

First Year Odyssey Seminar
Going Viral: What makes an Internet Star?

Fall 2012
Wednesday 4.40-5.30
Room 201 Fine Arts Bldg

Professor George Contini

Please do not hesitate to call or email me with question or concerns.

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Office Hours: Tuesday 12.30-1.30, Wed 5.30-6.30, Thursday 12.30-1.30

Office 111 is located on lower level of Fine Arts Building directly behind Rm 115.

Required Texts:

Reading YouTube by Anandam Kavoori

Other Requirements:

Students will be required to view videos on the internet.

There will also be handouts from the professor.

Also, it will be to your benefit if you have Imovie, Final Cut, or some other video editing software on your computer. If not, you can use the computer labs in the theatre and film dept. If you have a video camera that would be good. It can be a camera on an iphone.

We have a few cameras for students to checkout.

Recommended Texts/Websites/Bibliography

Barr, Tony. Acting for the Camera, Harper Perennial, 1997.

Bruder, Melissa et al. A Practical Handbook for the Actor, Random House, 1986.

Field, Syd. Screenplay, Dell Publishing, 1994.

Katz, Stephen. Shot by Shot, Michael Wiese Productions, 1991.

Lastufka, Alan and Michael Dean. YouTube : An Insiders Guide, O'Reilly, 2009.

Rainford, Nancy. How to Agent your Agent, Ifilm Publishing, 2002.

Reisz, Karel and Gavin Millar. The Technique of Film Editing, Butterworth Press, 1981.

Shalat, Andrew. How to do everything with Online Video, Osborne, 2008.

Singleton, Ralph S. Film Scheduling, Lone Eagle Publishing, 1991.

Stanislavski, Constantin. An Actor Prepares, Routledge, 1989.

This course syllabus is a general plan for the course; deviations by the professor may be necessary.

Students with a disability or health related issue who need a class accommodation should make an appointment to speak with me as soon as possible.

Course Outline

Rationale: The Odyssey courses are meant to introduce students to the academic culture of the university and engage them with the professor's interests and research. The course will introduce students to principles of artistic scholarship and research through the creation of their own original Internet video utilizing techniques of film narrative, style, cinematography, editing, writing, directing, and acting. In addition to teaching practical skills, the course will highlight opportunities for discussion and reflection on the constantly shifting and changing field of Internet video. The Internet has allowed for a creative democracy and the use of video narrative is defining the age we live in on all social, cultural, political levels. Our sense of reality vs. performance, fact vs. fiction, content and context, raises big questions about "truth" in media to which students of the liberal arts must be prepared to investigate.

Objectives:

Students will investigate videos that have become Internet sensations. Through readings, viewings, discussion and research they will examine the common denominators of popular viral videos. They will develop a deeper understanding of the use of current media in creating, reinforcing, or commenting on popular culture. They will determine the practical and artistic demands that are involved in the making of a successful Internet video. This will involve an introduction to the techniques of film narrative, style, cinematography, editing, writing, directing, and acting. As a final project, working in groups, students will write and create their own online video. Students will be motivated towards utilizing ways of critical and practical thinking that can be applied in any professional or social setting such as Collaboration, Abstraction, Observation, Imagination, Dimensional Thinking, and Use of Analogy/Metaphor.

Units: The classroom time will be divided into lecture, discussion, practical application, and presentations.

Evaluation: Students will be asked to participate fully in classroom discussion and projects. Student will be graded on participation and attendance. They will have a number of written projects to be handed in. They will develop a creative concept for a video based on genre/themes discussed in class. They will write a Pitch and Treatment for the video. Students will be asked to keep a YouTube Diary –assessing the assigned videos using Kavoori's theoretical framework discussed in class, identifying genres, styles and reflecting on the cultural impact of the videos. In addition, the student will run video equipment or serve in other "production" capacities. Student is expected to learn and perform the various studio production duties. It is very important that student keep up with reading and video viewing. The readings in the books directly apply to the work in class but, often, we will be involved in practical approaches to the material rather than lecture. Each student is required to create a Process Folio for all their work done in class. Student should obtain a binder and keep all work in it throughout the semester. This will be handed in during the final period. Student will be required to see one of the

departmental productions this semester---The Vibrator Play, The Three Sisters, Darker Face of the Earth.

Grade Breakdown:

Participation/Attendance/Discussion:	20%
Pitch/Treatment:	15%
You Tube Diary (see requirements)	25%
Final Video/Video Response:	25%
Process Folio (see requirements)	15%

Attendance: Attendance is Mandatory. Due to the limited time and structure of this course all students must be in attendance at all times. Each unexcused absence lowers 1/2 of final letter grade. In other words, if you miss 2 classes your final A becomes a B. Only excused medical or emergency absences will be tolerated and evidence of such must be submitted in writing from proper authorities. Assignments/Class participation that are missed for excused absences must be made up at the next class. Assignments/Class participation that are missed due to an unexcused absence will result in a zero grade and may not be made up. Also, Crew Work is essential to this class. If you are assigned to crew a shoot and you do not come to perform those duties you will be docked 1/2 letter grade in addition to 1/2 letter grade for absence.

After accumulating two unexcused absences the professor has the right to drop the student from the course.

Punctuality: Students who arrive late are disruptive and disrespectful to their peers who have made the effort to arrive on time. You are considered late if you arrive after the roll has been taken and completed. Two tardies equal one absence and the same rules apply as above. In other words, four tardies makes your A into a B.

