

# POST 400 EDITING

SECTION 801

WINTER 2021 :: WEDNESDAYS 5:45-9PM



## Instructor Info

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Instructor Name: MELISSA LAWRENZ

Email: [mlawrenz@depaul.edu](mailto:mlawrenz@depaul.edu)

Tel: 312.371.8471

Office Hours: THURS. 1-2:30PM via Zoom

Location: ONLINE- ZOOM

*For all communication, please contact me via email and place POST 400 in your subject.*

*You may stay logged in after class to ask questions, but if you want a personal one on one conference during Office Hours, request a meeting via email.*



## Course Description

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Emphasis is on developing the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques.

PREREQUISITE(S): FILM 401 or FILM 410



## Course Learning Outcomes

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- Practice the “rules” of editing (i.e. when to cut and when not to cut) and define when to break them.
- Develop story, point of view, and character development through editing.
- Develop understanding of Adobe Premiere Pro software.
- Evaluate the significance of different editorial decisions.
- Develop an understanding of the technical ins and outs of Post Production as it applies to workflows and delivery.



## Required Materials

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- *In the Blink of an Eye*, Walter Murch, Silman-James press. 2nd Edition. 2001. ISBN-10: 1879505622 / ISBN-13: 978-1879505629
- LinkedIn Learning: Premiere Pro 2020 Essential Training with Ashley Kennedy
- An external hard drive: Ideally your drive should run 7200 rpm or be a solid state drive (SSD)
- Adobe Premiere Pro

DePaul students, faculty and staff have free unlimited access to LinkedIn Learning, which offers a large library of video tutorials across a range of topics, from how to use popular software titles such as Adobe Creative Suite and Microsoft Office to practical advice on saving time and being productive. Visit [Online Training: LinkedIn Learning](#) to learn more.



## About our Course Modality

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This is a synchronous class that meets every Wednesday on Zoom. Online class participation is expected. A Zoom link will be emailed and posted on D2L. This link will not change throughout the quarter. Each class session will be recorded and a link will be posted on D2L.

### General Guidelines

- Use your given or preferred name as your display name.
- Don't use distracting or inappropriate profile photos or virtual backgrounds.
- Don't share meeting links, passwords, screenshots, recordings, or other meeting information with people outside the class.
- Mute your microphone when you're not speaking to minimize background noise.
- If connectivity issues impact your audio/video quality, try turning off your camera.

Contact DePaul's Technology Support Center at 312.362.8765 if you need assistance during a video call.

### Participation Expectations

- Be on time or notify your instructor if you will be late or unable to attend.
- Minimize distractions, such as televisions and cell phones, when possible.
- Don't engage in other activities during sessions (driving, cooking, cleaning, etc.).
- Try to put your device at eye level on a solid surface. Holding your device or placing it in your lap can add movement to your video, which can be distracting.
- If you think you might have trouble actively participating in meetings, let your instructor know in advance, if possible.

**Please note:** Students should report any incidents of behavioral misconduct (including harassment) in video conference meetings to their instructor. Any incident of harassment and/or behavioral misconduct that impedes the teaching & learning environment may be reported to the Dean of Students Office for referral to the student conduct process. This includes sharing meeting links, passwords, screenshots, recordings, or other meeting information in a way that could facilitate harassment or misconduct by others.



## COVID-19 Updates

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For the latest news and resources regarding DePaul's response to COVID-19, please visit <https://go.depaul.edu/Fall2020>.



## Computer Labs & Internet-Enabled Devices

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If you need access to a computer, you can view the list of [computer labs on campus](#) for more information. Don't forget to bring your DePaul ID or you may not be able to access the lab. [Intelliprint](#) systems are available in computer labs and at other locations on campus for printing.



## Grading Breakdown

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Project 1	25%
Project 2	25%
Project 3	15%
Article Responses	10%
<i>In the Blink of an Eye</i> Questions	15%
Attendance	10%



## Assignment Info

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### Article Responses, Class Discussion:

There will be five reading assignments from articles that I assign. You will read the article and write a one to two page response highlighting the most interesting points of the articles and what you thought about what was discussed. Students must keep up with the reading to participate in class discussion. Students are highly encouraged to ask questions and offer comments relevant to the day's topic.

