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A PRODUCTION PROCESS FOR DEVELOPING A WEB SERIES, SNAPTV

Toebey T. Caldwell

A PRODUCTION PROCESS FOR DEVELOPING

A WEB SERIES, *SNAPTV*

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

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In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Interdisciplinary Studies:

Film Theory and Media Production

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by

Toebey Ty Caldwell

December 2017

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ABSTRACT

My project for this Interdisciplinary Master's Program, studying Film
Theories and Media Production methods, details "A Production Process for
Creating a Web Series, called *SNAPtv*". This media production was designed to
demonstrate my experience and knowledge I gained through this degree, by
specific areas of developing and producing media, including script writing, filming
and editing media content, to construct an original web series from Pre-
Production to Post-Production.

SNAPtv is a hybrid, sketch comedy, talk show produced as an online web
series that mimics the characteristics of a semi-scripted Reality-Television series
and combines the elements of a talk show with short comedy scenes used as
segues for entertainment.

This original web series *SNAPtv*, features the lives of four students who
move into a co-ed dormitory at Cal State University, San Bernardino (CSUSB).
As freshmen students, they embark on a new but similar journey to achieve their
academic endeavors while experiencing diversity, social and racial inequalities
and situations relevant to those of college students. These issues included, the
cost of an education, pressures of studying, time management and adjusting to
college life.

This web series will launch from within the CSUSB's own media channel
to produce the first pilot webisode for *SNAPtv,* titled "MOVING IN". This project

will provide a sample production packet in the form of a manuscript for the development of this web series.

This project will include a completed sample production packet containing the documents necessary to create *SNAPtv's* pilot webisode, including essential procedures and functions of The Production Process for developing and producing media.

SNAPtv will demonstrate my current knowledge and understanding of producing media for the Entertainment Industry while outlining my production process for creating *SNAPtv*

DEDICATION

For My Son,

Jamie TY'J Caldwell

You are my motivation and the source of my happiness, Thank you.

Your smile and joy keep me focused on reaching my goals.

You're my Hero,

I love you my Babyman-

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CHAPTER ONE:

DEVELOPMENT OF A WEB SERIES, SNAPTV

An Idea Proposed

When I first began working as an Audio and Visual Technician, installing lighting and audio equipment and coordinating events for the Santos Manuel Student Union (SMSU) at California State University, San Bernardino (CSUSB) it provided the opportunity to experience both perspectives of attending and coordinating events. While exercising my technical skills for media production working for the SMSU I noticed a decline in the student's interest and attendance at events which led me to an interest in creating ideas to increase student engagement.

I proposed the idea of syncing four television sets as a media wall to display content about the university. A "Media Wall" that would manually sync, four television sets mounted on a wall, which would act as a CSUSB's media channel and vital source providing daily news, important information, and recapping highlights of previous events to promote upcoming events.

With the installation of the "Media Wall" hoped to replace the ineffective method of paper advertisement by eliminating the waste of materials and time spent handling flyers. Although the "Media Wall" was created, it needed a structure and format for displaying important content, thus the idea for *SNAPtv* was created as a more effective advertisement strategy to increase student engagement at CSUSB using the "Media Wall".

In creating a more effective advertisement strategy to increase student engagement at CSUSB, students argued, that they had no knowledge of the events that were scheduled, while others complained events were scheduled during class peak hours.

The *"Media Wall"* would have the potential to inform students of an emergency, such as an event with an active shooter on campus forcing students to stay inside or evacuate the building. It could also be used as a video conference, virtually linking other universities to CSUSB's *"Media Wall"* to discuss issues regarding student life.
It could recap and highlight important events for students who could not attend, while engaging them in social media platforms. The media wall idea was accepted as part of the Student Union advertising strategy.

To reach maximum effectiveness of this marketing strategy, the location of the *"Media Wall"* was mounted in the most heavily trafficked buildings, the SMSU, in front of the Starbucks entrance to attract students and provide current information about CSUSB.

SNAPtv is Created

The idea for *SNAPtv* came to me while watching an episode of *Sesame Street* with my son. *Sesame Street* is a popular children's television program that teaches essential learning fundamentals using a variety of short scenes that act as segues, embedded in the major story line of the episode to provide further examples of the subject.

While reviewing the *Sesame Street* production it helped create and structure *SNAPtv's* format, which would imitate these segues written and produced as teaching tools to assist in child development. Some segues were scripted to illustrate further examples, maintain active participation, and transitioning to the next scene.

<u>What is *SNAPtv*?</u>

A critical question was how to implement these segues to create a web series that would be educational, entertaining and discusses situations pertaining to college students while trying to meet the demands of today's media consumer audience for entertainment, on an unlimited media streaming platform.

To support *SNAPtv's* script format and give purpose to the relevant situations that make up *SNAPtv*, I mimicked the media production of BET's (Black Entertainment Television), original reality television series, *College Hill* (2009) as the web series concept. This reality-tv series follows the lives of a diverse group of (black) college students attending historical black colleges as they live, struggle and dorm together challenge themselves and adversity.

A reality-tv concept helped structure *SNAPtv* as a web series which would develop my skills and provide opportunities to use multiple cameras for filming semi-scripted dialogue and movements. This was essential in developing my skills as a cinematographer implementing active camera movement to capture the essences of a reality-TV series.

I believe the relationship between education and entertainment conflict when trying to combine them in a media production, it will either be too boring with too many facts overbearing the humor or it would lose the audience's attention while trying to achieve a better visual experience and lose the "message". Creating variety sketch comedy scenes like the *Dave Chappelle Show*. *SNAPtv* also require a cast of experienced improvisational actors to manipulate real dialogue that relates to college students. Making the comedy segues the central component of *SNAPtv*.

What are SNAP Discussions?

The program title *SNAPtv,* refers to the popular slang "oh snaps", a reference to something exciting or cool. SNAP discussions are the foundation that structures and gives *SNAPtv* purpose as they were based on relevant issues that affect the college community. As these conversations hit on topics about existing forms of prejudice against race and culture, political positions that conflict with prolife and economic status, short comedy scenes were inserted to provide entertainment, and engage students with parodies that, demonstrate the topic in a comedic situation. Just as segues were used in *Sesame Street* to give children more examples of the subject to understand and retain the information.

