COM2302: VIDEO EDITING

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Video Editing

Subject Code
COM - Media and Communication
Course Number
2302

Academic Unit
Media and Communication (COM)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
This course aims to develop an advanced working capacity in video editing and production and equip students with the knowledge and skills necessary for working as a video editor in the field. It teaches approaches, techniques, and styles of

video editing used extensively in mass communication and explores the history and theory of editing. The course has an emphasis on understanding narrative editing structure and how the structures are applied in video projects. Students will work on exercises and class assignments to get familiar with various approaches, techniques, and styles of video editing. They will have an opportunity to apply the knowledge and skills learned in class to a video production project that will integrate the skills taught in class.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate knowledge and skills of narrative editing strategies and the approaches, techniques, and styles of video editing used in mass communication	20	x	x	x
2	Manage video continuity through editing	30		x	x
3	Apply elements of narrative editing strategies including rhythm, pacing, point-of-view, screen direction, and matching cuts	40	x	x	x
4	Understand the difference between various platforms (PC and Mac) and formats (such as television broadcasting, online and DVD)	10			x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures & Demonstration	The principles of narrative editing strategies	1	4 weeks
2	Lectures	The concept of continuity editing, including technical issues, aesthetic functions	2	6 Weeks
3	Workshop	Edit the video on PC and Mac platform and output the movie into various formats for different mass communication channels	3, 4	3 weeks

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Assignments on narrative editing strategies and class participation (in class work)	1, 2, 3	20	
2	Assignment on narrative editing structure, video editing and output (individual project)	2, 3	30	
3	A project to demonstrate the acquisition of continuity editing shooting techniques and video editing concepts (group work)	1, 2, 3, 4	50	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Assignments on narrative editing strategies (editing exercises done in class) and class participation (class discussions)

Criterion

- Capacity to assimilate lecture demonstrations and tutorials
- Student demonstrates ability and understanding of narrative editing in discussions with the instructor and class discussions

Excellent (A+, A, A-)

- Knowledge demonstrated in class lectures is assimilated to an extremely high capacity
- Student demonstrates a keen ability and understanding of narrative editing in discussions with the instructor and class discussions

Good (B+, B, B-)

- Knowledge demonstrated in class lectures is assimilated to a good capacity
- Student demonstrates a good ability and understanding of narrative editing in discussions with the instructor and class discussions

Fair (C+, C, C-)

- Knowledge demonstrated in class lectures is assimilated to an adequate capacity
- Student demonstrates an adequate ability and understanding of narrative editing in discussions with the instructor and class discussions

Marginal (D)

- Knowledge demonstrated in class lectures is assimilated to a marginal capacity
- Student demonstrates a marginal ability and understanding of narrative editing in discussions with the instructor and class discussions

Failure (F)

- There is no evidence of applied knowledge from the lecture demonstrations
- Student does not demonstrates any ability or understanding of narrative editing in discussions with the instructor and class discussions

---

Assessment Task

Video assignment on narrative editing structure, video editing and output - a three minute documentary (individual project)

Criterion

- Capacity to create a seamless piece from a technical perspective
- Rules of continuity editing applied
- Story told is engaging to the audience and is personally relevant to the student

Excellent (A+, A, A-)

- Student creates a perfectly seamless work from a technical perspective
- Student applies the rules of continuity editing with excellent ability
- The story is beautifully engaging to watch and carries the undeniable truth of personal belief.

Good (B+, B, B-)

- Student creates an almost seamless work from a technical perspective
- Student applies the rules of continuity editing with good ability
- The story is engaging to watch and carries a feeling that the student has made something that holds personal truth.

Fair (C+, C, C-)

- Student creates a somewhat seamless work from a technical perspective
- Student applies the rules of continuity editing with adequate ability
- The story is somewhat engaging to watch and carries somewhat of a feeling that the student has made a personal piece.

Marginal (D)

- Student creates a work with many technical flaws
- Student applies the rules of continuity editing with little ability
- The story not very engaging to watch and carries not much of a feeling that the student has made something that holds personal truth.

Failure (F)

- Student's work is of an unacceptable standard technically.
- Student does not apply the rules of continuity editing
- The story does not engage the audience at all and the piece holds no personal connection to the student

---

Assessment Task

A short video project (7 min or less) to demonstrate the acquisition of continuity editing shooting techniques and video editing concepts (group wor

Criterion

- The project is well organized using the methodology taught in class
- The project is creatively innovative
- The project addresses the rules of continuity editing in a fluid fashion
- The project demonstrates technical competence
- The project is engaging to the audience

Excellent (A+, A, A-)

- The project is excellently organized

- The project shows excellent creativity and originality
- The project demonstrates excellent grasp of the rules of continuity editing and shooting
- The project is technically excellent- The project is extremely engaging to an audience

Good (B+, B, B-)

- The project is well organized- The project shows good creativity and originality
- The project demonstrates good grasp of the rules of continuity editing and shooting
- The project is technically good
- The project is very engaging to an audience

Fair (C+, C, C-)

- The project is adequately organized
- The project shows adequate creativity and originality
- The project demonstrates adequate grasp of the rules of continuity and shooting
- The project is technically adequate
- The project is engaging to an audience

Marginal (D)

- The project is marginally organized
- The project shows marginal creativity and originality
- The project demonstrates marginal grasp of the rules of continuity and shooting
- The project is technically marginal
- The project is somewhat engaging to an audience

Failure (F)

- The project is not well organized
- The project shows practically no creativity or originality
- The project does not apply any rules of continuity and shooting
- The project is not technically proficient at all
- The project is not engaging to an audience

Part III Other Information

Keyword Syllabus

Video editing; Video formats; Pace; Rhythm; Narrative editing strategies; Continuity; Matching cuts; Aesthetic functions.

Reading List

Compulsory Readings

	Title
1	REQUIRED:- Editing Digital Video : The Complete Creative and Technical Guide, 2002 by Robert M. Goodman (Author), Patrick McGrath (Author)
2	RECOMMENDED:- Producing and Directing the Short Film and Video, (fourth edition) 2010 by Peter W. Rea (Author), David K. Irving (Author)
3	RECOMMENDED:- Technique of Film Editing, Reissue of 2nd Edition 2009 by Karel Reisz (Author), Gavin Millar (Author)

Additional Readings

	Title
1	In the Blink of an Eye Revised 2nd Edition 2001 by Walter Murch (Author)
2	The Film Sense (A Harvest Book) March 19, 1969 by Sergei Eisenstein (Author), Jay Leyda (Translator)
3	Film Form: Essays in Film Theory March 19, 1969 by Sergei Eisenstein (Author), Jay Leyda (Translator)