

COURSE # DOC 312/412 - EDITING THE DOCUMENTARY QUARTER: WINTER 2022-23

Times: WED 5:45 pm - 9:00 pm CT

Section: 801

Location: 14 E Jackson, Daley Room 210

Instructor: Matt Lauterbach (he/him)

Office Hours: Wed 3:30 pm - 5:00 pm

Office: CDM 434 or Zoom by appt.

Email: mlauterb@depaul.edu (best way to reach me)

**I will try to reply within 24 hours;
weekend emails by Monday*

Course Description: Editing the Documentary will expose students to the specialized post production workflow of documentary film. Utilizing a workshop atmosphere in combination with lectures and projects, students will gain an appreciation of the art and craft of documentary film editing. This course will cover an overview of current documentary trends and styles, explore various workflows to find the story in documentary footage, the ethical role of editor in shaping the stories of real people and events, how to apply the visual language of fiction to documentary film, use of archival media in a contemporary way, how to structure the story scene to scene and where to start and end the story.

POST 110 is a prerequisite for this class.

Learning Outcomes: By the end of this course students will be able to:

- Evaluate a documentary film edit in terms of its emotion, structure, and pacing
- Employ an effective process for organizing, reviewing, and selecting raw footage
- Identify and assemble potential storytelling elements within evidentiary and verité footage
- Understand the role of the editor in shaping the narrative vision of a director/producer
- Demonstrate skills necessary to effectively collaborate in a post production environment

Course Management System: D2L

Type of Instruction: Face-to-face meetings. Masks optional according to personal comfort level.

Zoom Meeting Info: Because of the unpredictability of COVID, there is always the chance that class will need to meet synchronously over Zoom. In this event, I will work to maintain the studio atmosphere as best I can, and ask that we all stay flexible and responsive. Any changes to virtual instruction will be communicated ASAP.

Below is the Zoom link for this class, should it ever become necessary to meet virtually.

Topic: Doc 312/412 - Backup Zoom Classroom

Join from PC, Mac, Linux, iOS or Android:

<https://depaul.zoom.us/j/94437985172?pwd=VWtySm01Y2VjYXFhMVhFJlYtXZUJzd09>

Password: 466492

Attendance: Attendance is mandatory. An absence is defined as not showing up for class, or arriving more than 15 minutes late, or missing any 15 minute period during class time. Any absences will result in a reduction of the attendance/participation grade. **Anyone who misses 3 classes will automatically drop a letter grade. Anyone who misses 4 classes will automatically fail.** However, if you are sick, please email us before class and then please stay home.

Class Participation: Along with showing up, you are expected to join in class discussions, work collaboratively in teams, and constructively engage with in-class exercises and labs.

Drop Dates: <https://academics.depaul.edu/calendar/Pages/default.aspx>

Required Text: Bricca, Jacob. *Documentary Editing Principles & Practice*. Focal Press, 2018.

Available online through the DePaul library. Permalink:

https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/8tvalj/cdi_askewsholts_vlebooks_9781317198376

Required Materials/Equipment:

Computer: This class requires use of a computer that can handle editing software. Daley Room 210 is a Mac Lab. If you prefer to edit on your own computer, and need access to a laptop loaner, here is a link to the Loop Equipment Center:

<https://www.cdm.depaul.edu/Student-Resources/Pages/Equipment-Centers.aspx>

Software: Adobe Premiere Pro Creative Cloud 2022. If you are using your own Adobe software please check with me about which version you're using. In order to open projects on both your personal computer and a lab computer, you may need to use this downgrader tool: <http://downgrader.elements.tv/>

Portable Hard Drive: This class **requires the use of a portable hard drive**, which you should bring to class every day beginning on January 25. The hard drive capacity should have a minimum of 1TB with a connector that is USB3.0 or higher. If you purchase a USB-c / Thunderbolt drive, getting an adaptor is highly recommended. Reach out to me if you have questions about this; more info can be found at this link: <https://bit.ly/3tw493O>

Headphones: Please bring your own pair of wired headphones to class every day.

Recommended: Yellow pad notebooks + Post-it notes
 100 count of either 3x5 or 4x6 ruled white index cards
 1 USB flash drive for project file backup

Readings: Additional readings will be shared digitally via D2L.

