



## ★ Documental

page ▾





discussion

history

notify me

# Proyecto de documental

 Protected

-  Wiki Home
-  Join this Wiki
-  Recent Changes
-  Manage Wiki



## Introducción

Primera unidad

Segunda unidad

Tercera unidad

Recursos

Gramática

Tareas de Google  
Voice

Documental

Profesora

Las fotos sin crédito son de  
Donna Shelton

## SPAN 2313 Documentary Video Project / Proyecto de documental

Your syllabus contains the following statement:

**Video Documentary Project:** Working in small groups, students will create a short video documentary in Spanish about an aspect of life in northeastern Oklahoma such as education or leisure activities. Students will select a topic, do any necessary research, prepare a storyboard, write a script, and film video segments using the flip camcorders available from the instructor. Each group will work with the instructor to prepare the video itself. Grades are based on content, use of video, length, comprehensibility and accuracy of language, and discourse length. The grade will include individual and group components. Specific instructions will become available early in the course. One video at 100 points possible, including all project components. **Standards 1.3, 2.1, 2.2, 5.1, and 5.2**




This assignment is a modification of a service-learning project created by an NSU Spanish Education graduate who was awarded a DaVinci/Martin Scholar Award from the DaVinci Institute, [http://www.davinciok.org/Our\\_History.php](http://www.davinciok.org/Our_History.php), for her work and scholarship.

The instructor may request your permission to use portions of some documentaries for presentations at conferences of her professional organizations such as ACTFL, SWCOLT, or OFLTA. She will discuss it with the class later in the semester. You are under no obligation to agree to this use.

## Documentary Task

**Imagine** that you are documentary film-makers and that you have been contacted by representatives of TeleTul\*, a Tulsa Spanish-language television station; the Tulsa Hispanic Chamber of Commerce\*; and the Catholic Charities of Tulsa\* about making a series of short documentaries. The documentaries are to introduce recent Hispanic immigrants to aspects of the local culture in order to help them adjust to their new lives. You will divide into small teams, each of which will focus on one aspect of life in northeastern Oklahoma. Your documentaries must be in Spanish that is comprehensible to the target audience, and you must consider the information that immigrants would need about the topic you decide to address, which may be different from what an English-speaking Oklahoma resident would need to know. At the end of the film-making process, there will be a screening of all the documentaries and an opportunity for the producers and writers to discuss their work.

*[\*The organizations listed in this document are real (although of course their involvement*

in this task is *imaginary*). For more information about them, please see their websites: TeleTul, <http://www.teletul.com/>   
 Tulsa Hispanic Chamber of Commerce, <http://www.tulsaHispanicchamber.com/index.cfm?id=9&newsid=228&theDate=12/31/2010&begRecord=0>   
 Catholic Charities of Tulsa (the Diocese of Tulsa includes 31 counties in eastern Oklahoma), [http://www.catholiccharitiestulsa.org/immigration\\_services.aspx](http://www.catholiccharitiestulsa.org/immigration_services.aspx) 

### Documentary Objectives

1. To use presentational speaking skills to narrate events, describe locations or situations, and/or give opinions about aspects of life in northeastern Oklahoma.
2. To explore the products, practices, and perspectives of culture in northeastern Oklahoma from the point of view of Spanish-speaking immigrants.
3. To use technological tools to create media combining speech and images to communicate information and express opinions.

### Documentary Content

There are many aspects of the culture of northeastern Oklahoma that could be explored in a short documentary. Some possibilities, in no particular order, include education, housing, religion, leisure activities, shopping, health care, and law enforcement. Each of these topics is very broad, and your documentary cannot be longer than seven (7) minutes, which means that you and your group will have to select the information to be presented very carefully. You may also select a topic that is not listed here. You will submit your topic and the list of group members on February 1.

### Documentary Logistics

Students may work in pairs or in groups of no more than three. You may choose your own group members based on your common interest in a topic and your ability to collaborate as required to complete the project. If a student wants to address a topic and no one else is interested in it, the student should speak with the instructor as it may be possible to modify the project for an individual.

Students are responsible for communicating with the members of their group and completing the steps of the project. **If you have a group member who is not meeting his/her obligations, please inform the instructor.**

The instructor has two flip camcorders available for student use. You will check them out for short time periods when you are ready to film segments of your documentary. **If a camcorder or other device is checked out and then not returned to the instructor, the course grade will be held until it is returned or an identical replacement is purchased.** You may also use your own flip camcorder. Due to the software requirements for other types of devices, **no other type of camcorder may be used for this project.**

Please see the calendar for the due dates of the various components of the project. Be sure to plan ahead for filming, other recording, and video rendering.