For *SNAPtv* to appeal to CSUSB's diverse student body population and issues relating to currently enrolled students, and represent a positive image of the university, insensitive language was censored.

These discussions are not delegated to only one person talking or asking questions, discussions are open dialogue where actors are free to express themselves on issues that relate to them while being aware of the concerns of the university.

Generating Content for *SNAPtv*

Generating content for *SNAPtv* was done by conducting informal verbal surveys, asking students what interested them, what they wanted to see change and what daily obstacles they experienced while attending CSUSB.

Comedy scenes and breaks were motivated by situations affecting students attending CSUSB like *peer pressure.* An illustration of the effects of *peer pressure* were reenacted in the scene called "P.A.U.S.E."

"P.A.U.S.E" was created for *SNAPtv* as a series of public service announcements (PSA), using the word pause as an acronym to perform different situations for each letter that rhymes in poetry form. In this PSA, pause spells out, *Peer Pressure, Alcoholism, Unsafe Sex Epidemic,* which tells a short story of a group of students who experience the challenges of being accepted by their peers while attending a college dorm party, as they are introduced to the negative influences and effects of *peer pressure.* In this PSA students face situations that deal with pressures of being accepted by peers by using drugs, and challenging moral values. (See figure 1.1)

<u>The Advantage of Producing Media for Social Media Platforms</u>

The advantage of constructing *SNAPtv* as a web series versus producing a short film to demonstrate the knowledge I gained through this degree is it, offered time for growth and development of *SNAPtv,* to meet my program objectives while enhancing my technical experience filming media productions.

SNAPtv embodies the Production Process for creating media that demonstrates my skills and reflects my project's objectives while symbolizing the trials and errors of creating media.

Independent filmmakers use social media platforms to distribute their media productions for free, to become acknowledged as a filmmaker faster, obtain employment opportunities and gain a larger social media audience.

The new advancements in technology that assist the *World Wide Web,* have enabled social media platforms, uploading media, a user-friendly outlet for independent filmmakers and other media consumers to create, produce and share their media without any affiliation with monopolized film companies and eliminating the need for legal representation.

Creating and producing media for social media platforms, is the new self-marketing strategy that assists in gaining exposure and distribution for media productions. Web pages, applications may display the number of times, it was viewed, liked, or shared, by followers and fans who subscribe, and often influences the number of viewers it populates, based on how relevant it is to the *World Wide Web*.

The *World Wide Web* and social media platforms have transformed the way we consume media. It provides free access to social media platforms which makes it simple and convenient to attract a large audience at no financial loss, or without the creator searching for film studios to produce and upload media.

Todays' social media platforms challenge the idea of removing major media production companies from the creative process by providing an easy, user friendly platform for all levels of experience with creating and producing media, to upload and market their media productions for free. Social media platforms eliminate the difficult process of pitching a script for a media production to film producers for financial and marketing assistance.

CHAPTER TWO:

THE PROCESS OF DEVELOPING MEDIA PRODUCTIONS

The Three Stages of Media Production

Pre-Production: Organizing and Planning

Scripts were designed to create and structure dialogue for media

productions in a format that can be understood by the director and actors, as

they are used as the universal form of creative writing that aids actors in

remembering their lines and are the manuscript for the director to film the

screenplay. Scripts contain the story, plot and resolution while including

information about the media production such as the title, name of characters,

dialogue, action and movement of characters.

It is recommended to photograph or draw a story board, to convey ideas

of the production while displaying how the scene should look before filming.

Storyboards are illustrated screen shots of scenes, which the director and editor

use to create scenes and generate a shot list for filming the footage, which

contains a chronological order of camera angles and sequencing of shots. The

shot- list also predetermines what camera angles are possible for filming,

according to the availability of equipment, location and talent required for the

scene.

The first step to create *SNAPtv* was developing a treatment for *SNAPtv's*

content to be transcribed into script format. A treatment, details all information

needed to develop the production. Treatments could include the title and runtime

for scenes, dialogue, and blocking, the actor's movement, while listing camera angles and transitions for scene changes.

A budget includes expenses for hiring the cast and production crew, cost of equipment, location reservations, costume construction and other rental fees, as well as legal representation.

Once the budget is calculated, and the location is acquired, it is necessary to organize a production calendar that lists dates, and arranges call times for actors to report to locations for filming. The production calendar organizes call times for actors to arrive at locations so that production time is used effectively, and deadlines are kept.

After creating the budget, it is important to obtain filming permits that allows filming in public or private locations, and filing contracts for other legal release forms. Location release forms request permission to film on public and private property, and insures property and rental damages. Talent release forms have the same principle, as it protects the performer from any legal repercussions and authorizes a copy of the media production to add to their demo reel, showcasing their acting experience.

Production: Filming the Content

The Production Process is the procedure that refers to the physical filming which involves designing and building the set, configuring microphones and lighting equipment.

When filming, *traffic* is referred to, as all other audio and visual interactions and interruptions of the surrounding environment that is not included for the scene. Traffic is a term used for identifying immediate problems while shooting in field locations to include the ambient sounds of pedestrians walking, over exposed sun light and whether conditions, and all other unscripted distractions that will cause interruptions while filming the scene.

The inability to fully control *traffic* while filming on locations such as parks, sidewalks, restaurants and schools, can invite audio interruptions that will result in editing issues and loss of production time for more takes and reshoots. Takes are considered repeating or redoing a scene during a shoot, while reshoots are scheduled for another time.

While filming *SNAPtv*, interruptions were caused by students passing through the residence halls and noise from housekeeping, cleaning the dormitory. To prevent and control these interferences, filming was done at designated times when the dormitory was less occupied, reducing audio *traffic.*

Rating Media Content

Social media platforms like *YouTube and Instagram*, allow free media uploading and act as an active fan base following interface, which serves as a continuous rating system, allowing independent producers and filmmakers to monitor the number of viewers it has gained or lost, to increase productivity for future media productions.

There are many types of ratings that help filmmakers and the audience use to categorize and evaluate media content for language, nudity and violence. There are media ratings that examine and categorize the genre and content of a media production, like the Federal Communications Commission (FCC) an organization established by the government to regulate and restrict media content by filtering and censoring content based on the amount of exposure of sex, language, drugs and violence in a media production that is distributed internationally.

