

### **INSTRUCTOR INFORMATION & OFFICE HOURS**

Adjunct Professor: Megan Halpern

E-mail: mhalper5@depaul.edu

Phone: 862-240-8546

Office Hours (Zoom): Wednesdays / Fridays, 2:00PM – 2:45PM CT

Emails will be answered within one business day with the exception of emails sent over the weekend, which will be answered no later than by end of day Monday.

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### **COURSE DESCRIPTION**

This course introduces students to the role of the Creative Producer. Students will learn how to build a film and television slate by identifying intellectual properties and developing them into viable projects. There will be an emphasis on optioning material, talent packaging, and financing.

### **COURSE GOALS**

- Students will analyze the four phases of creative producing as defined by the PGA for the “Produced By” credit.
  - Students will become familiar with the importance of a clear chain of title for film distribution and how to option a property.
  - Students will understand the use of state incentives for film financing.
  - Students will analyze the international film market and understand how foreign pre-sales are utilized in non-studio financed films.
  - Students will learn how to package a project to attract financing.
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### **CLASS SCHEDULE**

\* Please note that this schedule is subject to change.

#### **Week One      Monday, January 3**

Introduction to the course and each other. Review syllabus and class requirements.  
Lecture: The Role of the Creative Producer  
Reading: The Movie Business Book 4th Edition – Chapters 2, Class Handouts

#### **Week Two      Monday, January 10**

Students Trades Discussions  
Lecture: Production Companies & Development  
Reading: The Movie Business Book 4th Edition – Chapter 5,6, Class Handouts

**Week Three      Monday, January 17**

NO CLASS - School Holiday (Martin Luther King, Jr. Day)

**Week Four      Monday, January 24**

Students Trades discussions

Lecture: Development

Case Study #1 TBD

Reading: The Movie Business Book 4th Edition – Chapters 7,8, Class Handouts

**Week Five      Monday, January 31**

Students Trades discussions

Lecture: Packaging The Film: Directors

Reading: The Movie Business Book 4th Edition – Chapters 3,4,16, 17, Class Handouts.

**Week Six      Monday, February 7**

Students Trades discussions

Lecture: Packaging the Film: Cast

Case Study #2 TBD

Reading: The Movie Business Book 4th Edition – Chapters 9,10,18, Class Handouts

**Week Seven      Monday, February 14**

Midterm (D2L Quiz: Timed Exam)

Students Trades discussions

Lecture: Film Financing: Tax Incentives, Foreign Sales Model & Equity

Reading: The Movie Business Book 4th Edition – Chapters 20, 21, Class Handouts.

**Week Eight      Monday, February 21**

Students Trades discussions

Lecture: Studios & Streamers

Case Study #3 TBD

Reading: The Movie Business Book 4th Edition – Chapters 24, Class Handouts.

**Week Nine      Monday, February 28**

Students Trades discussions

Lecture: Pre-Production

Reading: The Movie Business Book 4th Edition – Chapters 22, 23, Class Handouts.

**Week Ten      Monday, March 7**

Students Trades discussions

Lecture: Course Wrap Up / The Creative Producer  
Final Project Presentations

**Finals Week    Monday, March 14**

Students Trades discussions  
Final Project Presentations (continued)

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## **EVALUATION**

Class Exercises / Homework	25%
Reflection Papers	15%
Midterm	20%
Final Project: Film Deck	30%
Class Participation	10%

A = 100-93, A- = 92-90, B+ = 89-88, B = 87-83, B- = 82-80, C+ = 79-78, C = 77-73, C- = 72-70, D+ = 69-68, D = 67-63, D- = 62-60, F = 59-0. A indicates excellence, B indicates good work, C indicates satisfactory work, D indicates unsatisfactory work, and F is a failure to demonstrate an understanding of course concepts.

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## **TEXTBOOKS**

Suggested Text / Kindle Digital Edition  
*The Movie Business Book 4rd Edition*, edited by Jason E. Squire

## **REQUIRED WEBSITES**

[The Hollywood Reporter](#)  
[Variety](#)  
[Deadline](#)

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## **CLASS ASSIGNMENT DETAILS**

**CLASS EXERCISE / WEEKLY HOMEWORK #1: Trade Assignments**

Evaluation:  
This assignment is worth 5% of your final grade.

