FLM 220-2000: Davinci and the Creative Cloud
Wednesday 5:00-7:00 PM (Online)

The University of Rhode Island – Summer 2022

Professor: Nicholas Corsano
Office Hours: By Appointment (Zoom)
Contact: n(corsano@uri.edu

Course Description

Creative Cloud Workshop is a module-based course that works toward gaining practical skills in the Adobe Creative Cloud and Davinci Resolve. This course places emphasis on how these technical and aesthetic decisions impact how the audience feels and connects to the piece.

Each module focuses on a different task, spanning a suite of applications. Each module examines what each program can do and how to use its capabilities effectively and creatively. Modules will be exercise and project based. Technical exercises aim to build each filmmaker’s post-production toolbox while individual projects aim to put those new tools to use creatively.

Class periods will be held on Zoom and they will be a mix of watching and analyzing film work, in-class tutorials, discussions, lectures, and screenings.

Professional Expectations

This is a workshop class, meaning the course is geared toward the specific skills each filmmaker wishes to develop throughout the semester. Filmmakers of all skill levels and technical ability with the Adobe Creative Cloud are welcome to take this course. Filmmakers that have more experience with Adobe software have the ability to pursue and develop more advanced technical abilities, while filmmakers with less experience may work at a different pace. Regardless of experience and skill level, class discussions and critique of one another’s work will be respectful and constructive, while also honest. Filmmaking is difficult and each filmmaker is in this course to learn. Receiving feedback from your peers on your work is critical in your development as filmmakers. Having the ability to give helpful feedback is also an important skill to develop as a filmmaker. Maintaining a professional demeanor at all times in this course is mandatory.

Filmmaker Learning Objectives

By the end of this course, each filmmaker will…
- Gain a critical understanding of software in the Adobe Creative Cloud and Davinci Resolve
- Use the Adobe Creative Cloud and Davinci creatively to produce media.
- Give and receive critical, helpful feedback with other filmmakers.
- Have quality pieces to add to their artist portfolio.

Class Materials
This course is based on the Adobe Creative Cloud and DaVinci Resolve. Having adequate access to the software is a must for this class. A monthly subscription to the Adobe Creative Cloud for each filmmaker is strongly recommended. Student subscriptions are available through Adobe at a discount.

Please speak with me if you have questions or concerns about your access to the Creative Cloud.

No textbooks are required for this course.

**Course Requirements**

**Technology Requirements:** This is an online course and thus reliable access to the internet is required in order to successfully navigate this course. Recommended browsers are Google Chrome, Safari, and Mozilla Firefox. Internet Explorer is not recommended. Please be sure to keep your browser(s) up-to-date. **Be sure to turn off pop-up blocker.**

Please see: [Student Brightspace Tech Support](#)

Using Brightspace

To access Brightspace:

- **Access** [Brightspace LogOn](#)
- For login problems, call the Service Desk at 401-874-4357.
- Complete the student [Brightspace training](#)

- For help with getting started and answers to frequently asked questions for both students and instructors, visit [Brightspace Help](#).
- Brightspace also offers 24/7 support via live chat. Look for the chat icon on the homepage when you first login.
- [Find YouTube Brightspace Tutorials for Learners](#)
- Complete the [AEC Academic Success modules](#)

- **URI IT Help:** You can also call the [Help Desk](#) at 401-874-4357. [see below]

**URI Help Desk**

- The [University of Rhode Island IT Service Desk](#) is the one-stop center for all tech-related issues at the university. The Help Desk provides support for any issue related to eCampus, Brightspace, E-mail, Internet connections, wireless, smartphones and tablets, laptops, desktops, and more. The Help Desk also offers specific resource pages devoted to Brightspace specific support as well as eCampus-specific support. To contact the URI Help Desk, you can either call them at 401.874.HELP (4357) or e-mail them at helpdesk@uri.edu.
- The [Service Desk Website](#) posts the semester operating schedule as well as a link on the right index to the self-help technical wiki. That site contains Brightspace help and instructions for both students and faculty.

**Word Processing Software:**
The Microsoft Office suite is free to all URI students.  Download it here.

Documents should be saved as Word docs only.

Microsoft Word 2007 and 2011 default to saving documents as "docx" (or you can select "save as doc" in order to make your files available to older Microsoft programs).