The written response is graded so proofread the article before turning it in. Please double space and follow MLA general guidelines for formatting. Submit these assignments to D2L for that particular article assignment.

### Walter Murch textbook & Questions:

You will read the Walter Murch book, *In the Blink of an Eye*, and you will answer questions regarding specific chapters in Murch's book. The assignments are split up into 6 sections. You may submit the answers before the due dates.

Questions are in Word Document format and are available for download on D2L. Submit these assignments to D2L for each assignment.

### Editing Assignments:

Footage for the editing assignments is available via a link on D2L. You will be editing the footage in Adobe Premiere. You will be turning in Premiere Project Files and exported MP4 files of your edit. Project Files and MP4 files will be submitted to D2L. Since this is an editing course, project and timeline organization is always part of your grade.



## Late Work, Absences, Make-Ups, and Extra Credit

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Cinema production requires strict adherence to deadlines; **therefore late assignments will not be accepted for grading and written feedback will be given at the instructor's discretion.** You will not be eligible for an A in the class unless you turn in all assignments on time.



## Course Schedule

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### Week 1: 1/6

Review Syllabus, The Editing Process

Online: Short History of Editing Lecture + Clip from *The Cutting Edge* on D2L

Premiere: Intro/Review, Project Organization, Basic editing

#### **Assignments:**

1. Read *Grammar of the Edit*- document on D2L
2. Article Response #1
3. Watch LinkedIn Learning: Ch. 2, 3
4. Download media for Project 1: Lavinia's Heist

### Week 2: 1/13

Analyzing the Script, Editing Conventions

Premiere: Setup Project 1, Creating an Assembly edit

#### **Assignments:**

1. Project 1- Script Breakdown of full script + Sound Map of Scene 5
2. Project 1- Setup & Organize project, Edit an Assembly of the film using the script as your guide. Submit your Premiere project file.
3. Article Response #2
4. Watch LinkedIn Learning: Ch. 4, 13- Exporting your project

### Week 3: 1/20

Editing Dialogue

Premiere: Editing techniques & Shortcuts, Exporting an MP4

#### **Assignments:**

1. Project 1- Rough Cut, Submit Premiere Project file & MP4 to D2L
2. Watch LinkedIn Learning: Ch. 5

### Week 4: 1/27

#### Controlling POV

Premiere: Using the Trim Tool & Trim Mode, Editing dialogue demo

#### Assignments:

1. Project 1- Start working on the Fine Cut. FC is Due 2/10.
2. Article Response #3
3. Murch Questions #1- Read Foreword, Preface to Second Edition, Preface, and pgs. 1-20 from *In the Blink of an Eye* and answer questions
4. Watch LinkedIn Learning: Ch. 7

### Week 5: 2/3

#### Adding the Soundtrack

Premiere: Review Trim Tool, Audio Editing, Video & Audio Transitions

#### Assignments:

1. Project 1- Fine Cut + Sound Design, Utilize RC feedback for the final cut and add some sound design. Submit Premiere Project file & MP4 to D2L
2. Article Response #4
3. Murch Questions #2- Read pgs. 21-51 from *In the Blink of an Eye* and answer questions
4. Download media for Project 2: *Come and Get It*

### Week 6: 2/10

#### Cutting Action, Comedy, Horror and Suspense

Premiere: Setup Project 2 and review footage

#### Assignments:

1. Project 2- Setup & Organize project, Edit an Assembly of the film using the script as your guide. Submit your Premiere project file.
2. Murch Questions #3- Read pgs. 52-72 from *In the Blink of an Eye* and answer questions
3. Watch LinkedIn Learning: Ch. 10, 11

### Week 7: 2/17

#### Using Experimental Techniques in Narrative films

Premiere: Working with Effects and how to use them in Project 2

#### Assignments:

1. Project 2- Rough Cut: Refine your edit while trying to create an engaging and informative action sequence. Start adding SFX and music. Submit Premiere Project file & MP4 to D2L
2. Murch Questions #4- Read pgs. 75-107 from *In the Blink of an Eye* and answer questions

### Week 8: 2/24

Prepping for Sound Design & Mix

Premiere: Prepping the timeline & Exporting for Sound Design

#### Assignments:

1. Project 2- Start working on Fine Cut. FC is due 3/20.
3. Murch Questions #5- Read pgs. 107-129 from *In the Blink of an Eye* and answer questions

