone Number (With Area Code)

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We have read the syllabus for the Media Technology program at the Center for Advanced Technical Studies in School District Five of Lexington and Richland Counties. We understand and support the expectations of the instructor, Ashlon Langley, and we will support him in his efforts to provide a positive learning environment.

_____

Student Signature Date

_____

Parent/Guardian Signature Date