

**Instructor:** Anuradha Rana, MFA, MA

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Office Hours: Mon 11:00am–4:00 pm

### Course Information

DC 374/474 Advanced Topics in Documentary:

Working with Social Change Agents

Class Time: Tuesday 5:45 – 9:00pm

Room: CDM 708 (Loop Campus)

### Course Website: D2L

PREREQUISITES: DC 289 or equivalent.

This course assumes prior documentary production experience and knowledge of the major documentary approaches and techniques. Competency in camera operation, sound recording, and editing are also assumed.

### Requirements and Evaluation

Evaluation is based on participation and performing all crew duties assigned, working collaboratively in groups in order to research and prepare the pre-production materials, pitch and provide feedback.

Attendance and participation during production and Post-production with a positive attitude and in collegial spirit	<b>50%</b>
Creativity, problem-solving and going beyond the call of duty	<b>15%</b>
Post-production: Logging and transcriptions, feedback to editor on rough cuts.	<b>20%</b>
A 2-3 page self-evaluation uploaded to D2L by the end of the term (guidelines will be provided)	<b>10%</b>

Letter grades will be based on the minimum percentages of total points earned.

A	94 %	A-	90 %	Excellent Very Good Good Satisfactory Failure to participate.
B+	87 %	B	83 %	
B-	80 %	C +	77 %	
C	73 %	C-	70 %	
D	60 %			
F	0%			

### Class Format

Class meetings will involve production meetings, production, debrief & reflection, post-production, and critique / feedback.

### Course Overview

**Working With Social Change Agents** is a service learning course designed to help students gain valuable work experience in working with a client organization.

### Community Partners

Students will work in groups of four to complete production on a short documentary in collaboration with one of the organizations listed.

Upon completion of this course, students should be able to:

1. **make short documentaries for a specific purpose.** It is challenging enough to complete a short documentary within a limited amount of time, but to also achieve a goal beyond entertainment requires collaboration, communication and a vision for bringing different elements together. The extra challenge here lies in making meaningful non-fiction sponsored content that allows for organizations to achieve their stated goals.
2. **utilize and push your own skills** in directing, producing, cinematography, location sound recording, editing, or writing for documentary film, while also learning to work collaboratively with an organization.
3. **engage different roles and responsibilities** by working as a production unit and a creative team, while problem-solving and meeting regular milestones.
4. demonstrate an understanding of the work done by your community partner and illustrate that through your project.
5. **create proposals** that convey your intent.
6. **design budgets** that are rigorous and practical.
7. execute crew, talent and location contracts.

## STANDARDS OF CONDUCT DURING THE PROGRAM

I understand that as a participant in *DC 374/474: Working with Social Change Agents* I am viewed as a representative of DePaul University. As a guest—and, if applicable, at the host institution and with a host family—I will consistently strive to be a credit to DePaul University.

I will promptly report any injuries or criminal activity affecting me or the DePaul group to the Instructor or to a faculty member associated with the program. I will abide by any applicable rules established by the class instructor and of the host organization, if applicable, including rules regarding visitors.

During the duration of the Program (including travel to and from the Program), I will act in accordance with the policies and guidelines set forth in the Code of Student Responsibility (<http://www.depaul.edu/university-catalog/academic-handbooks/code-of-student-responsibility/general-information/Pages/default.aspx>), as well as any other Program-specific policies, guidelines, or reasonable directives that may be communicated to me by the instructor.

### **Class Policies:**

This class replicates the professional model and you are expected to adhere to professional standards. Team members who do not carry their weight, repeatedly cause distractions or generally exhibit an attitude that erodes team morale may be “fired” from the project and accordingly fail the class.

