

DEPAUL UNIVERSITY: SCHOOL OF CINEMATIC ARTS

SCWR 454-701 Rewriting the TV Pilot

Fall 2021

Thursdays 5:45pm-9:00pm

14 E. Jackson, Room 211 (Loop)

Instructor: Fatou Samba

Office Hours (ONLINE ONLY):

Tuesdays 12:00pm-3:00pm - Zoom Link: <https://depaul.zoom.us/j/93068240493>

Thursdays 3:45pm-5:15pm - Zoom Link: <https://depaul.zoom.us/j/92536752447>

Drop-ins won't be available. Please schedule a Zoom meeting with me in Blue Star or by email to meet during my office hours or by appointment.

Email: fsamba@depaul.edu

Phone: 872-302-7209

Course Description

This class focuses on practical ways to approach the process of rewriting a script; specifically, this class will focus on students' original television pilots. Through group workshops, lectures, readings, and assignments, students identify and improve problems in various areas of their teleplay including, but not limited to: plot, character development, dialogue and pacing. By the end of the quarter, students will have completed a full rewrite of their complete pilot script; therefore, students must possess a complete television pilot in order to enroll in the course..

PREREQUISITE(S): SCWR 352/452-Writing the Sitcom - OR - SCWR 353/453-Writing the Episodic Drama

Course Outcomes:

- Students will learn various rewriting techniques designed to enhance their television pilot scripts in the areas of plot, structure, dialogue, character development, pacing, tone, etc.
- Students will learn and execute skills pertaining to exchanging constructive criticism with writing peers.
- Students will complete a revised show “bible” for their individual television pilot script.
- Students will complete a rewrite of their television pilot script.

Learning Objectives:

Upon successful completion of this course students will be able to:

- prepare a revised show “bible” for their television pilot script.

- evaluate storytelling conventions to enhance plot, structure, dialogue, character development, pacing and tone
- complete a rewrite of their television pilot script.
- critique screenplays both from professionally produced shows and from their peers shows.
- write a polished, peer-reviewed original series ready for production

Required Textbooks:

None. We will be reading several pilot scripts throughout the quarter. All readings will be posted by the instructor on D2L

Required Software:

Final Draft is the industry standard and is highly recommended. A student discount can be found here: <https://store.finaldraft.com/final-draft-12-edu.html>

All assignments are to be saved in PDF!

Previous Course Number: DC 354

COURSE MANAGEMENT

Covid-19 Health and Safety Precautions

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a mask as required at all times while indoors on campus; (2) no eating and drinking in classrooms; (3) keep current with their COVID-19 vaccinations or exemptions; (4) stay home if sick; (5) participate in any required COVID-19 testing; (6) complete the online Health and Safety Guidelines for Returning to Campus training; and (7) abide by the City of Chicago Emergency Travel Advisory. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who do not abide by the mask requirement may be subject to the student conduct process and will be referred to the Dean of Students Office. Students who have a medical reason for not complying with any requirements should register with DePaul's Center for Student with Disabilities (CSD).

D2L:

You will be using D2L extensively in this course. To log on, go to:

<https://d2l.depaul.edu/d2l/home> and enter using your campus connect username and password.

Once you are logged on, click on the course number link and you will find links to the syllabus, materials, weekly assignments, etc.

Weekly Readings and Discussions:

- You are required to read several pilot scripts throughout the quarter.

- You are required to read the pilots even if you've read or watched the episodes before. There are three reasons for this:
 - 1: The point of the reading is to *analyze*, something we rarely do when just watching TV for fun. As such, I want you to read through an analytical lens, keeping in mind the standards and practices you've learned. I'm also of the opinion that reading quality scripts makes you a better writer.
 - 2: The episode should be fresh in your mind to ensure you're able to properly participate in the post-screening discussions.
 - 3: Our discussions will for the most part center around the written pilot, not the final aired episode. In some cases, we will also do a script-to-screen comparison, which will require having read the script before the screening.
- I highly encourage you to take notes, either while reading or directly after. Bring your notes to class to ensure you're prepared for the discussion.
- These discussions count towards your attendance and participation grade.

