

# DC 305 Pitching Seminar

**When:** Monday · 1:30pm - 4:45pm

**Where:** 14EAS 207, Loop Campus

**Instructor:** Anna Hozian · [ahozian@depaul.edu](mailto:ahozian@depaul.edu) - CDM 463 - 312-362-5624

**Office hours:** Mondays and Tuesdays 11:30am - 1:00pm

## Summary of Course

Students will learn about various forms of pitching, including pitching existing spec scripts, new ideas, and developing takes on existing properties. They will learn tips and techniques for having successful meetings, including how to prepare and how to read the dynamics of a room. They will write, practice, and workshop their own pitches.

## Learning Outcomes

- Devise strategies for showcasing the commercial attributes of portfolio projects
- Apply student and instructor feedback to enhance story pitches
- Develop a unique story pitch for an open writing assignment
- Evaluate original ideas based on the current film and television markets
- Create and revise story pitches for portfolio projects

## Prerequisites

DC 101 or DC 201

## Grading

Attendance and Participation 10%

Feature Film Story Pitch 20%

Television Series Story Pitch 20%

Open Writing Assignment Pitch 20%

Revised Final Pitch Project 30%

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

*Good in a Room* by Stephanie Palmer ISBN-10: 1400156726

Additional assigned readings may be provided by the instructor

## 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 26th

Lecture: Course Intro, What is a Pitch, What Do You Want, and How Do You Get It?

Assignment: Text Reading *Good in a Room*

### Week 2 – April 2nd

Lecture: Pitching the Feature Film

Assignment: Original Feature Film Pitch

**Week 3 – April 9th**

Workshop: Original Feature Film Pitches

**Week 4 – April 16th**

Lecture: Original Television Series Pitches

Assignment: Original Television Series Pitch

**Week 5 – April 23rd**

Workshop: Original Television Series Pitches

**Week 6 – April 30th (I will be putting up a lecture online and will be using the Discussion Forums to help with your projects as I will be in NYC this week.)**

Lecture: What is an Open Writing Assignment and How to Pitch for It

Assignments: OWA Pitch

**Week 7 – May 7th**

Workshop: OWA Pitches

**Week 8 – May 14th**

Lecture: Lecture: Business of Pitching (Representation, Producers, Directors) and Visuals (Leave-Behinds; Look Books, and Bibles)

Assignments: Revised Final Pitches (Phase I)

**Week 9 – May 21st**

Lecture: Following-Up and Trouble-Shooting

Assignments: Revised Final Pitches (Phase II)

**Week 10 – May 28th (NO CLASS - One-on-One Meetings This Week)**

Revised Final Pitch Projects

**Week 11 – June 4th (One-on-One Meetings)**

Revised Final Pitch Projects

**Assignments**

**Feature Film Story Pitch (20% of Final Grade)**

You will present a 15-minute story pitch for an original feature film in-class on Tuesday, April 11th. The pitch document, which outlines your presentation, must be saved as a PDF to the corresponding D2L Dropbox link before class on Tuesday, April 11th.

**Television Series Story Pitch (20% of Final Grade)**

You will present a 15-minute story pitch for an original television series in-class on Tuesday, April 27th. The pitch document, which outlines your presentation, must be saved as a PDF to the corresponding D2L Dropbox link before class on Tuesday, April 25th.

**Open Writing Assignment Pitch (20% of Final Grade)**

You will present a 15-minute story pitch for an IP project of your choice in-class on Tuesday, May 11th. The pitch should be focused on a unique plan aimed at landing an open writing assignment (OWA) for the project. The pitch document, which outlines your presentation, must be saved as a PDF to the corresponding D2L Dropbox link before class on Tuesday, May 9th.

**Revised Story Pitch (30% of Final Grade)**

You are expected to revise either the Television Series Story Pitch or the Feature Film Story Pitch

based on the feedback you received throughout the quarter. The revised story pitch will be presented to the instructor during an assigned individual meeting on Tuesday, May 30th or Tuesday, June 6th. As part of this pitch, the student will present a one-page “leave behind,” a look book, or a bible for the project.

### 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

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.

### 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.

### 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 a 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