LinkedIn Learning Resource: All DePaul students have access to a collection of video tutorials called LinkedIn Learning (formerly Lynda.com). There are several that cover editing with Adobe Premiere Pro, and you may find them to be helpful supplements to the software instruction offered in this class. If interested, the link below can help you to get started.

<https://offices.depaul.edu/information-services/services/technology-training/Pages/online-training.aspx>

Grading Scale

A	93 - 100	B+	87 - 89.9	C+	77 - 79.9	D+	67 - 69.9
A-	90 - 92.9	B	83 - 86.9	C	73 - 76.9	D	60 - 66.9
		B-	80 - 82.9	C-	70 - 72.9	F	0 - 59.9

“A” indicates Very Good, “B” indicates Good, “C” indicates Satisfactory, “D” indicates Poor, “F” indicates Unsatisfactory.

Grading - Weighted Breakdown

PROJECT	PERCENTAGE
Project 1 Freedom Day Gallery Video	20
Part 1 Media Management	5
Part 2 Video Edit	15
Project 2: Beyond Blind Vignette	50
Project 2: Beyond Blind Media Management	10
Project 2: Beyond Blind Vignette Assembly	15
Project 2: Beyond Blind Vignette Rough Cut	25
Doc Watch Chat	10
Attendance and Participation	20
TOTAL	100

Final Exam - Scheduled Date and Time: Wednesday, March 15, 2023 from 5:45 pm - 9:00 pm CT.
Attendance to the final exam period is mandatory.

Changes to Syllabus: This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be addressed during class or posted in Announcements in D2L and followed up with an email.

Living Syllabus: I also maintain what I call a “Living Syllabus” which adjusts dates and deadlines as needed. For up-to-date week-by-week expectations, please refer to this Living Syllabus:

<https://tinyurl.com/2s3zpkpy>

WEEKLY SCHEDULE

Week 1 – Jan 4

The tools of documentary editing. What distinguishes doc from fiction. Watching and choosing.

In Class:

Thai Cave Viewing Activity
Course Overview
Doc Watch Intro

Prep For Next Week:

Acquire: 1TB Transport Drive – New and/or Empty (**MUST BRING BY JAN 25**)

Read: Bricca, Introduction: The Construction of Meaning in Documentaries

Ch. 1 Planning Your Schedule

Ch. 2 Organizing Your Footage

Ch. 4 Viewing and Digesting

Watch: Ten Questions for Henry Ford Trailer

<https://filmfreeway.com/TenQuestionsforHenryFord>

Listen: The Art of Documentary Storytelling Ep #1: From Hero to Tyrant

<https://theartofdocumentarystorytelling.buzzsprout.com/1775413/8772685>

Peruse and Choose:

Doc Watch Menu - <https://tinyurl.com/4hxx857m>

Doc Watch Sign Up Form - <https://forms.gle/yBWMeQAS9pmT9iHa9>

Week 2 – Jan 11

Three act narrative structure. Contain the chaos. Where to start.

DUE: Doc Watch Sign Up Form

In Class:

Narrative Structure
Freedom Day Project Launch (on thumb drive)
Lab Time: Organize, Watch and Discuss Freedom Day MOS Reel

Prep For Next Week:

Synchronize: Merge Video and Audio for Takes 1 - 8, 15 - 19, and Sync Fragment

View and Digest: Freedom Day Sync Reels, [MOS](#) Video, Wild Audio, and Transcripts

Read: Bricca,

Ch. 3 Everyday Work Practices

Ch. 5 Making Select Reels

Ch. 6 Refining Select Reels

Week 3 – Jan 18

Selecting, sorting, and evaluating footage.

DUE: Project 1 Freedom Day Media Management (upload .prproj file to D2L)

DUE: Doc Watch Options: *Midwives* and *Tik-Tok, Boom*

In Class:

Doc Watch Chat: *Midwives* and *Tik-Tok, Boom*

Getting Started in Doc Post Production

Lab Time: Create Topic-based Select Reel for Freedom Day

Discuss: Freedom Day Patterns, Topics, and Narrative Potential

Prep For Next Week:

Read: Bricca,

Part IIIa Constructing and Refining Scenes

Ch. 7 Evidentiary Editing: Building Interview-Based Scenes

Week 4 – Jan 25

Evidentiary editing.

