

## COURSE SYLLABUS

Course #: DOC 312\_412-801 Name: Editing The Documentary  
Quarter: Winter 2024 Wed 5:45PM - 9:00PM 14 E Jackson Room 210

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Email will be answered within 24 hours, Saturday emails by Monday

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## The best way to learn how to edit a documentary is to edit a documentary.

From: Documentary Editing Principles & Practice Jacob Bricca

**Course Management System:**  
D2L

### Course Summary:

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.

### Learning Outcomes:

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

- Understanding the role of the editor in a documentary post-production workflow
- Learn the fundamental story telling skills needed to start, edit, and finish a documentary in today's media environment
- Understand the unique relationship between production and post production in documentary
- Understand the unique way that the documentary story is shaped in post-production
- Acquire broad knowledge to create compelling stories by placing them within a social and historical context that informs story content

### Required Materials/Equipment:

1 500GB hard drive with USB3 and/or Thunderbolt ports for storing project data files and media assets.

**Software:** Adobe Premiere Pro Creative Cloud. If you are using your own Adobe software, please check with me about which version you're using.

### Required Texts

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

### Recommended Texts

Rabiger, Michael. *Directing the Documentary*. Sixth Edition. Boston: Focal Press, 2014.

## **Week 1 Course Overview: What distinguishes Doc editing from Fiction editing**

Introduction to the course  
Screen: Chasing Coral clips  
Assign: **Short Film Edit 1\_ Part 1 Rough Assembly** DUE: 01/23 11:59PM  
**Favorite Documentary scene analysis** DUE: 01/16 11:59PM

### **FOR WEEK 2**

Footage: **Short Film Edit 1 footage will be sent through Dropbox**  
Watch: <https://www.youtube.com/watch?v=3Q3eITC01Fg&feature=youtu.be>  
Read: Documentary Editing Part I and II pg.3- 47  
In D2L: 12 Video Editing Tips for Cutting a Documentary Workflow

## **Week 2 Editing Workflows: Where to start**

Cover: Organization and Reviewing Footage  
Present: Favorite Documentary scene analysis ( will present these throughout quarter)  
Assign: **Short Film Edit 1\_ Part 2\_ Rough Cut** DUE: 01/30 11:59 PM

### **FOR WEEK 3**

Read: Part IIIA Chapters 7 -9 pg. 50-91  
Screen: Documentary Editing: Invisibility <https://vimeo.com/232538187>  
The Pop In Moment <https://vimeo.com/232537904>

## **Week 3 Constructing Scenes and Rough Cuts**

Review: Short Film Edit 1\_ Part 1 Rough Assembly  
Reading Assignment and short videos

### **FOR WEEK 4**

Read: Part IIIB Chapter 10 pg. 97-99  
Watch: Documentary Editing: Verité Dialogue Editing  
<https://vimeo.com/232540633>  
Documentary Editing: Using Body Language  
<https://vimeo.com/302906495>

## **Week 4 Working with a Producer/Director**

Review Short Film Edit 1\_ Part 2\_ Rough Cut  
Introduce Second Assignment  
Assign: **Media for Assignment 2**

### **FOR WEEK 5**

Read: Part IIIB Chapters 11-12 pg.103-135

## **Week 5 Finding The Story**

Assign: **Short Film Edit 2\_ Project Creation** DUE: 02/13 11:59PM  
Review Readings, Short Clips

### **FOR WEEK 6**

To Read Research on Film Assignment 2  
To Watch: Documentary Editing: Microbeats <https://vimeo.com/232538526>  
Documentary Editing: Working With Pauses <https://vimeo.com/232167770>

## **Week 6**      **Project 2 Guidelines**

Guest Speaker  
Due: Short Film Edit 2\_Project Creation  
Assign: **Short Film Edit 2\_Part 2\_Story Organization** DUE: 02/20 11:59 PM  
Review: Short Videos  
Screen: Assorted Videos

### **FOR WEEK 7**

To Watch: Documentary Editing: Creating Amalgam Scenes  
<https://vimeo.com/285942500>  
Grey Gardens: Constructing a Dialogue Scene Entirely Out of Cutaways  
<https://vimeo.com/280239035>

## **Week 7**      **Making Choices**

Due: Short Film Edit 2\_Part 2\_Story Organization  
Assign: **Short Film Edit 2\_Part 3\_Assemblies** DUE: 03/05 1:30 PM  
Review: Story Outlines

## **Week 8**      **Lab Time**

Updates on Assemblies

## **Week 9**      **Working with Details**

Due: Short Film Edit 2\_Part 3\_Assemblies  
Screen: Assorted clips, watch/discuss Assemblies  
Assign: **Short Film Edit 2\_Rough Cut to Fine Cut** DUE: 03/12 11:59 PM

## **Week 10**      **Final Class Screening**

DUE: Short Film Edit 2\_Rough Cut to Fine Cut  
Screen Cuts in class

PROJECT	POINTS
<b>Short Film Edit 1</b>	<b>30</b>
Part 1 Rough Assembly	15
Part 2 Rough Cut	15
<b>Short Film Edit 2</b>	<b>50</b>
Part 1 Project Creation	10
Part 2 Story Organization	10
Part 3 Assemblies	10
Part 4 Rough Cut to Fine Cut	20
<b>Favorite Documentary scene analysis</b>	<b>10</b>
<b>Participation and Attendance</b>	<b>10</b>
<b>Total Points</b>	<b>100</b>

## Assignments

Assignments must be completed by the due date as indicated in D2L Submissions. Please note that late assignments will not be accepted without an explanation and prior consent of the instructor.

You must submit on time, even if you are not able to come to class on that day.

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 (all assignments are graded excellent and submitted on time), 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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## Add/Drop Dates:

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

### CHANGES TO SYLLABUS

This syllabus is subject to change as necessary during the quarter. Depending on many variables outside of our control, the assignments projected for the term may require alteration or rescheduling. If a change occurs, it will be addressed in class and posted under Announcements in D2L. I will send a follow up email as well. 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 at all times on both campuses <https://resources.depaul.edu/coronavirus/guidance/health-safety-practices/Pages/default.aspx>.

### 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](mailto: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.