

## DePaul University School of Cinematic Arts

### **SCWR 302: Writing the Feature Screenplay**

Spring 2021: 14 E. Jackson #211

Official class time: Wednesday 1:30 – 4:45PM

Professor Scott Myers

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312-362-1120

Office Hours: THU 12:00-3:00PM on Zoom by appointment.

### **Description**

This course focuses on completing the first draft of a feature length screenplay. Emphasis will be placed on a foundation of character, structure, plot, and theme to bring the writer's vetted concept to fruition. The lectures, online Discussion forums, and page deadlines are designed to culminate in a spec screenplay that showcases voice and command of screenwriting conventions. This feature length screenplay should be revised and polished in SCWR 303. PREREQUISITE(S): SCWR 301

### **Course Outcomes**

Students will complete:

- The first draft of a feature-length screenplay (minimum 90 pages)

### **Learning Objectives**

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

- demonstrate the ability to write at a professional pace
- write visceral and visual scenes that demonstrate a clear and unique voice
- create three-dimensional characters with unique voices and clear motivations
- apply established narrative techniques to scenes, sequences, and acts
- evaluate the work of their peers and formulate helpful feedback

### **Screenwriting Software**

You are required to use screenwriting software. Final Draft, Fade In, or Movie Magic Screenwriter are strongly recommended for those with a serious career focus on screenwriting, producing, and/or directing.

### **Course Management**

This course is housed on **D2L** and this quarter because we are running the class asynchronously, you will use the website much more than usual. On a weekly basis:

- Announcements: Detailing that week's writing and reading assignments
- Content: Home to weekly lecture and reading content
- Submission Folder: Where you will upload your writing assignments
- Discussion Forum: Where you will provide feedback on classmates' script pages

The class will be divided into three groups (A, B, C). Every third week, each group's members will be responsible for presenting **excerpts from 2 sequences** (approximately 10-12 pages) for in-class workshoping. They must upload the entire 2 sequences (approximately 20-30 pages) to the Submissions folder and respective Discussion forum.

Each class session, we will do **5 (or 6) table reads**. Students who do not table read that week will meet with me one-on-one to go through their pages.

All assignments must be typed with proper format. Writing assignments due: **Tuesday, 5:00PM**. Upload to both Discussion forum and Submission folder.

### **EACH WRITING ASSIGNMENT MUST BE SAVED AND UPLOADED AS A PDF!**

All written assignments must be typed with pages numbered. Title page:

Your Name

Course Number

Date

Writing Assignment: [Name of assignment]

**MAKE SURE YOU PROOFREAD, SPELLCHECK, AND GRAMMAR-CHECK YOUR PAGES BEFORE UPLOADING YOUR WRITING ASSIGNMENT.**

### **Grading**

20%: Discussion forum comments and workshop feedback (participation)

20%: Writing Assignment 1

20%: Writing Assignment 2

20%: Writing Assignment 3

20%: Final Draft

Late work will not be accepted without a legitimate excuse communicated to the instructor in a timely fashion. 1 point will be deducted from each writing assignment for every half-day the pages are uploaded beyond the due date and time.

These values are minimums for each grade:

A	= 93-100	B-	= 80-83
A-	= 90-92	C+	= 77-79
B+	= 87-89	C	= 74-76
B	= 84-86	C-	= 70-73

C- is the minimum passing grade.

On the D2L site in the Content section, you can download the official SCA Screenwriting Grading Rubric which we use in assessing scripted material.

### **Participation**

Students are required to read the script pages uploaded by their group members each week. 25% of your Participation score will depend upon you providing **written feedback** on your group members' pages uploaded to the Discussion Forums. This is in addition to **group feedback** during the live class workshop session.

Post your comments in the Discussion Forum thread started by each student when they upload that week's script pages.

### **Attendance**

Absent students forfeit their assignment grade for the first two unexcused absences. **Three unexcused absences will constitute course failure.**

### **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 is here](#). Students must submit supporting documentation alongside the form. The professor reserves the sole right to offer an excused absence and/or accommodations for an excused absence.

### **Schedule**

#### **Week 1 – March 29**

Class introductions

Course overview

Lecture: Narrative Throughline

#### **Reading Assignment**

*The Protagonist's Journey*, Chapter 1: The Protagonist's Journey

#### **Writing Assignment**

Group A: Act 1 / Sequences 1-2, plus Story Overview (1 page maximum). Include your logline as part of the Overview.