August 15

Week One---

Review Syllabus.

Introductions. Accessing Viral Dawgs Channel.

User Name: contini.george@gmail.com Password: viraldawgs

Welcome to UGA. Burning Questions.

Assignment: Read Learning: Your First Job www.ctl.uga.edu/learning

Ongoing: Post your two favorite recent YouTube Videos to ViralDawgs YouTube Page. Comment on others on page.

August 22

Week Two—

Video Components—Narrative, Plot, Story, Style, Genre, Camera Shots, Mise En Scene, Montage/Editing, Sound

Dissect video in class—Form, Content, Function, Why'd it go Viral?

The Memeing of Life.

Assignment: Read Chapter 1 . Begin to Watch Videos listed in Appendix A. Watch at least 5 videos from each Chapter's list. They are all posted on the viraldawgs channel under viral class 2012. In addition, find at least one recent example of each type

discussed in chapter. Watch videos on your own. Keep record in your YouTube Diary.
(see below for what is to be contained)

August 29

Week Three

George Gone.....Mark Callahan—History of Web Videos

Assignment: Read Chapters 2-6 ---Watch Related Videos in Appendix.

September 5

Week Four

George Gone.....John Bray—Scriptwriting

Assignment—

Read Chapter 7-11—Watch Related Videos in Appendix.

September 12

Week Five

View and Discuss Samples from Book and your YouTube Diaries. Do they fit Kavoori's genres? Are there other genres he doesn't mention? Form, Content, Function.

Assignment: Read Chapters 12-14—Watch related Videos in Appendix.

September 19

Week Six

View and Discuss Samples from Book and your YouTube Diaries. Form, Content, Function.

What's a Pitch? Treatment?

Assignment: Work on Pitch, Treatment for Video

Read Chapters 15-17

September 26

Week Seven

Cinematography Techniques

Storyboard Examples

Practice Eqpt and Shots—Do simple setups—Long, Med, OTS

Acting on Camera

Roles—Director, AD, DP, Editor, Writer, Production Manager, Key Grip--Protocol

Assignment: Work on Pitch, Treatment

October 3

Week Eight

Present Pitch and Treatment to Class.

Class Votes on Top Two.

Assign Groups

Formatting a script—Final Draft

Assignment: Write First Draft..create storyboards

October 10

Week Nine

Editing Techniques. Jump. Parallel. Adding music. FX.

Assignment: Group Rewrite/Storyboards

October 17

Week Ten

Assignment:

Group Present First Draft and Storyboards.

Muddiest Point. Rewrite.

Group: Create Production Schedule. Review Job descriptions.

October 24

Week Eleven

Shoot

Assignment:

Download and edit.

October 31

Week Twelve

Shoot

Assignment: Download and Edit

November 7

Week Thirteen

Shoot . Download. Edit.

November 14

Week Fourteen

Shoot. Download. Edit.

November 21

Thanksgiving Break

Edit.

November 28

Week Fifteen (Last day of Class)

Show rough Cuts.

Class Evaluation.

Assignment: Post Videos on YouTube by December 8

Assign Pairs: Video Respond to Videos on Line on Youtube ala Rotten Tomatoes by

Dec.11. Final Portfolio must be handed in by Dec. 11.

December 5 Last day of all classes.

December 6 Reading Day

University Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in “A Culture of Honesty”. Each student is responsible to inform themselves about those standards before performing any academic work.

Students are expected to adhere to the University Honor Code and Honesty Policy.

UGA Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” A Culture of Honesty, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

Portfolio Contents: (To be handed in as Final)

- 1) Title Page
- 2) Table of Contents
- 3) YouTube Diary
- 4) Pitch
- 5) Treatment
- 6) Storyboards
- 7) Group's Final Script with One page response explaining what changes came about through group discussion. Enclose Muddiest Point Papers from classmates if possible.
- 8) Production Schedule
- 10) Job Description—What did you do? (Writer, Director, Cinematographer, Editor, Actor/Grip, A.D., Production Manager)
- 11) Link to Final Videos
- 12) Link to review

YouTube Diary Contents

Your Diary is meant to be a log of every video you watch over the course of the semester. Keeping special note of those that were sent to you.

These DO NOT include the 5 videos required for each chapter.

They SHOULD include –any videos that someone has sent to you, any videos you choose to watch on your own and the videos you watch in response to them, a recent example of a video that meets the genre criteria described in each of the chapters in the book.

How did you become aware of video?

Does the video meet any of the genre criteria described in the book? Icons, Animals, Dance, Music, Politics, Physical Feats, Media, Identity, The Short, The Mirror, The Morph, The Witness, The Word, The Experiment.

Identify Form (Genre), Content (Story-Text-Context), Function (Why was it made?)

Using Kavoori's Theory on Video Architecture, Use, and Impact---Make notes on the Video's Foundationality, Referentiality, and Participatory Function.

What experiences of Digital flow occur for you?

What elements of Participation occur? Do you comment? Do you go to other related videos? Where do you end up? How long do you stay with a video?

Are there examples of Digital Mobility (reuse and reconstruction of elements in other videos)? Parodies?

Did you pass it on to anyone? Why?

What do you know about the person or thing behind the video?

End of Semester Summary—Do you see any themes that run through all the videos you watched? What do you think was the cultural import of the majority of the videos? Did they speak to or of a particular time (Fall 2012)?