

**1525W**  
**First-Year Inquiry: Multidisciplinary Ways of Knowing**  
**Food for Thought...and Action**  
(Jensen, Peter, Stebleton)

University of Minnesota  
Fall 2010

**GROUP CAPSTONE PROJECT GUIDELINES**  
**WORTH 100 POINTS**

**MEDIA MILL URL MUST BE EMAILED TO MURRAY JENSEN BY 8 AM ON MONDAY, DECEMBER 6<sup>TH</sup> FOR SHOWING IN YOUR SMALL CLASS; A DVD / CD COPY MUST ALSO BE TURNED IN**

**YOUR PROJECT WILL BE SHOWN TO THE LARGE CLASS ON WEDNESDAY, DEC. 8<sup>TH</sup>**

Your assignment is to create a 30 to 60 second video focusing on food and targeting a specific audience. Successful projects will include:

- A well-written script/story board
- A realistic setting/set design
- Creative video shooting and editing
- A high level of imagination

**At the end of the project you will be required to**

- Post your video on Media Mill, and send the URL to Murray Jensen ([msjensen@umn.edu](mailto:msjensen@umn.edu)),
- Turn in a script
- Turn in an Individual Reflective Statement (more information to be given in class)

You may elect to use your own video equipment, or you may choose to use the U of M's equipment available at the U of M Smart Learning Commons: [<http://smart.umn.edu/>] More information about using the Smart Learning Commons and available technical support will be given in class.

**CRITICAL STEPS IN PRODUCING A VIDEO**

**Select a topic and a target audience**

Your group will select one of the following types of videos:

- A video designed to change eating habits (to be more like Pollan) OR
- A political commercial

You must select ONE item from either list.

## Be More Like Michael Pollan

Convince the target audience to change their food habits – and to adapt to the ways of Michael Pollan. Give them a healthy alternative – something Michael Pollan would endorse. You should refer to Pollan’s *Food Rules* for ideas.

- Poor, single, women with children who feed their kids processed foods, e.g., chips and “stuff from a can.”
- Teenagers who drink multiple servings of sugar soda every day.
- Ten year-olds who only want to eat sugar cereals in the morning. (Key: you must target 10 year olds!)
- High school kids who drink soda and eat pizza or fried foods in the school cafeteria.
- Dads who let their very young children drink sugar soda in their “sippie cups.” (Look up Mountain Dew Mouth.)
- Middle aged businessmen and women who eat unhealthy fast foods for lunch and are destined for Western diseases.
- New immigrants to the USA who think sports drinks and fruit juices (e.g., Fruitopia) are good for their kids.
- College kids who live on energy drinks. (Note: this one is too easy. Do it only as a last option.)
- Divorced dads who only see their kids only on weekends, and in order to keep them happy, take them out to eat fast food every day.

## OR

**Make a political commercial** with the following target audience and purpose:

- Convince suburban parents (typically republicans), to vote in favor of the “sugar tax.”  
(Background: <http://www.nofoodtaxes.com/ads/>)
- Convince the local public (suburban parents) to vote in favor of a school referendum (which will increase taxes) to improve the school cafeteria offerings (e.g., include more fresh foods).
- Convince middle-aged Americans to give up beer and fast food, and to start exercising, in order to not get Type 2 diabetes, atherosclerosis, or both.

## Script, Story Boards, and Set Design

Professional video projects are not ad-libbed (the dialogue is not made up on the spot); a well-written script is essential. The script should be verbatim of what is heard in the video. Set design involves selecting the place for shooting the video and placing important items such as clothing and props. A storyboard is a rough sketch of the setting of the video, which sometimes also includes the dialogue (script). The script is an essential component of the project, but story-boards are optional.

## Video Shooting and Editing

The final product must look professional and computer tools (e.g., iMovie, Premiere, Movie Maker, etc.) make this doable. Make sure you have plenty of video footage prior to starting the editing process.

Key: You may have to re-shoot your video if the editor is not happy with the quality of the original footage. The most common reason for re-shooting is poor sound quality. Think very carefully on how to ensure good sound. Background noise is often problematic.

## Essential Components of the Video

- Total length: 30 to 60 seconds
- Start with a title screen (2 seconds in length)

- Body of the video
- End: Two text screens. The first screen shows the names of the individuals involved with the project and “credits” (who did what) (2 seconds). The second screen must identify the target audience, a purpose for the project, and outside sources used. Example: The intent of this project was to promote healthy eating in inactive 10 year olds. If more than one screen is required for credits, a third screen can be added.
- Limited use of music is permissible, but should not dominate the overall message

## **IMPORTANT DATES**

**Wednesday, November 3:** Assignment introduced; Skills inventory in class.

**Monday, November 8:** Meet group members; first group brainstorming session in class.

**Wednesday, December 1:** Scripts / story boards due in class.

**Monday, December 6:** Media Mill URLs due to Murray at 8 am; show videos in small class.

**Wednesday, December 8:** Show videos to whole Food Class

**Monday, December 13:** Individual Reflective Statement due in class.

**Wednesday, December 15:** Public showing to all CEHD – Grand Showcase in Coffman Union (more information will be distributed later about this event).

**NOTE: Late URLs will lose 5 points for each day they are late.**

## **GRADING CRITERIA**

- Originality: 15 points
- Script/Writing (story boards are optional): 15 points
- Acting: 10 points
- Set design: 10 points
- Editing: 15 points
- Message/Content: 15 points
- Individual Reflective Statement: 20 points

## **The “Winning” Video**

The top video (as determined by Gary, Murray, and Mike) in the entire course will receive 80 points (all points that are possible not including the Individual Reflective Statement). However, if no video is worth of the “top video” prize, then the judges will declare no champion.