Do not submit work in any other format other than as a Word doc. If you write in Google docs, please “save as” –“Word doc.” Here’s how to convert a Google doc to Word

Classroom Protocol:
For this online course, Brightspace is our “classroom.” The best way to begin this course is to view the START HERE video, read the syllabus, and do reference Online Learning Orientation. The syllabus is your map to this online course.

This course is divided into five weeks. Each Weekly Module on Brightspace contains the overview and learning objectives for the week, an important summary of content, and the weekly To-Do list that details assigned readings, films to watch, and links to other important content. The weekly To-Do list also provides detail and links to written assignments, and discussion activities.

In the online learning environment, “attendance” is measured by your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated. I will gauge your participation by your regular, on-time forum postings and peer comments, and your timely assignment submissions. If you’ve never taken an online course, working on Brightspace might take some getting used to, and it will be easy to forget about the course from time to time.

The work in this course is intensive and may be different than what you have experienced in more traditional, face-to-face courses. For example, you will likely be required to be self-motivated and accountable so as to stay on track and participate actively and productively. I recommend that you get in the habit of checking in to the course site daily to maximize your successful completion of the course. Please refer to the syllabus for details on how and when you will be expected to contribute to the course.

Course Policies

Attendance

Attendance to all class meetings is required. Unexcused absences will result in an automatic reduction of your final grade by 2.5% (25 points). If an emergency requires that you miss class, you must let me know within 24 hours of the missed class and/or provide documentation so that I can excuse your absences. Absences for family or medical emergencies will be excused with documentation. Such documentation or validation must be at the student’s initiative. Simply telling me that you were sick or not feeling well will not suffice. Religious holidays, athletic participation, or other university-sanctioned events will also be excused.

If you have 3 or more absences of any kind this semester, you may fail this course.

A note on course credit
This is a four credit (4) course, with three (3) credits dedicated to classroom activities, reading and examinations. The last (4th) credit is dedicated to student creative work that connects theory to practice.

Punctuality
Class starts promptly at 4:00pm. Students arriving after that time, even by just a minute, will be marked tardy. Late arrivals or departures prior to the finish of the class period will count as half-absences, reducing your final grade by 1% (10 points).

Integrity
As stated in the URI Student Handbook, “Students are expected to be honest and have integrity in all their interactions including academic work.” Especially in a course devoted to personal filmmaking, please ensure all work submitted accurately reflects your own work and effort.

Important Note about Content
Some films may make some viewers uncomfortable, due to depictions of violence, sexuality, or thematic/ideological stances. If you do not want to view a particular series, please let me know and I will assign you an alternate film to watch. You can check out the films ahead of time on IMDB.com. This site is very detailed, and you can also find out more about the content of our films here: https://kids-in-mind.com/.

Notes on Equipment
Technical difficulties are inherent to filmmaking. After you are trained on the equipment, you should be able to self-diagnose most problems before seeking a replacement camera. You should report all of your equipment problems to the instructor as well as the staff so if something is wrong with the equipment it can be taken care of before another student tries to use it. If you are on a shoot and you cannot get something to work, please don’t hesitate to contact a classmate or the instructor to see if they can help.

It is very important that you are very careful with all production equipment. Do not leave the equipment in your trunk. When the camera is on the tripod, someone should be standing near it to make sure it doesn’t fall over. Be overly cautious. When you check out the equipment, you are responsible for it. If something comes back broken due to user negligence, the student that checked out the camera will be charged for the repair and will not be able to use any more equipment until the repairs are paid for.

The Hub MEC – Ranger Hall (401) 874-9424
All MEC policies are listed here:
https://harrington.uri.edu/mec/

Academic Integrity:
Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its
source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another’s work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another’s academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors.

**Anti-Bias Syllabus Statement:** We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at [www.uri.edu/brt](http://www.uri.edu/brt). There you will also find people and resources to help.

Counseling Center: The URI Counseling Center cares about the mental, physical, and emotional well-being of our students. As such, we have implemented the following changes. Please note that these policies will be updated as things continue to unfold.