In addition to censorship, the FCC, and the Motion Picture Association of America (MPAA), also developed a content labeling system that provides a preview of the content in a media production that warns audiences of content such as, "Rated R", for Restriction to viewers under the age of 18, and "PG-13", ratings which requires Parental Guidance for children 13 and under to view a certain media production. These labels assist audiences in selecting the genre and type of media appropriate and appealing for them.

Another method for calculating Box Office Sales, and ticket profits, are examples of a technique like statistical sampling used to, measure the number of viewers and how many times a program is viewed while also predicting the survival and success of a media production. These ratings are media evaluations that act as feedback from critics and fans to assist filmmakers in developing their skills for media productions.

Although the *World Wide Web* provides a resourceful media outlet that allows free media uploading and streaming to social media platforms, it is also the filmmaker's setback. By simplifying the process of creating, and producing with the capability of uploading media productions to social media platforms, it increased competition, while decreasing, ideas for originality for media productions.

This makes it difficult for independent filmmakers to gain exposure and obtain employment opportunities. An example of this is the Ice Bucket Challenge. The Ice Bucket Challenge, sometimes called the ALS Ice Bucket Challenge, is an activity involving the dumping of a bucket of ice and water over a person's head, to promote awareness of the disease amyotrophic lateral sclerosis. This was attempted in many forms by many people and after a week it lost it purpose with people mocking the challenge and losing sight of the purpose of the challenge.

Post-Production: Editing the Content

The final stage is Post-Production, which is the process of editing footage for lighting exposure, audio levels, costume malfunctions and continuity, to keep continuous flow of time in a scene. Post-Production involves uploading the media to an editing software to cut and paste the footage into sequences that follow the story board created for that production.

The basic concept of editing media is formally known as cutting and pasting, which is essentially the process of arranging footage to the next sequence of clips. When editing, it is important to know when to cut on the

movement of actors in the scene and overlay special effects to smoothly transition sequences without breaking continuity while editing for other corrections.

Continuity errors exist in many forms in productions, and is commonly in scenes that have unnoticed or accidental misplacement of equipment, props and actors on the set. Editors also correct audio issues and can use automatic dialogue replacement for scenes with unacceptable sound quality.

The last step in the Post-Production Process is rendering the edited footage into a proper format to be viewed on a variety of social media platforms. Current editing software renders and converts edited clips into one continuous video product automatically. Rendering is the computer process that formats edited footage into a final media production, applicable for websites, devices and other media streaming platforms.

CHAPTER THREE:

SCRIPT FORMAT FOR *SNAPTV*

The Beginning of *SNAPtv* Webisode

Intro to *SNAPTv*

At the start of each webisode, *SNAPtv* will open with a preshow, showing a different comedic sketch that introduces the audience to main cast and special guest while foreshadowing topics they will address in *SNAP* discussions. Just like most televised programming I used this universal interlude to immediately grab the audience's attention. This is commonly seen in comedy programs like, *Dave Chappelle show*, and *Saturday Night Live*.

The preshow is an introduction to each specific webisode which will provide comedic relief, to emulate the constant change in today's generation. To conclude the pre-show an original hip-hop instrumental soundtrack created for *SNAPtv* will play over a montage of clips consisting of CSUSB's campus, residence hall, and previously recorded scenes from *SNAPtv*. This is commonly seen and essential for sitcoms, because it previews the show in a short comedic clip.

SNAPtv's first webisode titled, "Moving In", begins with a short comedic scene called "Asking Mom". In this skit, Blake is packing up to move onto campus as he starts his freshmen year at CSUSB. He finds it difficult to avoid an argument with his mother while asking to go to a "going away party" for his friend.

This scene was created to establish the main character and purpose for *SNAPtv*, alongside developing the characters, also setting the tone of *SNAPtv,* and its first comedic impression. *SNAPtv*'s "Moving In" webisode central theme was inspired by the current presidential election in relation to change and moving into office just as the freshmen in *SNAPtv* move into their dorms on campus.

The first *SNAP* discussion will be addressed here after the intro to *SNAPtv*, which discusses the 2016 presidential campaigns and how the results can affect students attending CSUSB. The Presidential Election was the most current event during the time *SNAPtv* was drafted, it was also the central theme of this first episode because it relates to the process of students and new president "moving in".

"Take the Blame"*,* is a comedy scene that acts as the first comedic segue for the webisode, "Moving In". A segue is a short clip inserted in the main story during the editing process and is used in television programs as a method of transitioning from one scene to another, without breaking continuity and keeping continuous flow of time throughout media production.

As Kenny enters the Dorm Living Room, he looks in the refrigerator and notices that he is out of milk. He then goes to the store, while shopping, his stomach suddenly growls of flatulence, and panics as he tries to find an unoccupied aisle to release his gas.

<u>Middle of *SNAPtv*</u>

"Breaking the 4th Wall" is a comedy skit written for *SNAPtv* as a break to provide a comedic visual interpretation of breaking continuity in media productions. This scene covers an interview with a student that witnessed an event at CSUSB. The student has trouble adapting to the studio production environment and continues to 'Break the 4th Wall' by talking straight into the camera and directly addressing the audience.

This film concept is demonstrated in a sketch interview about an incident a student was involved in at a CSUSB event. In this scene the student has trouble adapting to the studio production environment and continues to *break the 4th wall* by, talking straight into the camera and directly addresses the audience in the interview.

This break follows the first SNAP discussion to keep the audience entertained and visually engaged while allowing the preparation for the next *SNAP* discussion. These breaks are comedy segments ranging from original skits, parodies, mocking popular scenes and situations, from movies and other break, while promoting CSUSB events to increase student engagement.

Following the break, *SNAPtv* returns to the *Dorm Living Room* signaling the middle of the show, and sparking a new discussion and situation for actors, while setting up *SNAPtv*'s public service announcement called, "P.A.U.S.E."

"P.A.U.S.E" is a series of public service announcements that defines each letter of the word *pause* as a message in rhyming poetry form that reflects the

theme and issues of the current webisode. In this pause scene, which represents

(Peer Pressure Alcoholism Un-Safe Sex Epidemic), a group of students

experience the reality of relevant *peer pressure* situations while attending a

college dorm party, at CSUSB.