Attendance:

Attendance and participation are mandatory. An unexcused absence, which is defined as not showing up to class or individual meetings, constitutes a reduction in your participation grade. Missing 3 or more sessions will result in an automatic failure in the class.

If you have to miss a class or a deadline, plan ahead and inform me in advance. Letting me know in advance does not automatically excuse an absence or a missed deadline, but it is the only way to present your case. If you fail to communicate before the next class period to explain an absence or a missed deadline, they will not be excused.

In order to petition for an excused absence, students who miss sessions due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/forms.html>. 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.

Participation:

At this level students should be interested in the subject of the class. The only way to see this is through asking questions, participating in class discussions, or adding constructive comments to other student's presentations and works. Feedback is an essential part of the class, and it's the only way for you to learn and grow as a writer. Students who don't provide feedback on their classmates' work can't expect to receive feedback on theirs. Failure to participate will result in a reduction of your grade.

Assignments:

All assignments for this course must be typed, free of grammatical, spelling and punctuation errors. It's your work; you're responsible for its quality.

Assignments must be submitted on D2L and saved as PDF. Assignments not saved as PDF will receive a reduction in points, and you will be asked to reupload it correctly.

Assignments will be treated like absences, meaning that without prior approval and a documented reason for missing the deadline, LATE WORK WILL NOT BE ACCEPTED. Any assignment submitted after the deadline will automatically receive zero points. As such, once the deadline has passed, don't bother submitting. To avoid this, I suggest not waiting until the last minute to upload your homework. Be sure that you're also submitting the correct assignment. If for some reason D2L is giving you a hard time uploading, email it to me instead.

Workshops:

By enrolling in this course, you agree to share your ideas and writings with the professor and other students in the class. That means that you must submit your assignments on time so other students may read and critique them in class. It also means that you have to participate in session discussions of your classmates' work that entails enthusiastic participation and offering constructive criticism. Feedback is an essential part of the writing process. If you are not willing to do this, reconsider taking this course.

You must acquire express written consent from any writer in the class should you wish to share his/her work with someone who is not enrolled in this course. We must respect each other, our collaboration, and the work at hand. Be truthful, but sensitive when giving notes. Be prepared to solve problems instead of just pointing them out.

Workshop Guidelines

- First and foremost, a workshop is about the piece of writing, not the writer. Both the writer and those critiquing the piece need to keep in mind that the goal is to make the writing the best it possibly can be.
- Workshops are never destructive. They are constructive. Writing is never "bad." The writing is addressed so that it can get stronger.
- We will always start with something that is working in the piece.
- Then we will go to the aspects that are not yet fully developed or that are not quite working yet.
- The writer must stay quiet during the workshopping of her or his piece.
- If the majority of the readers agree on a particular element of the piece that is working or not working, listen. If the readers are completely divided, it simply may just be a matter of opinion.

- The writer should always listen, but ultimately must trust his or her gut. The writer's name will be on the page when all is said and done.

Creative Subject Matter:

As this is a creative writing course, controversial subject matter may enter into the conversation. Students have the right to express themselves artistically in their writing and address challenging issues. If you become uncomfortable with a conversation for personal reasons, you may be excused for the remainder of that class without penalty. Inclusion of individuals from the class, or direct personal attacks on members of the class will not be tolerated in course material. If you feel you are being individually targeted by material written or discussed in class, please inform the instructor as soon as possible.

Decorum and Civil Discourse:

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be socially responsible leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Inclusivity Statement:

We are committed to the presence and contributions of all persons regardless of age, culture, abilities, bodies, ethnic origin, sex, gender identity, sexual orientation, marital status, nationality, race, religion, or socioeconomic status. We believe that prejudice, oppression, and discrimination are detrimental to the growth of a rich and vibrant learning community. We believe that learning communities are filled with diverse participants, and that supporting the visibility of such diversity enhances the experiences of all community members. As such, this class environment values inclusiveness and the maintenance of a safe and accountable space for all participants.

