

POST 315: *Editing for Television*

Course: **POST 315 – Editing for Television**
Section: **601 – Spring 2024**
Class Number: 35370
Meeting Time: Mondays 1:30 – 4:45 PM
Location: DePaul Center C106C at Loop Campus

Syllabus Date: **3-28-2024**

Instructor: **Michael Flores**
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Office: Online via Zoom
Phone: 312-362-1284
Office Hours: Tuesdays – **9:00 AM – 10:30 AM**

Course Description:

In this course, students will be introduced to the specialized post-production workflow of editing for television. Topics will include: organizing the project, editing scenes with a focus on performance, working with sound effects and music, performing a temp mix, and collaborating with additional editors as well as directors and producers.

Learning Goals:

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

- Organize and edit a television show
- Compose scenes with a focus on performance
- Understand the importance of theme
- Create a temp sound mix using dialogue, sound effects, and temp music
- Revise another editor's work
- GRAD STUDENTS: Produce deliverables for the composer, sound editor, and color correction

Prerequisites: POST 110

Software: Adobe Premiere Pro Creative Cloud

Recommended Materials/Equipment: An external hard drive with a minimum of 1 TB

Textbook: There are no textbooks assigned for this course.

Course Management System: D2L

Changes to Syllabus: This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be addressed during class and updated in D2L.

Drop Dates:

April 14, 2024 – Last day to drop classes with no penalty
April 15, 2024 – Grades of "W" assigned for classes dropped on or after this day
May 19, 2024 – Last day to withdraw from classes

Course Schedule:

***See Google Episode Assignment Sheet in D2L for more Detail**

Week 1 (April 1st)

Lecture: Introduction to the Class and Assignments
Difference between Editor's Cut (Assembly), Director's Cut, and Producer's Cut
Exporting Your Project & Adding Timecode Overlay
Assign: **25-minute Episode – Editors' Cuts** (5 teams of 5)

Week 2 (April 8th)

Lecture: Working as a TV Editor
TV Structure & Pacing

Week 3 (April 15th)

DUE: 25-minute Episode – Editors' Cuts (5 versions)
Assign: **25-minute Episode – Director's Cuts** (2 teams of 5 – Due Week 5)

Week 4 (April 22nd)

Lecture: Sound Design for Your Episode
Assign: (1) 5-minute Episodes (8 Episodes) (15 teams of 1 – Due Week 5)

Week 5 (April 29th)

DUE: 25-minute Episode – Director's Cut (2 versions)
(1) 5-minute Episodes (Batch 1 – 8 Episodes) – Editors' Cuts (15 versions)
Assign: 25-minute Episode – Producer's Cut (1 team of 5 – Due Week 7)
(1) 5-minute Episodes (Batch 1 – 8 Episodes) – Directors' Cuts (8 teams of 1 – Due Week 7)
(2) 5-minute Episodes (Batch 2 – 8 Episodes) – Editors' Cuts (8 teams of 1 – Due Week 6)

Week 6 (May 6th)

DUE: (2) 5-minute Episodes (Batch 2 – 8 Episodes) – Editors' Cuts (8 versions)
Assign: (2) 5-minute Episodes (Batch 2 – 8 Episodes) – Directors' Cuts (8 teams of 1 – Due Week 8)
(3) 5-minute Episodes (Batch 3 – 4 Episodes) – Editors' Cuts (4 teams of 1 – Due Week 7)

Week 7 (May 13th)

DUE: 25-minute Episode – Producers' Cut (1 version)
(1) 5-minute Episodes (Batch 1 – 8 Episodes) – Directors' Cuts (8 versions)
(3) 5-minute Episodes (Batch 3 – 4 Episodes) – Editors' Cuts (4 versions)
Assign: 25-minute Episode – Lock (1 team of 5 – Due Week 9)
(1) 5-minute Episodes (Batch 1 – 8 Episodes) – Producers' Cuts (8 teams of 1 – Due Week 9)
(3) 5-minute Episodes (Batch 3 – 4 Episodes) – Directors' Cuts (4 teams of 1 – Due Week 9)

Week 8 (May 20th)

DUE: (2) 5-minute Episodes (Batch 2 – 8 Episodes) – Directors' Cuts (8 versions)
Assign: (2) 5-minute Episodes (Batch 2 – 8 Episodes) – Producers' Cuts (8 teams of 1 – Finals Week)

Week 9 (May 27th) – Memorial Day – NO CLASS

DUE: 25-minute Episode – Lock (1 version)
(1) 5-minute Episodes (Batch 1 – 8 Episodes) – Producers' Cuts (8 versions)
(3) 5-minute Episodes (Batch 3 – 4 Episodes) – Directors' Cuts (4 versions)
Assign: (1) 5-minute Episodes (Batch 1 – 8 Episodes) – Lock (8 teams of 1 – Finals Week)
(3) 5-minute Episodes (Batch 3 – 4 Episodes) – Producers' Cuts (9 teams of 1 – Finals Week)

Week 10 (June 3rd)

View: 25-minute Episode – Lock (1 version)
(1) 5-minute Episodes (Batch 1 – 8 Episodes) – Producers' Cuts (8 versions)
(3) 5-minute Episodes (Batch 3 – 4 Episodes) – Directors' Cuts (4 versions)

Finals Week (June 10th)

DUE: (1) 5-minute Episodes (Batch 1 – 8 Episodes) – Lock (8 versions)
(2) 5-minute Episodes (Batch 2 – 8 Episodes) – Producers' Cuts (8 versions)
(3) 5-minute Episodes (Batch 3 – 4 Episodes) – Producers' Cuts (4 versions)

Grading:

Attendance	20%
25-minute Editors' Cut	15%
Week 5 Submissions	15%
Weeks 6-7 Submissions	15%
Weeks 8-9 Submissions	15%
Finals Week Submissions	20%

A = 93-100	A- = 90-92	
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 60-66	
F = 0-59		

Episodes:

Episode assignments will be tracked on the **POST 315 – Episode Assignments Sheet**. Every two weeks you will be switching episodes with another student, so please make sure that your project is well organized and that any media that you've added (sfx, mx, etc.) has been uploaded to the cloud and is ready to share.

Late Projects:

Students are expected to turn in all assignments by the established deadlines. Due to the collaborative nature of this class, late assignments will not be accepted.

Attendance:

Attendance for this class is mandatory. You must be in class to review cuts, exchange materials, and collaborate with the other editors.

Professionalism:

Being responsive to emails and keeping up on assignments/projects are part of your responsibilities as a filmmaker/student. If you ever have any questions or concerns, please don't hesitate to reach out. It's always better to communicate than to say nothing.

University Policies

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

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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>

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>

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

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.