The word pause is used as a word to stop and pause the action in an

individual situation that describes the acrostic for each letter of the word pause.

Each letter will represent and trigger a different situation that is influenced by

peer pressure by pausing actors in a tableau, in a silent motionless state, while

one or two actors steps out of the tableau and recites a poem that uses a variety

of rhyme schemes, that demonstrates the situation, then resume the action in the

scene while setting up the next situation.

Concluding *SNAPtv*

Lastly, the end of the webisode is a concluding interchangeable segment

that briefly summarizes the webisode and will often take place at night, referring

that time has passed. While characters prepare for bed, a new issue will arise

that will be approached in the morning's next webisode.

Just like most televised programs, *SNAPtv's* webisodes will conclude with

an outro, including the same musical composition as the intro that will play over a

montage of clips with standardized filming credits that lists the names of the

production crew and acknowledges CSUSB contributions. This montage

sequence features clips of bloopers, containing behind the scene footage of

recorded scenes.

Production Process: Filming *SNAPtv*

Designing the Set for *SNAPtv*

      SNAPtv was filmed in the student residential dormitory at CSUSB, using the living room as the common area for the main set, where the action and SNAP discussions takes place. The set design for *SNAPtv* was inspired by the 1992 film *Wayne's World*, staring Mike Myers, Dana Carvey and Rob Lowe, which is a comedy about two free spirited guys, who experience the difficulties of trying to start their own public access show just like a web series.

      Wayne's World main set was a downstairs basement that was converted into a man cave, with posters of famous rock artists, living room furniture, video games, collectibles and other typical things that make up a man cave. The set design for *SNAPtv* mimics *Wayne's World* set in which similar décor is arranged in a college dorm.

Location and Talent Scouting for *SNAPtv*

      Scheduling call times, became an obstacle when the talent I acquired for *SNAPtv* had other performances that conflicted with call times to film scenes. This affected *SNAPtv*'s development and delayed production time for finding new talent that can improvise and had some background knowledge of producing media. Students who were willing to assist filming *SNAPtv* for free, were passionate but inexperienced which caused a loss of production time having to teach and explain the basics of filming and acting.

SNAPtv's set location required that it be shot in CSUSB's dormitory to capture and show authentic perspectives of students that live on and off campus while appealing to issues concerning CSUSB's demographics. This made filming possible and convenient for actors to report to call times by decreasing travel, and providing one location to film if reshoots were necessary.

Recording the Footage

Independent filmmakers use DSLR cameras, such as *Nikon*, *Canon* and *Sony* because it offers the same visual features film, and television cameras produce without the expensive price. It is much smaller than professional cameras allowing it to be used as a studio or field camera, to film in different locations and simplifies recording, and uploading digital content to editing software.

Knowing how the equipment functions and how to film media using today's DSLR cameras has simplified and the process of filming professional quality productions. DSLR stands for Digital Single Lens Reflex, in other words, a digital camera that combines the optics and the mechanisms of a single-lens reflex camera with a digital imaging sensor to capture high definition quality.

Having prior experience using DSLR cameras and knowing how to frame shots specific to each media genre, balanced *SNAPtv's* lost production time. Films with action scenes require active moving camera angles to capture all action in the scene where as comedy movies uses stationary wide camera angles to show the actor's reaction to the situation.

<u>Recording Audio and Dialogue</u>

Although multiple cameras were used to film *SNAPtv*, it was difficult to record dialogue using shotgun microphones as they received sound from all directions and recorded traffic caused by students passing through the dormitory and other audio interferences. When uploading media to editing software, the program will only recognize one track imported with each individual clip.

This complicated filming and editing scenes in Post-Production, when uploading the audio as one track and not individual tracks assigned to each actor for dialogue which prevented the process of isolating audio interference from traffic and other actors speaking simultaneously.

Recording *SNAPtv*'s audio and dialogue using shotgun microphones, made it impossible to fully control an individual volume of an actor as it picked up audio and sounds from all directions. When editing audio, this could have been avoided with an extended budget which would have allowed the purchase of wireless microphones, to attach to individual actors to isolate and have better control over audio interference.

In my Post-Production Process, *Adobe Premier Pro* editing software was used to edit footage for *SNAPtv*, simplifying the editing process allowing inserts like memes, social media humorous images or video clips to aid in examples in discussions. Though this is the standard editing software film industries prefer using, there is not one right program used to edit media. Editing software preference is left up to the experience of the editor and the budget.

CHAPTER FOUR:

THE EPILOGUE

Conclusion of the Web Series, *SNAPtv*

  This Interdisciplinary Master's Program was a collaboration of a series of academic courses focusing on studying Film methods and media production. Its objective is to study and practice filming media entertainment while enhancing my skills as a Producer and Director. In my pursuit of becoming a film Director, this academic journey was valuable to the development of my independent filmmaking skills, as it presented difficulties and experiences that were necessary for creating *SNAPtv*.

  This project was vital for my growth and development as an independent filmmaker for it demonstrates the areas of research and academic courses used to help develop the skills necessary to create *SNAPtv* and media production. *SNAPtv* meets my interdisciplinary program's objective by identifying and focusing on specific areas of developing and producing media.

  SNAPtv was an idea created for the Santos Manuel Student Union's "Media Wall" as a voice for students to increase student engagement, then later became the project for my thesis and the hands-on experience for producing media.

  SNAPtv is a demonstration of the knowledge and experience I gained through the completion of this Interdisciplinary Master's Program. My degree,

was composed of an assortment of studies involving the English department, which assisted in developing my script writing for media, while adopting directing methods from Theatre Arts courses that, which helped with the communication between the director, talent and crew. Practicums from Communication Studies, allowed practice and experience filming media using standard studio cameras.

SNAPtv's Limitations

While trying to create a pilot webisode for *SNAPtv*, I found myself in front of the camera acting in scenes and behind it, directing and filming it simultaneously due to the unavailability of my crew and assistance in the Production Process.

The unavailability of reliable talent this was a reoccurring issue throughout the Production Process of *SNAPtv's* first pilot webisode although this was an issue it was beneficial by exposing me to different methods of filming using multiple cameras.