#### **Week 2 – April 5**

Table Read Group A: Act 1 / Sequences 1-2 excerpts (10-12 pages).

Group A students post feedback in the Writing Assignment 1: Group A Discussion forum.

Discussion: *The Protagonist's Journey*, Chapter 1: The Protagonist's Journey

#### **Reading Assignment**

*The Protagonist's Journey*, Chapter 2: Character Arc

Writing Assignment

Group B: Act 1 / Sequences 1-2, plus Story Overview (1 page maximum). Include your logline as part of the Overview.

**Week 3 – April 12****NO CLASS**

Continue to work on the first draft of your screenplay.

**Week 4 – April 19**

Table Read Group B: Act 1 / Sequences 1-2 excerpts (10-12 pages).

Group B students post feedback in the Writing Assignment 1: Group B Discussion forum.

Discussion: *The Protagonist's Journey*, Chapter 2: Character Arc

Reading Assignment

*The Protagonist's Journey*, Chapter 3: Disunity

Writing Assignment

Group C: Act 1 / Sequences 1-2, plus Story Overview (1 page maximum). Include your logline as part of the Overview.

**Week 5 – April 26**

Table Read Group C: Act 1 / Sequences 1-2 excerpts (10-12 pages).

Group C students post feedback in the Writing Assignment 1: Group C Discussion forum.

Discussion: *The Protagonist's Journey*, Chapter 3: Disunity

Reading Assignment (D2L)

*The Protagonist's Journey*, Chapter 4: Deconstruction

Writing Assignment

Group A: Act 2A / Sequences 3-4

**Week 6 – May 3**

Table Read Group A: Act 2A / Sequences 3-4 excerpts (10-12 pages).

Group A post feedback in the Writing Assignment 2: Group A Discussion forum.

Discussion: *The Protagonist's Journey*, Chapter 4: Deconstruction

Reading Assignment

*The Protagonist's Journey*, Chapter 5: Reconstruction

Writing Assignment

Group B: Act 2A / Sequences 3-4

**Week 7 – May 10**

Table Read Group B: Act 2A / Sequences 3-4 excerpts (10-12 pages).  
Group B post feedback in the Writing Assignment 2: Group B Discussion forum.

Discussion: *The Protagonist's Journey*, Chapter 5: Reconstruction

**Reading Assignment**

*The Protagonist's Journey*, Chapter 6: Unity

**Writing Assignment**

Group C: Act 2A / Sequences 3-4

**Week 8 – May 17**

Table Read Group C: Act 2A / Sequences 3-4 excerpts (10-12 pages).  
Group C post feedback in the Writing Assignment 2: Group C Discussion forum.

Discussion: *The Protagonist's Journey*, Chapter 6: Unity

**Reading Assignment (D2L)**

*The Protagonist's Journey*, Chapter 7: The Screenplay Universe

**Writing Assignment**

Group A: Act 2B / Sequences 5-6

**Week 9 – May 24**

Table Read Group A: Act 2B / Sequences 5-6 excerpts (10-12 pages).  
Group A post feedback in the Writing Assignment 3: Group A Discussion forum.

Discussion: *The Protagonist's Journey*, Chapter 7: The Screenplay Universe

**Reading Assignment (D2L)**

*The Protagonist's Journey*, Chapter 8: Primary Character Archetypes

**Writing Assignment**

Group B: Act 2B / Sequences 5-6

**Week 10 – May 31**

Table Read Group B: Act 2B / Sequences 5-6 excerpts (10-12 pages).  
Group B post feedback in the Writing Assignment 3: Group B Discussion forum.

Discussion: *The Protagonist's Journey*, Chapter 8: Primary Character Archetypes

**Reading Assignment (D2L)**

*The Protagonist's Journey*, Chapter 14: Character Map

### Writing Assignment

Group C: Act 2B / Sequences 5-6

### **Week 11 – June 7**

Table Read Group C: Act 2B / Sequences 5-6 excerpts (10-12 pages).

Group C post feedback in the Writing Assignment 3: Group C Discussion forum.

Discussion: *The Protagonist's Journey*, Chapter 14: Character Map

### Writing Assignment

Groups A, B, and C: Act 3 / Sequences 7-8 and polish entire script

**FINAL DRAFT DUE: MONDAY, JUNE 12 AT 5:00PM, UPLOAD TO THE FINAL DRAFT SUBMISSIONS FOLDER**

**NOTE: Make sure you do a thorough grammar check, spell check, and final edit of your script. Consider this a professional submission. Every little detail counts.**

### **Office Hours**

THU 12:00-3:00PM.