DUE: Doc Watch Options: *I Didn't See You There* and *Move Me*

DUE: BRING EMPTY 1TB DRIVE TO CLASS

In Class:

Doc Watch Chat: *I Didn't See You There* and *The Big Payback*

Evidentiary Exercise: *Zero to Infinity* and *Love and Stuff*

Evidentiary Exercise: Freedom Day

Introduce Freedom Day Culmination Project

Prep For Next Week:

Edit: Project 1 Freedom Day Edit Due Feb 1

Week 5 – Feb 1

Finding the story. Working with a producer / director.

DUE: Project 1 Freedom Day Edit (on Thumb Drive)

DUE: Doc Watch Options: *The Big Payback* and *Let the Little Light Shine*

In Class:

Doc Watch Chat: Move Me and No Straight Lines

Screen: A Selection of Freedom Day Edits

Beyond Blind Project Launch (on 1TB drive)

Lab Time: Organize Footage

Prep For Next Week:

Read: Emotion First: Lindsay Utz, Documentary Editor

<https://blog.mediasilo.com/emotion-first-lindsay-utz-documentary-editor>

Organize: Beyond Blind Media Management Due Feb 8

Watch: Beyond Blind Personal Stories - Todd Bauer and Tommy Carroll

<https://beyondblindinteractive.org/stories/>

Week 6 – Feb 8

Trust the process. Anchor with narrative.

DUE: Project 2 Beyond Blind Media Management (upload .prproj file to D2L)

DUE: Doc Watch Options: *No Straight Lines* and *The Picture Taker*

In Class:

Doc Watch Chat: Let the Little Light Shine and The Picture Taker

Team Huddle: Beyond Blind Check-in and Game Plan

Lab Time: Review Beyond Blind Interview Footage

Prep For Next Week:

View, Digest, Select: Beyond Blind Interview Footage

Read: Bricca,

Ch. 8 Verité Editing: Building Observational Scenes (do NOT watch companion site vids)

Ch. 9 Building Montages

Ch. 10 Choosing and Framing Footage

Ch. 14 Working with Time (Pauses and Transition)

Week 7 – Feb 15

Verité editing. Tricks and cheats.

DUE: Project 2 Beyond Blind Interview Selects

In Class:

Verité Dialogue Exercise: Small Farm Rising

View and Discuss: Verité Tricks, Cheats, and Ethics

Lab Time: Review Beyond Blind Verité and B-Roll Footage

Prep For Next Week:

View, Digest, Select: Beyond Blind Verité and B-Roll Footage

Read: Bricca,

Part IIIb Building the Rough Cut

Ch. 11 The Fundamentals of Narrative

Ch. 12 Working with Narrative

Week 8 – Feb 22

Emotion first. Isolating purpose. Character, conflict, and progression.

DUE: Project 2 Beyond Blind Verité and B-Roll Selects

In Class:

The Power of Editing

Scenes and Vignettes: Three act structure in miniature

Team Huddle: Defining the Beyond Blind Questions and Structure

Prep For Next Week:

Edit: Project 1 Beyond Blind Vignette – Assembly Due Mar 1

Read: Bricca,

Ch. 15 Feedback and Revision

Ch. 16 Fine Cut to Final Cut and Beyond

Week 9 – Mar 1

When to cut. Trimming, removing, refining, improving.

DUE: Project 2 Beyond Blind Assembly (upload .prproj file to D2L)

In Class:

How Does an Editor Think and Feel?

Rubric Review

Team Huddle: Watch Assemblies and Share Feedback

Prep For Next Week:

Edit: Project 1 Beyond Blind Vignette – Revisions

Week 10 – Mar 8

Work-in-progress screenings. Director feedback.

Virtual Zoom Feedback:

Teams: Each group gets 25 minutes of notes over Zoom

Prep For Next Week:

Edit: Project 1 Beyond Blind Vignette – Rough Cut Due Mar 15

Week 11 – Mar 15
(Final Exam Period)

DUE: Project 2 Beyond Blind Rough Cut (upload < 2GB export to Dropbox by noon)

DUE: Reflection / Self Assessment

In Class:

Final Screenings

Voting

Discussion

Attendance to the final exam period is mandatory.