If *SNAPtv's* budget had no limit, more efficient audio equipment would have been purchased to make the audio quality sound better when recording dialogue in SNAP discussions, it could allow wireless microphones to isolate individual audio tracks for editing audio interference in Post-Production and reduced production time.

I experienced other difficulties while filming *SNAPtv,* with each rewrite of a script I decreased runtime of scenes, censored content to abide to CSUSB's

regulations and committee, and limited dialogue to satisfy the writing requirements for this project.

  SNAPtv's format required using the Simultaneously Editing Method, a technique using multiple cameras to capture all footage without breaking continuity, and make intermissions between SNAP discussions seem real and unscripted. 'Breaking the 4th Wall" is a comedic sketch to illustrate an example of breaking continuity, in what the entertainment industry refers to as the space that separates the performer and the audience, in this case the actor and the camera.

  Using this method helped reduce *traffic* and other audio interruptions that would otherwise break continuity and not interrupt the semi-scripted nature of *SNAP* discussions. This was important in the Post-Production, process as it simplified editing the dialogue and reactions of actors in the scene, so that all thoughts and opinions would be heard.

  The success and quality of a media production relies on the responsibility of the director to make the audience believe the media they are watching is real. When issues of continuity arise in a media production, it distracts the audience's attention to the story, decreasing its production value. Maintaining continuity throughout a media production is important to the quality of the production because it establishes the authenticity of the media, and allows the audience to believe what they are watching.

  Academic courses tailored for this degree included studies from English, Theatre Arts and Communications department at CSUSB. English 513 an

Advance English Writing courses in Specialized Genres, assisted my script

writing form which assisted in the construction of *SNAPtv's* unique format while

still following the standard script formatting for producing media. These courses

assisted in my ability to create and develop character and dialogue, which are

essential in writing scripts, it is the manual script for the production.

<u>*SNAPtv* Concluded</u>

  SNAPtv was an idea first created in promise to provide a better advertising

strategy to increase student engagement in social events by using the "Media

Wall" located in the SMSU. This media platform could display content which

would benefit students while providing one location as a media hub for

information and entertainment. *SNAPtv* provided an implementation of my

knowledge of the production process from Pre-to-Post-Production as it requires

all steps needed to develop an idea to a treatment into a script for a web series

that is formatted for social media platforms.

  Communication Studies courses in 300 and 400 level series in Television

and Media Production of course provided the hands-on experience filming media

using digital and studio cameras along with practicing theories and methods for

developing media content. It exposes students to the behinds the scenes

process of producing the media like signing legal release forms, marketing and

distribution and editing the content.

  Directing courses designed from the Theatre Arts department, taught

unconventional methods of communicating and directing actors which

choregraphed *SNAPtv*'s semi-scripted discussions, and vignettes and short comedic sketches. Acting exercise and games allowed actors to be comfortable finding and develop their character and experience.

In the future, courses taken through the Communications department could allow students to collaborate with other colleges to produce media productions. While using cameras and lighting equipment to film the media, students could audition for actors in the show from the Theatre department as talent and or crew members that could set up, build costumes etc. This could also provide a virtual outlet for Inspired writers to compose short scenes of the average college student, or news segments that will help in the writing process for writing scripts for scenes for *SNAPtv* and other media forms.

I wanted to implement all skills and knowledge I learned through this designed degree, so I created a web series formatted as a television series to mimic the process for developing media content. I used concepts and techniques from theories of film to enhance video productivity. Concepts like the simultaneously editing method, using multiple cameras to capture all actions and dialogue in a scene to help reduce the number of reshoots and time editing the content.

Instead of filming a simple documentary or short story demonstrating camera experience and the skills necessary to film one media production, I created a freeform web series that entails many forms of media productions. *SNAPtv* is a combination of many forms of media production like, the scene,

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"Breaking the 4th Wall" written as infomercial break, teaching the audience about breaking continuity, just like Sesame Street has short segments that revolves around the show proving more examples of topics. I implemented these sketches to not only entertainment the audience but to maintain their attention while informing them about important information.

I structured the web series to that of a reality tv series to generate my audience. I wanted to appeal to the current need for entertainment and inform without losing sight of my projects objective, so I established a connection between the need for entertainment and purpose of the content.

Mimicking BET's *College Hill*, I developed *SNAPtv* in a dorm reality tv series that centered SNAP discussions around topics that related the average CSUSB's college student. SNAP discussions talked about situations and issues that college students face today, for example cost for tuition and racial inequalities. *SNAPtv* was created as a voice for college students and issues that revolve around attending colleges or universities.

END NOTE

Media Wall- four synced television set mounted on a wall to dis play content.

Sesame Street- is an educational televised program formerly known as the Children's Television Workshop (CTW) created to teach children development skills.

Segues- are uninterrupted transition from one piece of music or film scene to another.

BET's *College Hill* (2009) - is a reality television series on BET that followed the lives of students at historically black colleges. The first season began airing on January 28, 2004 and aired every Tuesday at 10pm on BET.

Traffic- is the audio and all other interference during recording media.

Continuity- is the concept of, the unbroken and consistent existence or operation of something over a period of time. It is the maintenance of continuous action and self-consistent detail in the various scenes of a movie or broadcast.

The Dave Chappelle show- Chappelle's Show is an American sketch comedy television series created by comedians Dave Chappelle and Neal Brennan. Chappelle performs a stand-up routine that leads into a taped comedy sketch. The show usually ends with a musical performance.

Saturday Night Live-is an American late-night live television sketch comedy and variety show created by Lorne Michaels and developed by Dick Ebersol and premiered on NBC on October 11, 1975

Shotgun microphone- A shotgun microphone is a highly directional microphone

that must be pointed directly at its target sound source for proper recording.

Shotgun microphones use unidirectional microphones to achieve this high beam

of concentration on the sound source to record the sound.

