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# CP 410

## Creative Producing

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(Fall 2020)

Remote: Zoom

(Weds 5:45 PM – 9:00PM)

Associate Professor: Tim Peternel

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Phone: 312-362-6479

Office: CDM 514

Office Hours: By Appointment

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### Course Description

This course introduces students to the role of the Creative Producer. Students will learn how to build a film and television slate by identifying intellectual properties and developing them into viable projects. There will be an emphasis on optioning material, talent packaging, and fund raising.

### Course Goals

- Students will analyze the four phases of creative producing defined by the PGA for the “Produced By” credit.
- Students will become familiar with the importance of a clear chain of title for film distribution and how to option a property.
- Students will understand the use of state incentives for film financing.
- Students will learn how to package a film project to attract distribution and financing.

### Class Schedule

Note: This schedule is subject to change.

#### **Week 1      Wednesday September 9<sup>th</sup>**

Introduction to the course and each other. Review syllabus and class requirements.

Lecture: **The Creative Producer / PGA Code of Credits.**

Reading: *The Movie Business Book 4<sup>th</sup> Edition – Chapters 2, Class Handouts*

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## **Week 2      Wednesday September 16<sup>th</sup>**

Students Trades Discussions

Lecture: **Production Companies & Development**

*Reading: The Movie Business Book 4<sup>th</sup> Edition – Chapter 5,6, Class Handouts*

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## **Week 3      Wednesday September 23<sup>rd</sup>**

Students Trades discussions

Lecture: **Development & COT**

Case Study #1 Producer Jordan Gertner

*Reading: The Movie Business Book 4<sup>th</sup> Edition – Chapters 7,8, Class Handouts*

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## **Week 4      Wednesday September 30<sup>th</sup>**

Students Trades discussions

Lecture: **Packaging The Film: Directors**

*Reading: The Movie Business Book 4<sup>th</sup> Edition – Chapters 3,4,16, 17, Class Handouts.*

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## **Week 5      Wednesday October 7<sup>th</sup>**

Students Trades discussions

Lecture: **Packaging the Film: Cast**

Case Study #2 Bob Teitel

*Reading: The Movie Business Book 4<sup>th</sup> Edition – Chapters 9,10,18, Class Handouts*

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## **Week 6      Wednesday October 14<sup>th</sup>**

*Midterm*

Students Trades discussions

Lecture: **Film Financing: Tax Incentives**

*Reading: The Movie Business Book 4<sup>th</sup> Edition – Chapters 20, Class Handouts.*

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## **Week 7      Wednesday October 21<sup>st</sup>**

Students Trades discussions

Lecture: **Film Financing: Foreign Sales Model & Equity**

Case Study #3 Richard Middleton

*Reading: The Movie Business Book 4<sup>th</sup> Edition – Chapters 21, Class Handouts.*

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## **Week 8      Wednesday October 28<sup>th</sup>**

Students Trades discussions

Lecture: **Studios & Streamers**

*Reading: The Movie Business Book 4<sup>th</sup> Edition – Chapters 24, Class Handouts.*

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## **Week 9      Wednesday November 4<sup>th</sup>**

Students Trades discussion

Lecture: **Pre-Production**

Case Study #4 TBD

*Reading: Chapters 22, 23, Class Handouts*

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## **Week 10      Wednesday November 11<sup>st</sup>**

Students Trades discussions

Lecture: Course Wrap Up / The Creative Producer

**Film Deck Presentations**

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## **Week 11 Wednesday November 18th**

Students Trades discussions

### **Film Deck Presentations Cont.**

#### Evaluation

<b>Class Exercises</b>	<b>20%</b>
<b>Reflection Papers</b>	<b>20%</b>
<b>Midterm</b>	<b>25%</b>
<b>Film Slate/ Deck Project</b>	<b>25%</b>
<b>Class Participation</b>	<b>10%</b>

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 indicates unsatisfactory work, and F is a failure to demonstrate an understanding of course concepts.

#### Textbooks

##### **Suggested Text / Kindle Digital Edition**

The Movie Business Book 4<sup>th</sup> Edition, Jason E. Squire

#### Required Websites

Deadline Hollywood

Hollywood Reporter

Variety

## Class Assignment Details

### Class Exercise #1 Trades Discussions

#### Evaluation:

This assignment is worth 5% of your final grade.

#### Assignment Description

Each week at the beginning of class the Professor will randomly choose 3-4 students to present a news article from the trades (Deadline Hollywood, Hollywood Reporter, Variety, Box Office Mojo etc.) that interests them. The student will paste the link into the Zoom Chat box and the Professor will then share article with the class. The students will then give a 5-minute presentation approximately and open it up to discussion with the rest of the students and Professor.

Note: Please have a back-up article in case another student picks the same story.

## Case Study Reflection Papers

#### Evaluation:

This assignment is worth a total 20% of your final grade.

#### Assignment Description

There will be four case studies on film producing presented during the quarter. Students will read the screenplays and watch the films for each case study prior to the producer of the film Zooming in to discuss the production with the class. After each case study students will write a 1-2 page double spaced reflection paper of their thoughts on the guest speaker producer. The paper should include any interesting and unique information they learned from the guest speaker and any thoughts in general they have on the film's production.

Note: Each reflection paper is worth 5 points.

The reflection papers are due by no later than Sunday night of that week – please post a PDF of your paper on D2L under Submissions.

## Course Policies

**Attendance:** Classroom attendance is MANDATORY. More than one “excused” absence (doctor’s note, Bears game, etc) will result in a lowering of grade per each absence.

**Deadlines:** Strict Adherence to deadlines is expected. Materials presented or posted late will result in a negative grade for the particular assignment.

**Other:** Screenings, script readings, and handouts as assigned by the instructor TBD per class.

### **School policies:**

#### **Changes to 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. Don’t miss this opportunity to provide feedback!

#### **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:

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)325.729

Class Discussion: Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

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: DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Cell Phones/On Call: If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.