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).

If you have a positive Covid-19 diagnosis or were exposed to the virus, you are required to report it to DePaul University. Learn how to report a case here:

<https://resources.depaul.edu/coronavirus/resources/covid-19-reporting-protocol/Pages/default.aspx>

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.

Preferred Name and 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 policies.depaul.edu.

Respect for Diversity and Inclusion

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

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. 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!

Academic Integrity and Plagiarism

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.

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 at <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.

Retroactive Withdrawal

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval. College office appeals for CDM students 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: Last day of the last final exam of the subsequent autumn quarter
 - Summer Terms: Last day of the last final exam of the subsequent autumn quarter
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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. 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.

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. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

Center for Students with Disabilities

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

Loop Campus - Lewis Center #1420 - (312) 362-8002

Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students can also email the office at csd@depaul.edu

Students who are registered with the Center for Students with Disabilities are also invited to contact me privately to discuss how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term. Our conversation will remain confidential to the extent possible.

Writing Center

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing for more information.

Help Desk

The Help Desk provides technical assistance via phone, email and web for current DePaul students, faculty and staff. The Help Desk supports computers, network access, telephones, email accounts, and university instructional and administrative software. They can troubleshoot and resolve hardware and software related issues with both the Mac and Windows operating systems. Visit <https://depaul.service-now.com/sp> to get help.

Dean of Students Office

The [Dean of Students Office \(DOS\)](#) promotes student learning and ethical decision making in an inclusive and validating environment. Utilizing a comprehensive approach to student advocacy that is informed by DePaul's Catholic, Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents and community partners to support students in reaching their academic and personal success.

The Dean of Students Office is primarily responsible for administering and adjudicating violations of the Code of Student Responsibility at DePaul University. Additionally, the office provides the administrative withdrawal and absence notification process, and can help students identify campus and community resources in times of personal and/or family crises and medical emergencies.

University Counseling Services

DePaul University Counseling Services (UCS) is committed to providing a range of culturally aware and sensitive clinical services to help currently enrolled DePaul students remove barriers to academic and personal success by addressing emotional, psychological, and interpersonal concerns through multiple treatment modalities. Services offered include: group counseling, individual counseling, couples counseling, crisis management, consultation, referrals, and telereach/outreach workshops. All services are currently being offered on a virtual, remote basis with no fees due to COVID-19. To connect with the counseling center, contact our main number at (773) 325-7779 during regular business hours (Monday-Friday, 9am-5pm) to schedule an initial consultation, which is typically scheduled within 1-2 business days of your call.

If you need more immediate assistance or are in acute distress, you can call the main number during regular business hours and ask to speak with a counselor. If you are experiencing a life-threatening emergency, call 911 or go to your nearest emergency room. The Counseling Services staff has extensive experience with providing support services to individuals of varying social identities and backgrounds. Further, our counselors know that commitment to diversity, inclusivity, and anti-racism is an ongoing and open-ended journey and, as such, our counselors frequently and regularly engage in self-reflection and training opportunities to increase cultural awareness and to challenge one's own privileges and biases.

Student Success

Your success is our number one priority at DePaul University. University resources to help you succeed include computer labs, free or discounted software, tutoring centers, health services, and services for designated groups, such as veterans and students with disabilities. Visit go.depaul.edu/success to learn more.

ZOOM GUIDELINES AND EXPECTATIONS

The DePaul [Code of Student Responsibility](#) applies to online behavior as well as in-person or classroom behavior. The following are policies for our course meetings with Zoom:

- **General** – Sign in with your preferred first name and last name. If you do not have access to a computer or smartphone with internet access, call into class. This is not optimal; try to locate an internet-enabled device to use for this course. Please stay engaged in class activities. Close any apps on your device that are not relevant and turn off notifications.
- **Video** – Turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. You may elect to turn off your video if you have limited internet bandwidth, no webcam or if you're unable to find an environment without a lot of visual distractions.
- **Audio** – Mute your microphone when you are not talking if you are in a noisy environment. We have a small class, so I'd like to keep our mics open whenever possible. Be in a quiet place and turn off any music, videos, etc. in the background.