COURSE SYLLABUS
Instructor: Susanne Suffredin   Office: CDM 459
Office Hours: (email to schedule) Zoom Thursday 1:30-4:30
Email: ssuffre1@depaul.edu (best way to reach me)
Email will be answered within 24 hours, Saturday emails by Monday

Course Overview and Learning Goals
Course Website   D2L

Course Overview and Class Format

Documentary filmmaking is based on active revision so we should anticipate that changes may need to be made as the quarter unfolds. Those changes will be communicated as timely as possible, and I ask that we all stay flexible and responsive. Class meetings will involve screenings, discussions, pitches, presentations, and critiques. Students should expect to spend 4 to 6 hours per week outside of class time on course-related work including filming and editing.

Learning Goals

- Produce, direct, and edit a short subject documentary that demonstrates potential for public exhibition, festival acceptance, and/or as a fundraising tool for a long-form project.
- Apply previous experience and knowledge of documentary filmmaking to a subject that holds an audience's interest, is framed by the director's unique point of view, and structured in the edit utilizing principles of dramatic documentary structure. -
- Write a compelling professional proposal/ treatment and/or festival/distribution prospectus for the project.
- Cover all legal and ethical bases (releases, permissions, clearances, etc.) so that the final project is clear for possible exhibition and distribution.

Required Text

Rabiger, Michael. ***Directing the Documentary.*** Sixth Edition. Boston: Focal Press
You do have online access to the text book through the O'Reilly e-book platform: https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/1mgg358/alma9912835623505831

TECH NEEDS:
Equipment: https://www.cdm.depaul.edu/Student-Resources/Pages/Equipment-Centers.aspx

Computer: This class requires use of a computer that can handle editing software. Here is a link to the Laptop Loaner Program if you need assistance.
https://www.cdm.depaul.edu/Student-Resources/Pages/Tech-Loans.aspx

Hard Drive: This class requires the use of a hard drive. The hard drive capacity should have a minimum of 500gb and run at 7200rpm. USB3, USB-c, Thunderbolt (with adaptor), or FW 800 (with adaptor) connections are recommended.

Software: This class requires the use of Adobe Premiere or other editing software.

Assignments
Please note that late assignments will not be accepted without an explanation.
You must submit on time, even if you are not able to come to class on that day.

Assignment 1: First Pitch	5%
Assignment 2: Final Pitch	10%
Assignment 3: Pre-Production Package	5%
Assignment 4: Production Day 1 Scene 1	10%
Assignment 5: Production Day 2 Scene 2	10%
Assignment 6: Assembly or first rough cut	10%
Assignment 7: Distribution Strategy, Fundraising	10%
Assignment 8: Final Rough Cut or Fine Cut	20%
Feedback, Discussions and Participation	10%
Attendance	10%
Total Points	100

<u>Grading</u>: Assignment Guidelines and Evaluation Criteria will be posted in D2L
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.

Week 1

	Introductions
	Class structure/ Assignments
	Equipment
	Questions and Concerns
	Establish groups and roles in each group
Assign:	**Assignment 1: First Pitch** (Two ideas), Rabiger Ch 6: pgs. 97-122; Ch 21 pgs. 329-335

Week 2   Developing Story Ideas
Review:	Reading
Present:	**Assignment 1: First Pitch**
Assign:	**Assignment 2: Final Pitch** Finalize one idea for short film
To Read:	Rabiger Ch 7 & 8; pgs. 115-132

Week 3   Research and story structure
Review:	Reading
Present:	**Assignment 2: Final Pitch**
Assign:	**Assignment 3: Pre-Production Package, Rabiger Ch 4 pgs.65-73 Due: Week 4**
	Assignment 4: Production Day 1 Due: Week 5

Week 4   Production Week
Review:	Reading
	Group check in
To Read:	Rabiger Ch 18 pgs. 279-309

Week 5
Screen: **Assignment 4: Production Day 1 Scene 1**
Assign: **Assignment 5: Production Day 2 Scene 2**, Rabiger Ch 19-20 pgs. 313-325