Materials and Resources

Equipment:

Canon Rebel Ti4 Ti5 DSLR (digital single-lens reflex) Camera

Manfrotto Tripod

Film city Steady Cam

Lighting Kit

Shot-Gun Microphone

Video Editing Software:
      Adobe Premier CC 2016
      Adobe Audition
      Adobe After Effects
      Adobe Photoshop
      Adobe Premier Pro (Elements 13)
      Celtix (Script Writing)
Shot locations:
      Cal State University San Bernardino; University Village
      Santos Manuel Student Union (CSUSB)
      John M. Pfau Library (CSUSB)

APPENDIX A

SNAPTV PRODUCTION MANUSCRIPT

APPENDIX A:

SNAPtv PRODUCTION MANUSCRIPT

   I.   *SNAPtv* Script Treatment

  II.   Production Budget

 III.   Release Forms
            a. Talent Release Form
            b. Location/Media

  IV.   Scripts
            a. Shot List

SNAPtv

Webisode #1

"MOVING IN"

Written and Directed by
Toebey Ty Caldwell

Interdisciplinary Master's Program

Film Theory and Media Productions,

Completion Date: December 2017

SNAPtv TREATMENT
A Cinema 21™ Production

Webisode #1
"MOVING IN"

(Figure 1.1)

Scene: **Estimated Run Time: 25 minutes**

Scenes and acts for *SNAPtv* script format written in bold to distinguish between reoccurring segments and interchangeable scenes for other webisodes. Scenes and discussions are the components that change for each webisode.

Act 1) Start of the show (Pre-Show):   **[2 minutes]**

Transition- Cut to: Fade In sequence

I.   *SNAPtv*'s first act will open in a pre-show, a short comedic sketch that introduces the audience to the show, and the cast while hinting topics that will unfold in SNAP discussions and other scenes.

"ASKING MOM"
Pitch: As Blake is packing up to move onto campus at CSUSB, he finds it difficult to avoid an argument with his mother while asking to go to a *going away party* for his friend.

Cut to: *SNAPtv* Intro

Intro to *SNAPtv*   **[30 seconds]**

Pitch: *SNAPtv's* intro will start as a montage of clips consisting of CSUSB's residence hall and actors. *SNAPtv*'s intro to the show will emulate a television sitcom opening sequence, fading inside CSUSB's University Village Residence Hall as the opening master shot.

I.   The master shot is usually the first shot sequence, that establishes the setting, reveals the actors, and acts as the returning shot for multiple cameras.

II.   The intro is an original hip-hop musical instrumental created as *SNAPtv's* theme song. This instrumental will play over a montage of clips consisting of CSUSB's campus, dormitory and previously recorded scenes.

INTERRIOR: Inside the DORM LIVING ROOM. Morning

Cut to: Dolly In

1ˢᵗ SNAP Discussion: "WHO ARE YOU VOTING FOR?"   **[5 minutes]**

Pitch: This discusses political issues regarding the 2016 presidential election campaigns, and how the results will affect the current students attending CSUSB.

I.   SNAP discussions are short improvised conversations that are premediated for video recording purposes, that; challenge social norms, cultural traditions, questions morals and world values, that breach controversial topics such as racial ambiguity, while worrying less about restrictions or free speech and judgement and maintaining a positive image of CSUSB. Topics can be generated from current events at school, local and international news that is relevant to CSUSB's student demographics.

II.   These discussions and comedy scenes scripted for each webisode, are codependent as topics are influenced by comedy skits and vice versa, but are selected in the Pre-Production Process before the final script is written and ready for filming.

(Segue) Intermission   **[2 minutes]**

"TAKE THE BLAME"

Pitch: Kenny is grocery shopping when suddenly his stomach growls of flatulence. Kenny begins looking down aisles to find an empty aisle to release his flatulence undetected. In a hurry, he finds the only isle he thought was empty but finds it occupied by a young child.

I. Segues are short clips inserted during the editing process and are most commonly used in television programs to subtlety interrupt a scene or transition to another scene, sometimes for comedic relief.

INT: Inside the DORM LIVING ROOM. (Afternoon)

Act 2) Middle of *SNAPtv* **[5 minutes]**

I. *SNAPtv* returns after a short segue, to the middle of the show: with a character entering or exiting the DORM LIVING ROOM as a new character enters the Dorm Living Room and triggers a new situation or debatable topic to interpret, with the other roommates.

2nd SNAP Discussion: "What to *Netflix* and Chill"?

Pitch: In this discussion, actors define the misinterpreted message behind the popular phrase, "*Netflix* and Chill" using an invite to stream videos on *Netflix* which eventually leads to having sex.

Informercial Break **[4 minutes]**

I. informercial breaks will substitute as short comedy scenes ranging from original skits, and advertisements for events hosted at CSUSB.

"BREAKING THE 4TH WALL" **[2 minutes]**
Pitch: A student is interviewed about incident he witnessed in 2016 at CSUSB. The student has trouble adapting to the studio production environment and continues to 'Break the 4th Wall' by, talking straight into the camera and directly addresses the audience.

"I Hate It When…" (Dorm Room Confessions) **[2 minutes]**

REALLY

Treatment: "I Hate It When*"*, is a short monologue series created as confessional during the show. These confessions aim to mock reality TV confessionals by reenacting frustrating everyday situations. "Really" is a short comedy scene emphasizing the annoyance of someone occupying the space next to while there are other available options.

INT: Inside the DORM LIVING ROOM. Night 6:30PM

Act 3) Ending *SNAPtv*:   **[5 minutes]**

    I.   The ending of the show will summarize the theme of the webisode and topics discussed in *SNAPtv*.

    II.   The last segment of the show reiterates the theme of the webisode by ending with a scene that highlights the main issues and topics discussed in the show.

"P.A.U.S.E"   **[4 minutes]**

(Peer Pressure, Alcoholism, Unsafe Sex, Suicide, Epidemic)

Pitch: "P.A.U.S.E" is a series of Public Service Announcements (PSA), that will define each letter of the word *pause* as a message in poetry form. While attending a college dorm party, a group of students experience the reality of common *peer pressure* situations.

    I.   In each scene change for the word pause, an actor will come out each tableau while everyone else is still motionless and engage in recite a poem that defines the situation using the letters of the word pause as an acrostic then resumes the action while setting up scene change for the next letter.

Outro: Montage   **[45 seconds]**

Treatment: *SNAPtv*'s theme song will play over a montage of bloopers and behind the scenes footage with running credits.