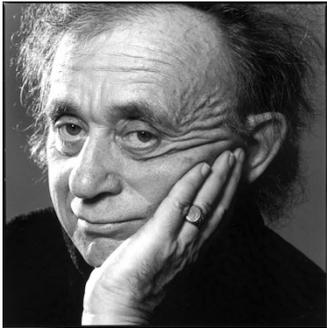
- Faculty interaction: The class meets on pre-determined times for the first two weeks of the quarter and two weeks near the end of the quarter. The instructor will be checking in with each group on a weekly basis.
- A detailed schedule and timeline that specifies milestones and deadlines will be defined by the beginning of the project.
- Plagiarism: It is your professional responsibility to ensure that all submitted work is your own. Please read DePaul's policy on plagiarism and other academic integrity violations at:
  - <http://academicintegrity.depaul.edu/ContributionFolder/Resources/Students/ViolationDefinitions.html#aiPlagiarism>
- Incomplete: An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented. Any incomplete request must be made at least two weeks before the final and approved by the Dean of the School of Computer Science, Telecommunications and Information Systems. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.
- Students with disabilities: If you feel you need an accommodation based on the impact of a disability please contact me privately to discuss your specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted either:
  - PLuS Program (for students with LD or AD/HD) at <http://studentaffairs.depaul.edu/plus/>
  - The office of Students with Disabilities (for all other disabilities) at <http://www.studentaffairs.depaul.edu/studentwithdisabilities/>

**Online Instructor Evaluation:** 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 two weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online at <https://mycti.cti.depaul.edu/mycti>



Whether you're a newspaper journalist, a lawyer, a doctor. You have to organize your thoughts.

Frederick Wiseman



We are really only successful in finding out anything when we are filming somebody who is more concerned with what he is doing that with the fact that we care filming him.

Richard Leacock



If you can laugh with somebody and relate to somebody, it becomes harder to dehumanize them. I think that most of what we are constantly bombarded with in terms of media leads you to a creation of 'the Other' and a dehumanization of 'the Other,' and it's very much an us-versus-them conversation.

Jehaine Nujaim  
Control Room, The Square



in documentary you always miss 99% of everything you think you need. You always miss the best things, but just keep going and when you get back to the editing room you'll find a way to make it work and you'll be amazed at how much you do have.

Barbara Kopple,  
Harlan County U.S.A. | Miss Sharon Jones!

## SCHEDULE

Week	Topics	TO DO
1 1/8	<p>Project, Outline, Expectations.</p> <p><b>Researching the issue.</b> What do you want to know? Potential subjects? <b>What is the Call to Action?</b></p> <p><u>Screening: various shorts</u></p>	<p>SURVEYS –Experience and crew roles</p> <p>In small groups – research</p> <p>GROUPS and Community Partners ASSIGNED</p>
2 1/15	<p><b>Community partner presentations</b></p> <p>The role of organizations and social justice. Goals and objectives for the film.</p> <p>Bring your questions.</p>	<p>Research the assigned organization.</p> <p><b>Submit to D2L by 1/22:</b> Each group submits three ideas for potential short documentaries about/with the organization based on the presentations and their own research .</p>
3 1/22	<p>Production meeting with your group.</p> <p><b>Visit Community Partners at location.</b> Each Group – Bring your interview questions, ideas, and an open mind. Your tentative plans may change, but you will come back with inspiration and more ideas.</p>	<p>Finalize: Subjects: Who is/are the main characters in your film? Think about: information and emotion Schedule: Specific dates and times with People: interviews Events / interactions/ workshops</p> <p><b>Submit to D2L by 1/29:</b> Initial production package and schedule</p>
4 1/29	<p>Ethics, representation and personal reflection. Listening, and being respectful of varied experiences.</p> <p>Proposals and Budgets</p>	<p>Based on the visit to your community partner – pitch one final idea</p>
5 2/5	<p>Group Meetings – Final Pre-production package</p>	<p>PRODUCTION BEGINS</p>
6 2/12	<p><b>PRODUCTION</b></p>	
7 2/19	<p><b>PRODUCTION</b> View rushes in class</p>	<p>Submit initial scenes/footage/interview</p>
8 2/26	<p><b>PRODUCTION</b> Assembly – in class viewing and feedback</p>	
9 3/5	<p>Rough cut – Community Partners</p>	<p>Pickups if needed.</p>
10 3/12	<p>Rough cut ver. 2 – in class feedback</p>	
11 3/19	<p>Fine cut and Screening</p>	