Assignment Description:  
Every week, each student will pick a present one news article from the trades that week (Deadline Hollywood, Hollywood Reporter, Variety, etc.) that interests them and write a 1-2 paragraph analysis.

The analyses are due by no later than the Sunday night before class, no later than 10PM CT – please post a PDF of your analysis on D2L under Submissions.

Each week at the beginning of class the Professor will randomly choose four students to present that article. The student will paste the link into the Zoom Chat box and the Professor will then share article with the class. The students will then give a 5-minute presentation (approximately) and open it up to discussion with the rest of the students and Professor.

Note: If another student picks the same story, you will be selected to present a different week.

## CASE STUDY REFLECTION PAPERS

Evaluation:

This assignment is worth a total 15% of your final grade.

Assignment Description:

There will be three case studies on film producing presented during the quarter. Students will read the screenplays and watch the films for each case study prior to a special guest Zooming in to discuss the production with the class. After each case study students will write a 1-2 page double spaced reflection paper of their thoughts on the guest speaker. The paper should include any interesting and unique information they learned from the guest speaker and any thoughts in general they have on the film's production.

Note: Each reflection paper is worth 5 points.

The papers are due by no later than the Sunday night before class, no later than 10PM CT – please post a PDF of your paper on D2L under Submissions.

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## COURSE POLICIES

### **Attendance**

Classroom attendance is MANDATORY. More than one excused absence (doctor's note, etc.) will result in a lowering of grade per each absence unless accommodations have been made with the professor.

### **Attitude**

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

### **Cell Phones/On Call**

If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of respect to fellow students

and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

### **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.

### **Class Discussion**

Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

### **Deadlines**

Strict adherence to deadlines is expected. Materials presented or posted late will result in a negative grade for the particular assignment.

### **Grading**

Grades on individual assignments will be received within two weeks of submitting the assignment.

### **Other**

Screenings, script readings, and handouts as assigned by the instructor are TBD per class.

## **SCHOOL POLICIES**

### **Changes to Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

### **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) refrain from 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).

### **Respect for Diversity and Inclusion at DePaul University as aligned with our Vincentian Values**

At DePaul, our mission calls us to explore “what must be done” in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

### **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. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

### **Academic Integrity and Plagiarism**

This course will be subject to the university's academic integrity policy. All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>.

### ***Posting work on online sites, such as Hero***

All students are expected to abide by the University’s Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

### **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:

<http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

### **Withdrawal**

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.

### **Administrative Withdrawal**

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the university's withdrawal deadline. During their college career students may be allowed one administrative withdrawal from the college and one from the Dean of Students. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval. Questions about the financial impact of an administrative withdrawal should be directed to [OFA\\_AdmWdrl@depaul.edu](mailto:OFA_AdmWdrl@depaul.edu).

Students seeking to be administratively withdrawn from current or recently completed classes for medical, mental health, or personal crises, and whose grades in completed classes were F, FX, or INC, may submit appeals to the [Dean of Students Office](#). Should the withdrawal be approved, the student's transcript will indicate WA.

Students seeking an administrative withdrawal for any other reason, and whose grades in completed classes were F, FX, or INC, may apply through their College Advising Office. Should the withdrawal be approved, the student's transcript will indicate WA. College office appeals (for CDM students only) are rare. If a student believes he/she has an extenuating circumstance that warrants consideration of an exception, such an appeal must be [submitted online via MyCDM](#).

The deadlines for submitting appeals are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: The end of the second week of the subsequent autumn quarter
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

### **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 process](#) 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.

### **Incomplete Grades**

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirements independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Information about the Incomplete Grades policy can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

### **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 at <http://policies.depaul.edu/policy/policy.aspx?pid=332>

### **Students with Disabilities**

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

- Loop Campus (312) 362-8002
- Lincoln Park Campus (773) 325-1677
- Email: [csd@depaul.edu](mailto:csd@depaul.edu)

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gregory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information.