## Documentary Requirements and Conditions

The documentary must be a minimum of five (5) minutes and no more than seven (7) minutes in length. The video must begin with an appropriate title and list of your group members, and it must end with any necessary credits (see below). The instructor will assist students with creation of the title and credits pages and the production of the final video.

The documentary, including the title and credits, must be in Spanish. If you interview anyone in the video, he/she must speak comprehensible Spanish, although he/she does not have to be a native or heritage speaker of the language. You could, for example, interview another student with his or her consent.

You may have one or more members of your group in front of the camera speaking, or you can do a voice-over, or a mixture of both. Everyone in your group needs to speak, and each person should speak for approximately the same length of time. You will plan the script as one of the project components.

Avoid showing people in your video unless you are conducting any interview. You must have the written consent of the person **before** an interview can take place. The instructor will provide consent forms later in the semester, and you must turn the completed forms in with the video. **Under no circumstances may you film or interview anyone under the age of 18. If you film adults without obtaining consent or if you film anyone under 18, your video will not be accepted for grading.** It may also be necessary to request permission to film inside buildings and outside businesses. We will handle that on a case-by-case basis.

At the end of your video you will list credits that will include the names of anyone interviewed and/or others who assisted you, including any businesses or institutions where you filmed.

The documentaries will be uploaded to Blackboard and viewed in class. Students can download the completed version of their group's video from Blackboard. No other distribution of the videos will take place.

## Documentary Components and Grading

**Topic and Group.** Each group will submit one Word document that lists the topic the group has chosen and the members of the group. The Word document should be submitted via the correct Assignment link in Blackboard under *Documental*. Only one copy per group is needed. All members of the group will receive the same grade unless group members report that one of their peers is not contributing. The deadline is midnight on February 1. 5 points.

**Title and Storyboard.** Under *Documental* on Blackboard is a template for each group to use for creating the storyboard or outline for the documentary. Only one copy per group is needed. All members of the group will receive the same grade unless group members report that one of their peers is not contributing. The deadline is midnight on February 15. 10 points.

**Script.** Also under *Documental* is a Word template for preparation of the script. Use the template to write the script. The individual responsibility for each portion of the script should be clearly indicated. All members of the group are responsible for editing the script once it is complete. Each member of the group must submit a copy of the script on the template. A portion of the grade is based on the group's work and a portion on the individual's work. If group members report that a peer is not contributing, that person's grade will be lowered. The instructor will review the script and identify needed corrections. The deadline is midnight on March 1. 15 points.

**Media Submission.** All use of the flip camcorders, tripods, and/or recording devices or software must take place between March 8 and April 5. You must make an appointment with the instructor to obtain what you need and sign a check-out form on which you will indicate the equipment return date. The instructor will download the video to her computer when you return the camcorder. **Remember: If a camcorder or digital recorder is checked out and then not returned to the instructor, the course grade will be held until the device is returned or an identical replacement is purchased.** All media files—video and audio—must be submitted to the instructor by classtime on April 5. Video production will take place on April 5 and April 12. The grade is for each member of the group and is based on timely and responsible use and return of the equipment and submission of the media. 10 points


**Documentary.** As noted, production of the documentaries, including creation of the title and credit pages and the rendering of the video and audio, will take place on April 5 and 12 in class. On April 19 we will spend part of our class time watching and discussing each of the documentaries. Part of the grade will be for the group and part for the individual. If group members report that a peer is not contributing, that person's grade will be lowered. A rubric for the final documentary will be provided later in the semester. 60 points

### Calendar

January 18	Unit One: La vida social <b>Information on the documentary project provided to the class</b>
February 1	Unit One: La vida social Vocabulary Quiz One <b>Turn in topic and list of group members for documentary project</b>
February 15	Unit Two: La vida urbana <b>Turn in title and storyboard for documentary project</b>
March 1	Unit Two: La vida urbana <b>Turn in script for review/comments</b>
March 8	Unit Two: La vida urbana Vocabulary Quiz Two <b>Begin filming and recording voice-overs after script review; check out</b>

	<b>camera by appointment</b> <b>Return camera to Shelton after use for video downloads</b>
April 5	Unit Three: Los asuntos políticos, económicos y sociales <b>All media (video and audio) from all groups due by this date</b> <b>Some groups will have movies rendered</b>
April 12	Unit Three: Los asuntos políticos, económicos y sociales <b>Remaining groups will have movies rendered</b>
April 19	Unit Three: Los asuntos políticos, económicos y sociales <b>Documentary Movie Night</b>

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