DAKOTA COLLEGE AT BOTTINEAU

COURSE SYLLABUS

Course Prefix/Number/Title: CIS 235 Digital Video Basics

Number of Credits: 3

Course Description: This course will introduce students to a digital video editing application. The students will learn how to gather loose artwork, video clips, bitmap images, and vector graphics and bring them together to create a new video product. The student will gain an understanding of how to work with transitions, clips, audio, titles, video effects and animating clips. In this course they will also explore editing techniques and exporting options into a movie, frame, Edit Decision List, or a filmstrip.

Pre-/Co-requisites: None

Course Objectives:
By the end of the course, students will be able to:

- Plan and storyboard a video project for YouTube or Instagram.
- Operate a smartphone or basic camera for video recording.
- Record and edit clear audio using Audacity.
- Edit videos using DaVinci Resolve, CapCut, OpenShot, or Canva, including cuts, transitions, and effects.
- Create graphics for video overlays and thumbnails using GIMP or Canva.
- Export and share videos for YouTube and Instagram.
- Critique and provide constructive feedback on video projects.

Instructor: Trisha Haman

Office: Dakota College Downtown, 120 East Burdick Expressway - Minot

Office Hours: 9:00-10:00 MWF; noon-1:00 T, Th; Virtual appointments availably by appointment

Email: trisha.haman@dakotacollege.edu

Lecture/Lab Schedule: Online

Textbook(s):No textbook required

Course Requirements: All materials are free or use devices you likely own, ensuring accessibility.:

- Smartphone or Camera: Any smartphone or basic camera recording at least 720p or 1080p (5-10 GB free storage).
- Computer: Windows (7+), Mac (10.14+), or Linux with 4 GB RAM (8 GB preferred), 10-20 GB free storage, and internet access.
- Free Software (download links in Blackboard Week 1):
    - DaVinci Resolve (advanced editing, YouTube-focused).
    - CapCut (beginner-friendly, AI tools for Instagram).
    - OpenShot (simple open-source editing).
    - Canva (web-based, templates for YouTube/Instagram).
    - Audacity (audio editing).

    - OBS Studio (screen recording).
    - GIMP (graphics/thumbnails).
- YouTube/Instagram Accounts: For platform-specific editing and sharing (private/unlisted uploads allowed).
- Microphone: Smartphone mic or earbuds for voiceovers.
- Internet Access: For Blackboard, software downloads, and assignment uploads.
- Optional: Smartphone tripod, desk lamp for lighting, headphones.
- Blackboard Access: Log in via browser or app to access course materials and submit assignments.

Tentative Course Outline:
Intoduction to Digital Video
Storytelling and Pre-Production
Camera Basics and Shot Composition
Audio Recording Basics
Introduction to Video Editing
Adding Audio and Transitions
Creating Titles and Graphics
Color Correction and Grading
Screen Recording
Advanced Editing Techniques

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Employs industry specific skills in preparation for workplace readiness. Learning Outcome #2: Efficiently use computers, operating systems, and application software. Learning Outcome #3: Create, organize, distribute and store information. Learning Outcome #4: Employ sound problem-solving skills.

Relationship to Campus Focus: The course focuses on knowledge and application of technology. Video basics relate to the application of technology because creating and editing video requires both knowledge of concepts like framing, lighting, sound, and storytelling, and the use of digital tools such as cameras, editing software, and effects programs.

Classroom Policies:

- Academic Integrity: All work must be your own. Plagiarism (e.g., using others' footage without credit) will result in a zero for the assignment and potential disciplinary action.
- Participation: Engage actively in discussions and submit assignments on time to maximize learning.
- Technical Issues: Contact the instructor immediately if you encounter Blackboard or software issues. Use campus IT support for login problems.
- Communication: Check Blackboard announcements and your email regularly. Contact the instructor via email or Blackboard messages for questions.

Student Email Policy:
Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:
Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:
Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:
Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment of project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.