* We are currently providing video and phone support to students in several states. Availability is determined by each state’s licensing laws. We are able to provide brief consultations to those in other states. Call us for more information.
* Pre-screening hours for new and returning clients are M-F 10:00 AM – 3:00 PM. Call us at 401-874-2288 for an appointment.
* Our staff remain available over the phone (401-874-2288), M-F, 8:30 – 4:30. After hours support will continue to be offered by ProtoCall.

**Disability Services for Students Statement:** Your access in this course is important. Please send me your Disability Services for Students (DSS) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DSS, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DSS can be reached by calling: 401-874-2098, visiting: [web.uri.edu/disability](http://web.uri.edu/disability), or emailing: dss@etal.uri.edu. We are available to meet with students enrolled in Kingston as well as Providence courses.

Your final grade for this class will be determined as follows:
Class Participation 10%
Weekly Technical Exercises 50%
Found Footage 10%
Sound Project - Soundscape 10%
Image Exercises 10%
Color Grading 10%

Grading Scale

93-100 A  73-76 C
90-92 A-  70-72 C-
87-89 B+  68-69 D+
83-87 B   62-67 D
80-82 B-  61 and below F

University of Rhode Island Policies

Academic Enhancement Center
Located in Roosevelt Hall, the AEC offers face-to-face and web-based services to undergraduate students seeking academic support. Peer tutoring is available for STEM-related courses by appointment online and in-person. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the AEC website, uri.edu/aec.

STEM Tutoring helps students navigate 100 and 200 level math, chemistry, physics, biology, and other select STEM courses. The STEM Tutoring program offers free online and limited in-person peer-tutoring this fall. Undergraduates in introductory STEM courses have a variety of small group times to choose from and can select occasional or weekly appointments. Appointments and locations will be visible in the TutorTrac system on September 14th, 2020. The TutorTrac application is available through URI Microsoft 365 single sign-on and by visiting aec.uri.edu. More detailed information and instructions can be found at uri.edu/aec/tutoring.

Academic Skills Development resources helps students plan work, manage time, and study more effectively. In Fall 2020, all Academic Skills and Strategies programming are offered both online and in-person. UCS160: Success in Higher Education is a one-credit course on developing a more effective approach to studying. Academic Consultations are 30-minute, 1 to 1 appointments that students can schedule on Starfish with Dr. David Hayes to address individual academic issues. Study Your Way to Success is a self-guided web portal connecting students to
tips and strategies on studying and time management related topics. For more information on these programs, visit uri.edu/aec/academic-skills or contact Dr. Hayes directly at davidhayes@uri.edu.

The Undergraduate Writing Center provides free writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Fall 2020 services are offered through two online options: 1) real-time synchronous appointments with a peer consultant (25- and 50-minute slots, available Sunday - Friday), and 2) written asynchronous consultations with a 24-hour turn-around response time (available Monday - Friday). Synchronous appointments are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View the synchronous and asynchronous schedules and book online, visit uri.mywconline.com.

*Counseling Center*: The URI Counseling Center cares about the mental, physical, and emotional well-being of our students. As such, we have implemented the following changes. Please note that these policies will be updated as things continue to unfold.

* We are currently providing video and phone support to students in several states. Availability is determined by each state’s licensing laws. We are able to provide brief consultations to those in other states. Call us for more information.
* Pre-screening hours for new and returning clients are M-F 10:00 AM – 3:00 PM. Call us at 401-874-2288 for an appointment.
* Our staff remain available over the phone (401-874-2288), M-F, 8:30 – 4:30. After hours support will continue to be offered by ProtoCall.

**Technical Exercises**

Each module will contain weekly technical exercises that aim to build your post-production toolkit. These exercises are located on Brightspace and will usually be accompanied by a video tutorial. You may have choices in some weeks as to which exercises you wish to complete. Please follow the instructions and complete as many of the exercises required to receive full credit for each technical exercise.

In some exercises you will be provided footage for the exercise that you will download from Brightspace. Complete the exercise and submit it on Brightspace. Other exercises will allow you to create your own media with a camera or cellphone.