### **In-Class Workshops**

By enrolling in this course, you agree to share your ideas and writings with the professor and other students in the class. You must acquire express written consent from any writer in the class should you wish to share their work with someone who is not enrolled in this course. Feedback is an essential part of the writing process. 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.

### **Creative Subject Matter**

The films, shows, clips, readings, lectures, student work, and class discussions in this course may engage deeply with potentially sensitive or traumatizing material, such as: violence, sexual assault/rape, sexism, racism, police brutality, transphobia, homophobia, abuse, suicide, blood, and body-shaming among other issues.

I will note especially graphic/intense content that intend to present and will do my best to foster a classroom environment in which we can relate safely, courageously, compassionately, and contemplatively with difficult and important content each week.

In that spirit, I ask that you label potential triggers in your written work submitted on D2L, and then again before we read aloud or discuss that work in class.

If you would like more specific or personalized triggers identified throughout the course (especially ones not named above), e-mail me and I will do my best to flag them for you.

If you believe any piece of course content may be potentially triggering to you, I will happily search for replacement material that you may view or read instead.

### **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.

### **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 honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so I may make appropriate changes to my records. Please also note 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](#).

### **DePaul University's Land Acknowledgement**

At DePaul University, we acknowledge that we live and work on traditional Native lands that are home to well over one hundred different tribal nations. We extend our respect to all of them, including the Potawatomi, Ojibwe, and Odawa nations, who signed the Treaty of Chicago in 1821 and 1833. We also recognize the Ho-Chunk, Myaamia, Menominee, Illinois Confederacy, and Peoria people who also maintained relationships with this land.

We acknowledge that these sacred homelands were ruptured by the European invasion of the Americas. In 1493, Pope Alexander VI promulgated the Doctrine of Discovery, which seized Native lands and resources with impunity. This doctrine has been used by countries throughout the Americas, including the U.S., to legitimize colonial policies of displacement and genocide toward Native peoples and to justify colonial legacies of white superiority and global capitalism.

We appreciate that today Chicago is home to the sixth-largest urban Native population in the United States. We further recognize and support the enduring presence of Native peoples among our faculty, staff, and student body. And in the spirit of St. Vincent de Paul, we reaffirm our commitment, both as an institution and as individuals, to help make our community and our society a more equitable, welcoming, and just place for all.

### **Students with Disabilities**

DePaul 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 [click here](#) for Services and Contact Information.

### **Academic Support Resources**

A complete listing of student support resources can be found under Content on the class D2L page.

### **Emergency Plan**

An emergency can occur at any time, suddenly and without warning. Proper planning is essential to minimize the impact of any emergency on the university community, operations, and facilities. [This link provides detailed information on Emergency Evacuation and Fire Alarm safety](#). The University will use the DPU Alert to announce school closing or other emergencies. In the event of an emergency evacuation, the primary outdoor assembly area for CDM will be Grant Park (Southeast corner of Jackson and Michigan Ave).

### **COVID Policies**

Currently, masks are not required in indoor spaces on campus. However, DePaul will continue to be a mask-friendly campus and wearing a mask will be highly recommended for all indoor spaces.

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.

### **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 [here](#).

### **Academic Integrity and Plagiarism**

This course will be subject to the academic integrity policy passed by faculty. More information can be found [here](#). The university and school policy on plagiarism can be summarized as follows: students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what



plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

### **Laptops/Cell Phones**

I will trust that on your honor as a DePaul University student and as a creative individual who aspires to learn the writing craft, you will not stray into any form of social media during class – except for classroom breaks. Phones and laptops must be silenced and stowed unless needed for course work.

### **Attendance**

Students are expected to attend every class and arrive on time. Each unexcused absence equates to a loss of ten points from the student's final score. Three unexcused absences result in automatic course failure.

### **Excused Absence**

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.

### **Withdrawal**

Students who withdraw from the course do so by using the [Campus Connection system](#). 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

### **Incomplete**

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 requirement 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.

### **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 work 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 your instructor to teaching, and these evaluation results are one component used in performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard regarding the quality of teaching at DePaul.

### **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 students will be notified via email.

### **Copyright Statement**

The materials provided by the instructor in this course are for the use of the students enrolled in the course. Copyrighted course materials may not be further disseminated.