    I.   The outro is like *SNAPtv's* intro as it plays over closing credits in a montage of blooper clips developed from highlights of the webisode.

Cut to: Fade to Black

SNAPTV PRODUCTION BUDGET
(Figure 1.2)

SNAPtv	Date Completed: March 2017
A Production Process for Developing A Web Series, *SNAPtv*	Interdisciplinary Master's Program, Film Theory and Media Production

Equipment	Item Description	Purchase Price
Computer	Windows 10 operating system	Free rental to currently enrolled students
Adobe Premier CC Adobe Audition Adobe Elements 13	Editing software	$60 For (CSUSB) Students
HDR-300 Led Ring Light Ikan Studio Light Kit	Lighting Equipment	Free rental to currently enrolled students
Manfrotto 190	Tripod	$200 Amazon.com
Vid Pro Rode (Shot Gun) Microphone	Microphone	$150 Amazon.com
Film City Shoulder-Rig	Camera/Attachments;	
LCD Field Monitor	(liquid crystal display) camera monitor	$150 Amazon.com
Canon Rebel T5i Kit Canon Rebel T4i Kit	DSLR (digital single lens reflex) camera	Previously Owned Previously Owned
Canon EFS 18-135mm Canon EFS 10-18mm	Camera Lens	Included With Camera Kit
Scan Disk Mini 32GB (Gigabyte) Lexar 128GB	Memory Cards	$200 Amazon.com Previously Owned Included With Camera Kit
WD My Passport External	Hard Drive 2TB (Terabyte)	Previously Owned
Transportation/Travel	Location Free To The Public	(CSUSB)
Parking/Fees		$6 Per/Day x5 days
Producer/Director/Scripts		$0
Crew/Talent		Talent worked to become part of the completion and success of *SNAPtv*'s

Estimated Total: $700.00

_____©CINEMA 21_____

Casting Call for *SNAPtv*

       "CINEMA 21" is casting for *SNAPtv* and its latest sketch comedy scenes. We are looking for (2 males, non-preferences) (2 female's non- preferences) to play as students who move into a *co-ed* college dormitory. *SNAPtv* is a hybrid, sketch comedy, talk show that will be produced as an online web series that mimics the characteristics of a semi-scripted reality television series.

       All talent levels are welcome to respond and audition. We are looking for committed actors and actresses for *SNAPtv* roles. Talent and crew members will have access to the final video product via Google Drive. We also need students to serve as crew members for production process, little to no experience necessary is required. Crew member's tasks could include costume and make up, set design, and lighting and audio equipment, using digital cameras

       SNAPtv is a project developed for Toebey Ty Caldwell's Interdisciplinary Master's Program, Film Theory and Media Production. Thank you for your time and we look forward to seeing you at the audition.

Contact:
Ty Caldwell
Email: toebeyc21@gmail.com

(Figure 1.3)
SNAPTV TALENT AND MEDIA RELEASE FORM

I hereby release to CINEMA 21 rights to my image, likeness, and sound of my voice as recorded for this media production.

I understand that media footage recorded may be televised and uploaded to a variety of social media platforms, here after the conclusion of *SNAPtv*.

I acknowledge this release form and it is firm and final and I understand that CINEMA 21 may proceed in reliance thereon.

I waive any right to compensation for such uses. I release CINEMA 21, its legal representatives and all persons acting under its permission or authority, from any liability that may occur during the filming of *SNAPtv*.

Signature of Participants: _____

"BREAKING THE 4TH WALL"

Written and Directed by,
Toebey Ty Caldwell

SNAPtv
A ©CINEMA 21 PRODUCTION
Written and Directed By,
TOEBEY TY CALDWELL

"BREAKING THE 4TH WALL"

TREATMENT: Angelica Ramos is interviewing Tom Pro about the event, he witnessed at CSUSB. He has difficulty adapting to the studio production environment and continues to "Break the 4th Wall".

CHARACTERS:

Interviewer - ANGELICA RAMOS- middle age Latina (24-27) conceited student intern.

Interviewee - TOM PRO- is an obnoxious moron that assumes he knows all.

DIRECTOR - DIRECTOR- late 30's, has little patience for obnoxious people.

Stage Manager - STAGE MANAGER, plays himself.

INT. INSIDE A NEWS BROADCASTING STUDIO. BASIC BROADCASTING STUDIO, CAMERAS, LIGHTING EQUIPMENT ETC.

                    ANGELICA RAMOS
          Good evening I'm Angelica Ramos
          This is "I SAW It". I'm here with
          Tom Pro. He's here to tell us what
          happened that night of Coyote Fest
          at Cal State University San
          Bernardino. So, tell us Tom, what
          happened at that event?

                    TOM PRO

TOM checks his microphone.

                    TOM PRO
          Was my mic on?
TOM looks in the camera.

                    DIRECTOR
          Cut!
                    DIRECTOR

DIRECTOR exits the CONTROL ROOM, enters the studio and
approaches TOM.

                    TOM PRO
          So, my mic wasn't on. See-

                    TOM PRO (cont'd)
TOM looks at the technician in the CONTROL ROOM while
pointing at the microphone clipped to his shirt.

                    DIRECTOR
          TOM, no listen, your mic is fine.
          Just talk naturally, and try not to
          "Break the 4th Wall"... Alright
          places everyone.

                    DIRECTOR (cont'd)

DIRECTOR turns to the production crew and begins to walk
back to the CONTROL ROOM.

                    TOM PRO
          The "4th Wall"?

                    DIRECTOR

DIRECTOR stops and turns back to TOM.

                    DIRECTOR
          Yeah you know the '4th Wall",
          invisible wall between you, the
          camera, and the audience. Just
          don't look directly into the
          camera.

TOM PRO
          Oh Okay Gotcha.

                    DIRECTOR

DIRECTOR walks back to the CONTROL ROOM.

                    STAGE MANAGER
Slate: An Interview with TOM PRO take 42, and we're rolling
in 5- 4- 3- 2-

                    STAGE MANAGER

STAGE MANAGER cues the talent.

                    ANGELICA RAMOS
          Good evening I'm Angelica Ramos
          This is "I SAW It". I'm here with
          Tom Pro. He's here to tell us what
          happened that night of Coyote Fest
          at Cal State University San
          Bernardino. So, tell us Tom, what
          happened at that event?