These exercises are meant to build and develop your technical capabilities as a filmmaker, but there is a lot of room for each filmmaker to complete each exercise creatively. Each filmmaker is encouraged to approach each exercise in a way that is not only fulfilling the requirements of the assignment, but also doing so creatively and in a way that will produce high quality and interesting work.
**Major Required Projects**

*Found footage (Module 1)*
Each filmmaker will choose or write a poem for this assignment. The filmmaker will visualize the poem and create a visual representation. The visual representation must be accompanied by a recorded reading of the poem.

The project must be created in and exported from Adobe Premiere. You will use internet sources such as archive.org to source your content.

Emphasis should be placed on how these technical and aesthetic decisions impact how the audience feels and connects to the piece.

You will be graded on:
- Creativity
- Aesthetics
- Technical Execution
- Export Quality

**Must Have:**
- Narrated Recording of Poem
- Title Card (Filmmaker's Name, Name of Poem, Name of Author, Name of Class)

*Sound Project - Soundscape (Module 2)*
This piece is entirely composed of audio. In this project, filmmakers will record and collect sounds and edit them together using Adobe Audition.

The goal of this piece is to create an environment through sound. You can tell a story of some sort, but dialogue should only be a part of the overall piece. I want to hear sounds that explain the environment, sounds that explain where your scene takes place and what is going on it.

Capture and use various sounds to create your environment. Try to create an immersive experience for your listeners. At the very minimum, you should be using at least 15 audio files.

This piece can take many forms.

You could create a:
- soundscape
- radio drama
- podcast
- radio commercial
- some type of song
- sleep tape
- etc., etc.

The form is open and up to you. Have fun with it. Get Creative!
You will be graded on:
- Creativity
- Aesthetics
- Technical Execution
- Export Quality

**Image Exercises (Module 3)**
For this exercise, filmmakers will create three images in Photoshop and submit them via Brightspace. Follow the instructions on Brightspace on how to label your various images before submitting them.

**Image #1 - 'Clean Up' or Manipulate an Image**

For the first image, filmmakers will take any photo and 'clean it up' or manipulate it in some way.

Maybe you have an old photo and the 'exposure' is too dark and you want to 'lighten' the image. Maybe the colors don't look very good and you want to increase the contrast and saturation. Maybe you want to 'sharpen' the focus on the image.

Maybe you want to get more creative. Maybe you have a nice image of a sunset and you want to add streaky colors to the sunlight, increase saturation, blur parts of the frame in a vignette, etc.

**Image #2 – Combine Two or More Images**

For this part of the exercise, filmmakers will combine two or more images to create total composition.

Maybe you have a nice picture of the Boston skyline and you want to have an alien spaceship invade. Maybe you want to take that city skyline and put that image in a glass bottle that is floating around in the ocean. Maybe you took a photo out in the desert that you want to add Hubble Telescope images of galaxies and stars to the desert sky.

Whatever you want. Get creative.

**Image #3 - Create a Text Image with a 'Transparent' Background**

For the third image, filmmakers will create a text image with a transparent background so that you could take that image and put it over a video file. Sometimes Photoshop is used to create a text with some shapes and objects behind them, like a logo. You can export this text/logo file and add it to your footage in Premiere. Sometimes it is just easier to create objects and text in Photoshop and then add them to your videos as a .PNG file.

Create a text image with a transparent background and save it as a .PNG file. The image will be tested by putting it in Premiere over a video file to see if the image is transparent.
You will be graded on:
- Creativity
- Aesthetics
- Technical Execution
- Export Quality

**Color Grade (Module 4)**
This piece must be completed in Davinci Resolve and will focus on color grading a narrative work. You will learn to do first light, and secondary grades.

This piece can and should contain many of the techniques we have talked about throughout the semester. The filmmaker can look at this project as a culmination of the entire class. The filmmaker should shoot or generate a majority of the content used in this piece.

You will be graded on:
- Creativity
- Aesthetics
- Technical Execution
- Export Quality

**Course Schedule**

**Week 1 (6/29/2022):** Course Goals/ Hardware and Software, Data management/ Media Encoder, Best Practices

**Week 2 (7/6/2022):** Premiere Pro (Found Footage Assignment)

**Week 3 (7/13/2022):** Audition (Soundscape)

**Week 4 (7/20/2022):** Photoshop/ Illustrator (Image Exercises)

**Week 5(7/27/2022):** Davinci Resolveπ

This syllabus is subject to change, the instructor will make note of all changes.