Maintaining a safe and accountable environment means that we commit to treating each other with respect and care. It also means that it's understandable to make mistakes, and that we hold each other and ourselves accountable as we grow, by acknowledging and appreciating the diversity of voices and experiences within our community and commit to ensuring that all are welcome in this learning classroom.

We have in this space a boundary for language and behavior that steps on, infringes on, and or specifically harms the mental and emotional wellbeing of all participants in this class (students and teachers) and when such things appear, we will stop, when able, to address.

To report a concern about another student's conduct: <https://offices.depaul.edu/student-affairs/student-life/student-conduct/Pages/default.aspx>

To report a concern about faculty conduct: <https://offices.depaul.edu/human-resources/employee-relations/equal-opportunity/Pages/Discrimination-and-Harassment.aspx>

Students can also contact the Dean of Students Office with any concerns. <https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions be sure to consult with your professor. But know this: plagiarism will earn you an F in this course.

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 enrollment, withdrawal, grading and incompletes can be found at: cdm.depaul.edu/enrollment.

Students who withdraw from the course do so by using the Campus Connection system <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.

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) at: csd@depaul.edu.

Phone number: (312)362-8002

TTY: (773)325.7296

Preferred Name & Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. 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:

<https://offices.depaul.edu/secretary/policies-procedures/policies/Pages/default.aspx>

Resources for Students in Need of Support

Safety and Mental health safety are important. If you find yourself in a state of distress, depression, or unsafe circumstances, please make use of any of the following resources should

you seek counseling.

DEPAUL STUDENT COUNSELING

Full time and Part time DePaul students may schedule appointments with the University Counseling Service Info here: <https://offices.depaul.edu/student-affairs/support-services/counseling/Pages/default.aspx>

The front desk staff is working remotely and will answer your call directly. If they are taking another call, please leave a message and your call will be returned within a business day. **If you would like to be contacted by a counselor please call (773) 325-7779 or (312) 362-6923.**

OFFICE OF HEALTH PROMOTION AND WELLNESS

Health Promotion and Wellness (HPW) provides holistic education, support and resources for individuals to establish and sustain long-term, healthy behaviors.

In light of the COVID-19 impact on the University, the Office of Health Promotion and Wellness programs and services remain open and can be accessible to students remotely. Students can meet with a staff member via Zoom. Appointments can be requested by calling 773-325-7129 or [completing this online intake form](#).

Online Course Evaluations

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't, can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Grading:

Reflection/self-critique: 10%, Rewrite plan: 10%, Peer feedback/participation: 10%, Character treatments: 10%, Revised Outline: 10%, Revised Bible: 10%, Revised draft: 40%

Grading Rubric:

A	95-100	C	73-76
A-	90-95	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-60

Course Schedule

Week 1

September 9

Course introduction.

Who are you? What new shows are you watching? What shows do you not like? What do you think makes the shows you've been watching a hit or a flop?

LECTURE: Story, Theme, and Voice, giving and receiving notes

DISCUSSION: *The Chi*, *The Mindy Project*

Read the pilot script for *The Chi* (on D2L) BEFORE our first session on Thursday. Come prepared to answer the following prompts: What stood out to you about the pilot? (Character intros. Characterization. Setting. Premise. Storylines. Structure. Writer's Voice. Theme. How do the characters embody the theme?) Do you think this is an effective pilot? Why/why not?

We will watch *The Mindy Project* together in class.

HOMEWORK:

Upload your initial pilot draft to the submissions folder AND discussions board

Due: Friday 9/10 at 12:00pm

Reflection/self-critique. Upload to submissions folder.

