

FILM 398 Digital Cinema Capstone

When: Wednesday · 1:30pm – 4:45pm
Where: 14 East Jackson Room 209 Loop Campus

Instructor: Matt Quinn · mquinn@cdm.depaul.edu · 312-362-5807 · CDM 509
Office hours: Monday · 11:00am – 1:00pm & Wednesday · 11:00am – 1:00pm

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 completing a Capstone course should be able to:

- Apply one or more theories or concepts from courses within their major to an analysis of a particular issue relevant to the major.
- Identify an idea, method, or concept from a discipline outside their major field of study and be able to apply it within the context of their major field of study.
- Examine how their previous coursework, including Liberal Studies courses, has contributed to their intellectual development and/or their post-graduation plans.

Writing Expectations

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

Prerequisites

None

Grading

Participation	10%
Past Work Reflection	10%
Industry Research Project	20%
Career Plan Portfolio	20%
Capstone Project Rough Draft	10%
Capstone Project Final Draft	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.

Attendance

Attendance and participation are mandatory. An absence, which is defined as not showing up to class, arriving more than 10 minutes late to class or departing before class is formally dismissed will constitute a reduction in your overall grade. Absent students will be required to participate in a D2L lecture discussion forum where they will respond to a specific topic posted 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 30th

Lecture: Course Overview, Class Introductions
Assignment: Past Work Reflection

Week 2 – April 6th

Lecture: Reels
Due: Past Work Reflection

Week 3 – April 13th

Lecture: Websites
Assignments: Industry Research Project

Week 4 – April 20th

Lecture: Pitching
Due: Industry Research Project

Assignments: Capstone Project Rough Draft

Week 5 – April 27th

Lecture: Resumes, Cover Letters, and Interviews

Assignments: Capstone Project Rough Draft

Week 6 – May 4th

Workshop: Capstone Project Rough Draft

Due: Capstone Project Rough Draft

Assignments: Career Plan Portfolio

Week 7 – May 11th

Lecture: Los Angeles & Chicago Production Scene

Workshop: Capstone Project Rough Draft

Assignments: Career Plan Portfolio

Week 8 – May 18th

Lecture: Graduate School & Job Search

Assignments: Capstone Project Final Draft, Career Plan Portfolio

Week 9 – May 25th

No Class - Individual Meetings

Assignments: Capstone Project Final Draft

Week 10 – June 1st

Capstone Project Final Draft Presentations

Due: Capstone Project Final Draft

Week 11 – June 8th

Capstone Project Final Draft Presentations

Assignments

Past Work Reflection (10% of Final Grade)

There are two components to the Past Work Reflection outlined below.

- Online presentation – 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 how the presentation showcases your unique voice as a filmmaker.

In-Class and Online students will upload a video presentation of their Past Work Reflection to an assigned D2L Discussion Group Forum. Project must be submitted before class on April 6th. No need to submit this assignment to the corresponding D2L Submission link.

- Past Work Reflection Paper – You must write a 3-page reflection paper about how this project demonstrates or lead to your unique creative voice. The document must be saved as a PDF file and submitted to the corresponding D2L Submission link before class on April 6th.

Industry Research Project (20% of Final Grade)

You will present a 10-minute discussion on a topic of interest in the film and television industry (Ex: New technological developments, business strategies, festivals, storytelling method, producing, distribution, representation, etc.). How can your chosen topic be implemented/utilized and what is the potential societal/cultural impact?

In-Class and Online students will submit a link for a video presentation of their Industry Research Project to an assigned D2L Discussion Group Forum. Project must be submitted before class on April 20th. No need to submit this assignment to the corresponding D2L Submission link.

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 Submission link by 11:59pm on Sunday, May 22nd.

- 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. Draw upon your previous coursework, including Liberal Studies courses, and identify an idea, method, or concept from a discipline outside your major field of study that may have influenced this path. The paper must be a minimum of 5 pages.
- Resume – This one-page document should outline your most important experience, training, and accomplishments to date in the film and television industry.

Capstone Project Rough Draft (10% of Final Grade)

Capstone Projects in Cinematic Arts 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: Create a reel that showcases the best work you have done. Reels are essential for many filmmaking specialties. Most reels should run between 2 – 3 minutes.
- 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.
- Story Pitch: For screenwriters and producers, you will create a 15-minute story pitch for an original feature film or original television series. As part of this pitch, the student will present a three-page treatment for feature projects or a series bible for television projects.

- **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.

There are two parts to the Capstone Project Rough Draft outlined below:

- **Presentation** – You will present a 5-minute presentation of the Capstone Project Rough Draft on May 4th. Feedback on your project will be provided by your peers/instructor with a focus on things to improve upon for the Capstone Project Final Draft submission.

Online students will submit a link for a 5-minute video presentation of their Capstone Project Rough Draft to an assigned D2L Discussion Group Forum in lieu of attending class. Project must be submitted before class on May 4th. No need to submit this assignment to the corresponding D2L Submission link.

- **Capstone Project Proposal** – This paper must clearly outline what you plan to present for your Capstone Project Final Draft and how this project will be used moving forward. This paper must be a minimum 2 pages, saved as a PDF file, and submitted to the corresponding D2L Submission link before class on May 4th.

Capstone Project Final Draft (30% of Final Grade)

Capstone Projects in Cinematic Arts 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:** Create a reel that showcases the best work you have done. Reels are essential for many filmmaking specialties. Most reels should run between 2 – 3 minutes.
- **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.
- **Story Pitch:** For screenwriters, you will create a 15-minute story pitch for an original feature film or original television series. As part of this pitch, the student will present a one page "leave behind" for feature projects or a series bible for television projects.
- **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.

Capstone Project Presentation – You will present a 10-minute presentation of the Capstone Project in-class on June 1st or June 8th (presentation date assigned by the instructor). Aside from any

written material (treatments/series bibles), there is no need to submit this assignment to the corresponding D2L Submission link.

Online students will submit a link for a 10-minute video presentation of their Capstone Final Draft to an assigned D2L Discussion Group Forum in lieu of attending class. Project must be submitted before class on March 8th. Aside from any written material (treatments/series bibles), there is no need to submit this assignment to the corresponding D2L Submission link.

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.

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

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.