

DC 398 Digital Cinema Capstone

When: Wednesday · 1:30pm - 4:45pm
Where: CDM 708 Loop Campus

Instructor: Matt Quinn · mquinn@cdm.depaul.edu · 312-362-5807 · CDM 509
Office hours: Tuesdays 12:00pm – 5:30pm and Wednesdays 11:00am - 1:30pm & 4:45pm – 5:30pm

Summary of Course

This course provides a Digital Cinema-specific capstone experience for the student. Students must have completed at least one of the three Topics in Production courses before they enroll in this course. The capstone course will connect the students' Digital Cinema course work with the University courses s/he has taken through three components: student-generated production packages, class/instructor discussions, and the actual creation/production of the student's proposed project. The production piece is the primary focus of this course.

Learning Domain Description

This course is designed to allow students to reflect on the learning derived from their undergraduate education (liberal studies, major and minor) in order to reach theory-based conclusions about self-identity, social relationships, liberal education, and future directions. They will also gather all production pieces and create a portfolio of their work (production reel or professional website).

Learning Outcomes

- Students will identify sources that were meaningful in their educational formation, and dialogue with others about their impact and significance.
- Students will identify potential employment areas and explore ways of “getting their foot in the door”.
- Students will structure and complete a learning activity deemed personally significant, and thereby, clarify the connection between course studies, critical and creative thinking, and life applications.
- Students will utilize skills in media management, digital editing and postproduction techniques, web design in the creation of their production reel or professional website. Students will demonstrate presentational competencies through this capstone project reel, website, or portfolio.

Writing Expectations

Students will be expected to complete a minimum of ten pages of writing for this course.

Prerequisites

DC 303 or DC 310 or ANI 350

Grading

Attendance and Participation	10%
Past Work Reflection	10%
Career Plan Portfolio	20%
Industry Research Project	20%
Capstone Project	40%

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.

D2L

You will be using D2L extensively in this course. To log on, go to:

<https://login.depaul.edu/ldap/login?service=https%3a%2f%2fd2l.depaul.edu%2fd2l%2fcustom%2fcas> and enter using your campus connect logon and password. Once you are logged on, click on the course number link and you will find links to the syllabus, course outline, video lectures, discussion forums, weekly assignments, etc.

Course Outline

Week 1 – March 30th

Lecture: Course Overview, Class Introductions
Assignment: Past Work Reflection / Capstone Pitch

Week 2 – April 6th

Past Work Reflection / Capstone Pitch

Week 3 – April 13th

Past Work Reflection / Capstone Pitch
Assignments: Industry Research Project

Week 4 – April 20th

Lecture: Pitching, Interviews, and Resumes
Assignments: Career Plan Portfolio

Week 5 – April 27th

Lecture: Los Angeles, Chicago Production Scene
Assignments: Career Plan Portfolio

Week 6 – May 4th

Workshop: Industry Research Project
Assignments: Industry Research Project

Week 7 – May 11th

Industry Research Project Presentations
Assignments: Capstone Project

Week 8 – May 18th

Industry Research Project Presentations
Assignments: Capstone Project

Week 9 – May 25th

Individual Meetings
Assignments: Capstone Project

Week 10 – June 1st

Capstone Project Presentation

Week 11 – June 7th

Capstone Project Presentation

Assignments**Past Work Reflection (10% of Final Grade)**

You will present a 5-minute presentation focused on an excerpt from a project you completed while at DePaul. Be prepared to describe your role, receive feedback, and explain how it relates to your career aspirations in the field. You will not be “re-graded” on your past work, but evaluated on how the presentation showcases your unique voice as a filmmaker. You must be prepared to present the Past Work Reflection in-class on Wednesday, April 6th.

Industry Research Project (20% of Final Grade)

You will be assigned to a small group to present a 15-minute discussion on a shared topic of interest in the film and television industry (Ex: New technological developments, business strategies, festivals, graduate school, producing, distribution, representation, etc.). Your group must be prepared to present the Industry Research Projects on Wednesday, May 11th.

Career Plan Portfolio (20% of Final Grade)

There are two components to the Career Plan Portfolio outlined below. All documents should be saved as PDF files in a zip folder to the corresponding D2L Dropbox link before class on Wednesday, May 4th.

- Statement of Purpose – This document must clearly express your long term goals in the film and television industry and the steps you plan to take in the next one to two years to accomplish these objectives. The paper must be a minimum of three pages.
- Resume – This document should outline your most important experience, training, and accomplishments to date in the film and television industry. The resume must be a minimum of one page.

Capstone Project (40% of Final Grade)

Capstone Projects in Digital Cinema usually consist of assembling, preparing, and/or designing a selected presentation of the best work you have done with the intent of showcasing your unique voice and opening professional opportunities in your chosen field. For most students, this will take one of the following forms:

- A Demo Reel that showcases the best work you have done. Reels are essential for many filmmaking specialties. Most reels should run between 2 – 3 minutes. If you are production or postproduction you must have a reel to launch yourself. accomplish these objectives. The paper must be a minimum of three pages.
- Professional Website: If you already have a reel and/or if you have a wide variety of audio/visual materials to showcase, you will need a professional website to host the media and present yourself as a professional. accomplish these objectives. The paper must be a minimum of three pages.
- A Writer's Portfolio: For screenwriters, you will need a highly curated selection of your very best short writing samples in the formats and genres that you plan to pursue. In addition, a query letter / letter of introduction as well as a resume will be part of this option. A selection of full-length scripts and a show or genre-packet should also be polished and accomplish these objectives. The paper must be a minimum of three pages.
- Standalone Option: If the appropriate options above have already been completed, the student will need to propose a standalone project that can be produced in the allotted time frame and that will somehow advance or extend the student's goals. If your professional goals do not fit into the options above you may also propose a relevant project. Instructor approval required.

You will briefly pitch your idea for the Capstone Project as part of your Past Work Reflection Presentation on Wednesday, April 6th and are expected to present a formal 10-15 minute overview of the completed project in-class on Wednesday, June 1st.

Attitude

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse

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Changes to the 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 sent via email.

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 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 instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul.

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Academic Integrity and Plagiarism

This course will be subject to the academic integrity policy passed by faculty. More information can be found at <http://academicintegrity.depaul.edu/>.

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.

Withdrawal

Students who withdraw from the course do so by using the Campus Connection system (<http://campusconnect.depaul.edu>). 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

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 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.

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.

Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Student Center, LPC, Suite #370

Phone number: (773)325.1677

Fax: (773)325.3720

TTY: (773)325.7296