### Week 9: 3/3

Prepping for Picture Finishing & Delivery

Premiere: Prepping timeline & Exporting for Picture Finishing

#### Assignments:

1. Project 2- Fine Cut + Full Sound Design: Utilize RC feedback for the final cut. Finish sound design and VFX work. Submit Premiere Project file & MP4 to D2L.
2. Article Response #5
3. Murch Questions #6- Read pgs. 129-146 from *In the Blink of an Eye* and answer questions
4. Watch LinkedIn Learning: Ch. 11 or Watch "A Crash Course in Color Correction Using Premiere"- link on D2L

### Week 10: 3/10

Editing for Television, Streaming, & Commercials

Premiere: Setup Project 3 and review footage, Lumetri Color Correction

#### Project 3 / Final Assignment:

Download Media for Project 3- Bud Light

Project 3: Due at 9pm on March 17th. Submit Premiere Project file & MP4 to D2L.



## Academic Integrity

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DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and

academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.



## DePaul and College-Specific Policies

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### PREFERRED NAME & GENDER PRONOUNS

I value each student's right to be referenced by their gender pronoun and their preferred name. If your name and pronoun in Campus Connect don't reflect what you'd like me to use, please let me know.

Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at [policies.depaul.edu/policy/policy.aspx?pid=332](http://policies.depaul.edu/policy/policy.aspx?pid=332)

### RESOURCES FOR STUDENTS WITH DISABILITIES

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) by emailing [csd@depaul.edu](mailto:csd@depaul.edu) and/or visiting one of the locations below.

#### COVID-19 Virtual Office

During the temporary closure of our physical offices due to Covid-19, Center for Students with Disabilities is accessible for live questions, referrals, and assistance via a virtual office using Zoom. The virtual office will be staffed Monday-Friday from 9:00 a.m. to 5 p.m. (CST).

Virtual Office: [www.tinyurl.com/CSDVirtualOffices](http://www.tinyurl.com/CSDVirtualOffices)

### ONLINE COURSE EVALUATIONS

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic

reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in <http://campusconnect.depaul.edu/>.

## **SEXUAL AND RELATIONSHIP VIOLENCE**

Academic relationships are based on communication, trust and respect, and as a DePaul community, we share a commitment to take care of one another. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence or other trauma. In other instances, students may reach out to faculty as a potential source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not, in itself, constitute a formal report to the University and will not begin the process of DePaul providing a response.

Those seeking to report an incident of sexual or relationship violence to DePaul should:

- (a) use the attached link to do so [here](#)  
([https://cm.maxient.com/reportingform.php?DePaulUniv&layout\\_id=4](https://cm.maxient.com/reportingform.php?DePaulUniv&layout_id=4))
- (b) contact the Title IX Coordinator (312-362-8066 or [titleixcoordinator@depaul.edu](mailto:titleixcoordinator@depaul.edu)) or
- (c) contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400)

Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or [hpw@depaul.edu](mailto:hpw@depaul.edu)). More information is available at <http://studentaffairs.depaul.edu/hpw/shvp.html>. Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

## **ENROLLMENT/WITHDRAWAL AND OTHER ACADEMIC POLICIES**

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on registration policies can be found at [DePaul Central](#).

### **WITHDRAWAL**

Students who withdraw from the course do so by using the Campus Connection system ([campusconnect.depaul.edu](http://campusconnect.depaul.edu)). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or

nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

### **ADMINISTRATIVE WITHDRAWAL**

Administrative Withdrawal Appeals are submitted to and processed by the Dean of Students Office, and allow students to be retroactively withdrawn from classes for medical, mental health or personal crises even after the term has ended. More information is available on the [Division of Student Affairs](#) website.

### **EXCUSED ABSENCE**

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the [Absence Notification form](#) through the [Dean of Students office](#). Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

### **SYLLABUS CHANGES AND ERRORS**

The instructor may make changes and updates to the course syllabus and schedule as needed. Students will be notified of any changes. If you find any broken links, outdated information, or other content that just seems “off” somehow, please let me know so I can fix it. I really do appreciate students helping me find and fix mistakes or confusing wording in my materials.