

# CP 412: Feature Film Development

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**When:** Wednesdays · 6:30pm – 9:45pm  
**Where:** LA Campus

**Instructor:** Cory Carroll · ccarro31@depaul.edu · 323-829-0588  
**Office Hours:** By appointment · Email to set a time

## Summary of Course

This course will focus on feature film development from a producer's perspective. Students will evaluate completed screenplays and the producer's role in developing them into films.

## Prerequisites

None

## Course Objectives

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

- Analyze a screenplay (studio tentpole, specialty film, genre film, or animated project) and write professionally crafted script coverage and development notes to identify its viability as a feature film, and create a blueprint for how to further develop the project on the path to production.
- Evaluate a screenplay by thoroughly analyzing its story structure, character arcs and themes.
- Evaluate the potential of a screenplay within the current Hollywood marketplace through the assessment of competitive development, talent packaging and various distribution methods.
- Understand the role of creative producers and how they shepherd a project from an idea to the screen.
- Find and develop an original feature film take based on existing IP.

## Grading

Attendance & Participation	15%
Weekly Assignments	40%
Midterm: IP Project	20%
Final: Script Notes & Packaging Report	25%

*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 work is unsatisfactory in some respect, F is substantially unsatisfactory work.*

## Textbooks

Shooting to Kill: How an Independent Producer Blasts Through the Barriers to Make Movies that Matter by Christine Vachon (Required)  
 ISBN-10: 0380798549

Additional reading material provided by Instructor.

## Course Outline

### Week 1 – September 7<sup>th</sup>

Lecture: Course Intro, Hollywood State of Affairs

Reading: *Shooting to Kill* (Chapters 1-2), Script 1

Assignments: Industry Roundup, Weekly Assignment 1 - Choose one feature film released in 2022 and write a one page synopsis and one page of thoughts and/or analysis of the film **(Due Tuesday, 9/13 by 7P via email)**

### Week 2 – September 14<sup>th</sup>

Lecture: Producers + Production Companies, Story Structure

Reading: *Shooting to Kill* (Chapters 3 - Diary #1), Script 2

Assignments: Industry Roundup, Weekly Assignment 2 - Compile a list of 3 producers/production companies that you admire, break down their current development slate and company structure/deals, and write how their work has inspired you and your goals as a producer, Weekly Assignment 3 - Scene breakdown of Script 2 **(Due Tuesday, 9/20 by 7P via email)**

### Week 3 – September 21<sup>st</sup>

Lecture: Character Development, Script Coverage Overview

Presentation: Producers + Production Companies

Reading: *Shooting to Kill* (Chapters 4 + Diary #2), Scripts 3 + 4

Assignments: Industry Roundup, Weekly Assignments 4 & 5 - Read Scripts 3 + 4, write coverage on one of the scripts and then complete a character breakdown for the other script **(Due Tuesday, 9/27 by 7P via email)**

### Week 4 – September 28<sup>th</sup>

Lecture: Developing a major studio film ("tentpoles") - Script Development, IP Development

Reading: *Shooting to Kill* (Chapters 5 - Diary #3), Script 5

Assignments: Industry Roundup, Weekly Assignment 6 - Coverage on Script 5, Choose 3 potential IP ideas and write 1/2 page to 1 page on how each could (and why it should) be developed into a feature film for the current marketplace **(Due Tuesday, 10/4 by 7P via email)**

### Week 5 – October 5<sup>th</sup>

Lecture: Packaging Material, Developing a speciality film ("arthouse") - Script Development

Presentation: IP Brainstorm

Reading: Script 6

Assignments: Industry Roundup, Midterm Presentations + Creative Brief **(Hard copy of brief due in person at the end of class on 10/12)**

### Week 6 – October 12<sup>th</sup>

Presentation: Midterm - IP Presentations

Lecture: Development Notes, Working with Writers

Reading: *Shooting to Kill* (Chapters 6 - Diary #4), Scripts 7 + 8

Assignments: Industry Roundup, Weekly Assignment 7 - Coverage on Script 7, Weekly Assignment 8 - Development Notes on Script 8 **(Due Tuesday, 10/18 by 7P via email)**

### Week 7 – October 19<sup>th</sup>

Lecture: Developing an animated film - Script Development

Reading: *Shooting to Kill* (Chapters 7 - Diary #5), Script 9

Assignments: Industry Roundup, Weekly Assignment 9 - Development Notes on Script 9 **(Due Tuesday, 10/25 by 7P via email)**

### **Week 8 – October 26<sup>th</sup>**

Lecture: Developing a genre film - Script Development

Reading: *Shooting to Kill* (Chapters 8 - Diary #6, 9-10), Script 10

Assignments: Industry Roundup, Weekly Assignment 10 - Development Notes on Script 10 (**Due Sunday, 11/6 by 11:59P via email**)

### **Week 9 – November 2<sup>nd</sup>**

**No class.**

### **Week 10 – November 9<sup>th</sup>**

Lecture: Guest Speaker (TBD)

Assignments: Industry Roundup, Final Presentation & Report (**Hard copy of report due in person at the end of class on 11/16**)

### **Week 11 – November 16<sup>th</sup>**

Presentation: Script Development Notes & Packaging Report

## **Assignments**

### **Attendance & Participation (15% of final grade)**

Each class we will start with a group discussion of the assigned scripts for coverage or development notes, a conversation about the assigned textbook through the lens of contemporary Hollywood, an analysis of the weekend box office report, film releases from the previous weekend, and an industry recap of the past week. Students are encouraged to bring their own findings to the discussion.

### **Weekly Assignments (40% of final grade)**

There are 10 weekly assignments for this class. Due dates are noted in the Course Outline section of the syllabus. Materials will be provided by the Instructor for each assignment. Guidelines will be discussed at length in class.

### **Midterm: IP Project (20% of final grade)**

Over the course of the first half of the class, we will explore intellectual property (IP) that now dominates the Hollywood marketplace and we will look at available material (e.g. public domain, historical/public figures, etc.) that can be developed into an original contemporary film. For the midterm project, each student will first select 3 potential IP ideas, present them to the class for feedback and discuss how to develop the properties, and then choose one of them to focus on for your midterm presentation (~10 minutes) and write a creative brief (~3-5 pages) that further builds out your ideas for how to develop it as a feature film on your slate. Guidelines will be further discussed at length in class.

## **Final: Studio Development Notes & Packaging Report (25% of final grade)**

Throughout the course, we will analyze how and why a script is selected for development and the factors that go into shepherding each project toward production. For the final project, each student will select an available, unproduced screenplay and develop a creative packaging report that evaluates why this script is a viable candidate for development, how you would further develop the project if optioned (hint, hint: development notes go here), talent lists (directors, cast, DPs, etc.) that you believe would be potential targets for the material, and a list of competitive development titles (produced and unproduced) that highlight the benefits and potential pitfalls that the project may face in the marketplace. Guidelines will be further discussed at length in class.

## **Changes to the Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change is to be made, it will be thoroughly addressed during class and disseminated via email.

## **COVID Social Distance and Mask Policy**

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).

## **Respect for Diversity and Inclusion at DePaul University**

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>.

## 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>

## 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>

## 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>

## 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](mailto: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.

## 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.