Week 6
Review: Reading
Present: **Assignment 5: Production Day 2 Scene 2**
Assign: **Assignment 6: Assembly or first rough cut**

Week 7   Project status updates
Assign: **Assignment 7: Distribution Strategy and Fundraising**

Week 8
Present :   **Group 1: Assignment 6: Assembly or first rough cut**
                 Group 2: Assignment 7: Distribution Strategy, Fundraising
Assign: **Assignment 8: Final Rough Cut to Fine Cut**

Week 9
Present :   **Group 2: Assignment 6: Assembly or first rough cut**
                 Group 1: Assignment 7: Distribution Strategy, Fundraising

Week 10
Present: **Assignment 8: Final Rough Cut to Fine Cut Screening and critique. Attendance is mandatory**

CHANGES TO SYLLABUS
This syllabus is subject to change as necessary during the quarter. Depending on the many variables outside of our control, the assignments projected for the term may require alteration or rescheduling. If a change occurs, it will be posted under Announcements in D2L. Please ensure that campus connect and D2L have your correct email address. Also, make sure you are receiving all notifications via D2L.

DePaul University will continue to update their COVID-19 Updates and Guidance page. Please visit that page for the most current information and a list of university FAQ.

COVID-19 Health and Safety Precautions

The health and safety of everyone at DePaul depend on the cooperation of all who come to campus. By taking care of yourself, you protect the entire community. DePaul's COVID-19 response plans are based on the latest guidance from the Centers for Disease Control and Prevention, the Chicago Department of Public Health and the university's medical advisor from AMITA Health.

Mandatory protocols must be followed by DePaul students, faculty, and staff always on both campuses https://resources.depaul.edu/coronavirus/guidance/health-safety- practices/Pages/default.aspx.

To help mitigate the risk of infection, please remember the following:

- Wear a mask indoors, especially if you are gathering in a large group.
- If you are joining a meeting or gathering and a participant asks you to wear a mask, please do so. If you need one, masks are available at a limited number of first-floor desk areas near building entrances.
- Stay home if you feel sick.
- Stay up to date on your COVID-19 and influenza vaccines.

- Get **tested** for COVID-19 if you have symptoms or were exposed. **Visit this link for more information on what type of test to use and when to test.**
- **Visit this link for more information on where to find COVID-19 testing options**.
- If you test positive for COVID-19, follow all **isolation guidance**, including wearing a face mask.
- If you will be traveling, review the **CDC's travel guidelines**.
- If you are at high risk for severe illness, talk to your healthcare provider about whether you need to wear a mask and take other precautions.

CDM
For more specific questions about CDM, check out this page for current info: Frequently Asked Questions.
TECHNICAL ISSUES If you're having any tech issues this quarter, please email scaavsupport@depaul.edu.

Course Policies
In addition to DePaul University course policies (see student handbook), the following special policies will apply to this course.

Attendance – Classes will consist of lecture, screenings, feedback, and discussion. Attendance is mandatory unless otherwise stated.

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.

Your 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.
Screenings – Film screenings and assignment screening discussions are an integral part of the course participation grade. Selected films will be analyzed for specific conceptual and stylistic choices. We will apply the same standards to the analysis of group projects. Be open to be challenged and honest as there will be differing ideas and points of view expressed. These discussions are important in the development of your ability to collaborate.

Trigger Warnings The films, lectures, and discussion in this course may engage with potentially sensitive or traumatizing material, such as:

- violence
- sexism
- sexual assault, rape
- racism
- police brutality
- transphobia
- homophobia
- abuse
- suicide
- blood
- and body-shaming

I will note especially graphic/intense content and will do my best to foster a classroom in which we can relate courageously, compassionately, and contemplatively with difficult and important content each week. If you would like more specific or personalized triggers identified throughout the course (especially ones that are not named above), please e-mail and I will do my level best to flag them.

Plagiarism – Plagiarism on assignments or cheating on exams are serious offenses and earn the student a failing grade for the class. This course will be subject to the academic integrity policy passed by faculty.
More information can be found at http://academicintegrity.depaul.edu/π

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.