Due: Thursday 9/16 at 5:45pm

Read your group members' scripts & provide written feedback.

Prepare at least 3 questions for each of their protagonists. Upload feedback & questions to the discussions board.

Due: Thursday 9/16 at 5:45pm

SCHEDULE AN INDIVIDUAL NOTES MEETING WITH ME BEFORE WEDNESDAY 9/22

Week 2

September 16

LECTURE: Characters

WORKSHOP: Give feedback on your group members' pilots. Writer should take detailed notes!

EXERCISE: Protagonist hot seat – be interviewed by class members as your protagonist

HOMEWORK:

Rewrite plan (1-3 single spaced pages). Upload to submissions folder.

Post the character introduction in your pilot you feel needs the most work to discussions board

Read: *Seven Seconds* Pilot

Due: Thursday 9/23 at 5:45pm

Week 3

September 23

LECTURE: Dialogue

FROM SCRIPT TO SCREEN: *Seven Seconds* Pilot

WORKSHOP: Workshop the character introduction of your choice

HOMEWORK:

Character treatments. Upload to submissions folder

Post the scene in your pilot you feel needs the most work to the discussions board.

Read: *Atlanta* Pilot

Due: Thursday 9/30 at 5:45pm

Week 4

September 30

LECTURE: Narrative Structure

FROM SCRIPT TO SCREEN: *Atlanta*

WORKSHOP: Problem scene

HOMEWORK:

Revise your outlines. Upload to submissions folder AND discussions board.

Read: *Crazy Ex-Girlfriend* Pilot

Due: Thursday 10/7 at 5:45pm

Week 5

October 7

LECTURE: Tone & Pacing, Show Bibles

DISCUSSION: *Crazy-Ex Girlfriend* Pilot

WORKSHOP: Revised Outlines

HOMEWORK:

Revise your Teaser and Act One (Group 1). Upload to discussions board.

Read: *Barry* Pilot OR *Orange is the New Black* Pilot & respond to the corresponding prompts on the discussions board (Group 2)

Due: Thursday 10/14 at 5:45pm

Begin revising your bibles!

Week 6

October 14

WORKSHOP: Teaser + Act one (Group 1). Both groups are still coming to class.

HOMEWORK:

Revise your Teaser and Act one (Group 2). Upload to discussion board.

Read: *Barry* Pilot OR *Orange is the New Black* Pilot & respond to the corresponding prompts on the discussions board (Group 1)

Due: Thursday 10/21 at 5:45pm

Week 7

October 21

WORKSHOP: Teaser + Act One (Group 2). Both groups are still coming to class.

HOMEWORK:

Revise Act Two (Group 1). Upload to discussions board.

Read: *Atypical* Pilot OR *True Detective* Pilot & respond to the corresponding prompts on the discussions board (Group 2)

Due: Thursday 10/28 at 5:45pm

Week 8

October 28

WORKSHOP: Act Two (Group 1). Both groups are still coming to class.

HOMEWORK:

Revise Act Two (Group 2). Upload to discussions board.

Read: *Atypical* Pilot OR *True Detective* Pilot & respond to the corresponding prompts on the discussions board (Group 1)

Due: Thursday 11/4 at 5:45pm

Week 9

November 4

WORKSHOP: Act Two (Group 2). Both groups are still coming to class.

HOMEWORK:

Revise Act Three (Both Groups). Upload to discussions board.

Due: Thursday 11/11 at 5:45pm

Week 10

November 11

WORKSHOP: Act Three (Both Groups).

HOMEWORK:

Complete and submit the full revised pilot

Revise and submit show bible

Upload to corresponding submissions folders.

Due: Thursday 11/18 at 5:45pm

Week 11

November 18

No class! **Revised pilot and bible due Thursday 11/18 at midnight.**

Alterations:

The professor reserves the right to alter the syllabus at any time. Students will be apprised of any and all changes with clear instructions should they occur. Be sure to check D2L and emails frequently for the latest updates.