                    TOM PRO
          I was walking when suddenly...

                    TOM PRO

TOM looks in the camera.

                    DIRECTOR
          Cut, Cut!!! What the… The "4th
          Wall"! The "4th Wall" Tom!
                    DIRECTOR

DIRECTOR points at ANGELICA.

                    DIRECTOR (cont'd)
          Talk to her- not the camera.

                    DIRECTOR

DIRECTOR walks over to the set, ranting.

                    DIRECTOR (cont'd)

Look TOM all I want you to do is
                    talk to ANGELICA.

                              TOM PRO
                    But I wanted to, you know.

                              DIRECTOR
                    No-no no I don't know.

                              TOM PRO
                    You know create that intimate
                    moment, to get that dramatic
                    effect.

                              DIRECTOR
                    That's my job, let me do my job and
                    you do yours. And your job is to
                    talk to her and her only. Pretend
                    the cameras are not here. Remember
                    "4th Wall".

                              TOM PRO
                    Okay sounds good. Everyone places,
                    we're taking it from the top.

                              TOM PRO (cont'd)
                    "The 4th Wall" TOM mocks the
                    DIRECTOR can you believe this guy.

                              ANGELICA RAMOS
                    Just pretend no one else is here.
                    It's just me and you. Just talk to
                    me.
                              STAGE MANAGER
                    Slate: An Interview with TOM PRO
                    take 43, and, in 5- 4- 3

                              TOM PRO
                    Are you coming on to me? (Winks) at ANGELICA

                              STAGE MANAGER
                    2- And...

ANGELICA RAMOS
          Ewe, are you kidding me? I would
          never. Oh shit, are we rolling?
          Shit did I just say shit? Shit.

                     DIRECTOR
          Cut. Cut. Dammit Cut. Are you
          people trying to kill me? How hard
          can this be?

Everyone in the studio stops and looks at the director.

                     DIRECTOR

Director walks out of the CONTROL ROOM over to the set
while ranting about TOM'S incompetence.

                     DIRECTOR
          No. HELL NO. Everyone out, And
          don't come back until this guy
          knows what the "4th Wall" is.

                     DIRECTOR

DIRECTOR Points at Tom Pro.

                     TOM PRO
          Hey man, Screw you.

                     DIRECTOR

DIRECTOR Walks to TOM and is now face to face.

                    DIRECTOR (cont'd)
          Oh yeah, Screw me- No my
          friend screw you!

                     TOM PRO
          NO SCREW YOU!

                     DIRECTOR

DIRECTOR Begins to open his mouth to retort but realizes
that TOM is an idiot and throws his hands up and walks out
with the rest of the production crew.

ANGELICA RAMOS

Angelica stands up and walks past TOM.

                    ANGELICA RAMOS
          You're an idiot, you know that.

                    TOM PRO
          Oh, I'm an idiot?

                    ANGELICA RAMOS
          Thank you for confirming it.
Off screen as ANGELICA is walking out the STUDIO.

CAMERA MAN #2 and #1 walk out of the studio. Everyone has
left expect TOM and CAMERA MAN #3 who gets a close up on
TOM.
                    TOM PRO
          And we're here with me and myself.

                    TOM PRO

TOM looks beyond the cameras at the monitor of himself.

                    TOM PRO
          Oh, so that's "the 4thWall" Duh!!!
                                        Cut to: Black

"ASKING MOM"

Written and Directed by,
Toebey Ty Caldwell

SNAPtv
A CINEMA 21 PRODUCTION
By
TOEBEY TY CALDWELL

                    "ASKING MOM"

Treatment: Blake finds it difficult to avoid an argument
when he tries to ask his mom to go to a friend's going away
party.

CHARACTERS:

MOM – a middle age (40's) African American mother

Blake – African American student (18-19 years of age)

INT. INSIDE BLAKE'S HOUSE, IN THE LIVING ROOM

Blake speaks directly to the camera "breaking the fourth
wall" between him and the audience.

                    BLAKE
          Man, I can't wait to move of this
          house and on campus at Cal State
          University. I finally get some
          freedom and do what I want, when I
          want.

Blake walks into the LIVING ROOM where his mom is watching
TV.

                    BLAKE
           Mom can I go to my friend's
          birthday party tonight?

MOM stops watching TV to look at BLAKE before she answers.

                    MOM

No-It's a school night and I'm not
about to drive nowhere.

                    BLAKE
          Aw MOM, but it's Thursday, and all
          my friends are going to be there.
          plus, it's just around the corner.

MOM gets up off the couch.

Blake turns to the camera.

                    BLAKE
                (Now you know when black
                people say something around
                the corner. It don't be
                around the corner) but this
                time is it was literally
                behind our house, I can see
                my friends partying right
                now.

                    MOM
          I don't give a dam if Jesus gone be
          there- I said No.

                    BLAKE
          Wait, so you wouldn't want to
                    party with Jesus?

                    MOM
          Boy, you know what I meant.

                    BLAKE

Blake giggles a little.

                    MOM
          Just because all your friends gone
          be there don't mean you have to.
          If all your friends jumped off a
          bridge, would you?

BLAKE

            Well-
                        MOM
MOM jumps at BLAKE as if she was going to strike at him and
interrupts him.
                        BLAKE
BLAKE is flinches.
                        MOM
            SHUT UP! This my
            house.

BLAKE looks in the camera with a confused expression.

                        BLAKE

            What?

                        MOM

            Boy-
                        MOM (cont'd)
Mom walks towards BLAKE as if she was going to strike at
him again.

                        BLAKE

            All I…

                        MOM
Mom reaches off camera for her shoe to hit BLAKE with.

BLAKE notices the shoe in her hand.

                        BLAKE
              Was…
                        MOM
Mom is now holding her belt, and snapping it.
                        BLAKE
BLAKE starts to sweat as he sees her new object.

                        BLAKE

            Trying to…

                        MOM
Mom is holding a broom in her hands taunting him.

BLAKE is now holding his phone dialing his friends number.

                    BLAKE
          Let me call him and tell them I
          ain't gone make it.

                    MOM
          Boy hurry up and take that trash
          out before I hurt you.

                              Cut to: Black

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