

DEPAUL UNIVERSITY



Rewriting the TV Pilot

Spring Quarter 2022

Course: SCWR 354/454 – Section 901

Professor: (Edward) Ted Barnes

Email: ebarne18@depaul.edu

Class Hours: *Thursday, 5:45-9pm*

Class Location: 14 E. Jackson Room 211, Loop Campus

Office Hours: Thursdays, 3-5pm, Daley 200B (or otherwise via Zoom)

“Writing is rewriting” – Wayne Gretzky” – Michael Scott

Course Description

This class focuses on practical ways to approaching the process of rewriting a script; specifically this class will focus on students' original television pilots. Through group workshops, lectures, readings, and assignments, students identify and improve problems in various areas of their teleplay including, but not limited to: plot, character development, dialogue, and pacing. By the end of the quarter, students will have completed a full rewrite of their complete pilot script; therefore, students must possess a complete television pilot in order to enroll in the course. This course is repeatable.

Prerequisite(s)

SCWR 352/452-Writing the Sitcom - OR - SCWR 353/453-Writing the Episodic Drama

Learning Objectives

Upon successful completion of the course, students will be able to:

- Evaluate storytelling conventions to enhance plot, structure, dialogue, character development, pacing and tone.
- Complete a rewrite of their television pilot script.
- Critique television scripts from professionally produced shows, as well as scripts from their peers' television scripts.
- Write a polished, peer-reviewed original series pilot ready for production.

Course Outcomes

- Students will learn various rewriting techniques designed to enhance their television pilot scripts in the areas of plot, structure, dialogue, character development, pacing, tone, etc.
- Students will learn and execute skills pertaining to exchanging constructive criticism with writing peers.
- Students will complete a revised show “bible” for their individual television pilot script.
- Students will complete a rewrite of their television pilot script.

Materials

There is no required text for this course. All readings, assignments, and submissions will be done through D2L (Desire 2 Learn).

Final Draft is the screenwriting standard software. Consult me for other programs.

Please bring your laptop to class, and consistently check your email, as that is my preferred form of communication.

Assignments

More details will be discussed in class and posted on D2L.

*Submissions are due 5pm the day of class.

*Late assignments are eligible for up to 80% credit for up to one week after the due date, and 50% after one week. It is important that assignments are on time as much of class will revolve around their completion.

Grades

--Writing Assignments – 50 points

--Reading Assignments – 25 points

--Participation & Feedback & Professionalism – 25 points

Grading Scale

Grades are calculated using the following numerical/letter system:

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	60-66
F	0-59		

Once a final grade is assigned, university policy prohibits faculty from changing the grade. Faculty may not assign or accept additional graded material in order to improve a student's final grade.

For the full undergraduate policy on grades, see:

catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/grades/

Rubric: Overall, I will look at your command of the assignment, and the effort put in.

A	-Your work is complete, on time, clear, and with no glaring errors. -You clearly understood the assignment and its purpose.
B	-Your work is complete, on time, and clear, with few errors. -You understood the assignment and mostly its purpose.
C	-Your work is complete and clear but late, or complete and on time but with glaring errors, or it's incomplete. -You somewhat understood the assignment and its purpose.
D	-You barely did the work, it's incomplete, and a mess. -You barely understood the assignment.
F	-It's not close to complete. There are many typos and errors. -You made no attempt to understand the assignment.

Grading Specifics

Assignments (50 points)

- Week 2 - **Bible** - 2.5 points
- Week 3 - **Pilot Outline** - 2.5 points
- Week 4 - **Revise problem scene** - 2.5 points
- Week 5 - **Revise first and last scene** - 2.5 points
- Week 6 - **Revise first third of script** - 10 points
- Week 7 - **Reflection on last sequence** - 2.5 points
- Week 8 - **Revise middle third of script** - 10 points
- Week 9 - **Reflection on last sequence** - 2.5 points
- Week 10 - **Revise final third of script** - 10 points
- Week 11 - **Submit full revision & Bible revised** - 5 points

Readings (25 points)

- Week 2 - read all scripts in genre + write logline for each one - **2.5 points**
- Week 3 - read assigned student bible and make a 1.5-2 min pitch - **2.5 points**
- Week 4 - read drama + comedy pilot script + three things you noticed - **2.5 points**
- Week 5 - read drama + comedy pilot script + three things you noticed - **2.5 points**
- Week 6 - read pilot in your genre + three things you noticed - **5 points**
- Week 7 - read your groupmates' sequences and write feedback - **2.5 points**
- Week 8 - read pilot NOT in your genre + three things you noticed - **5 points**
- Week 9 - read your groupmates' sequences and write feedback - **2.5 points**
- Week 10 - none

Participation & Feedback & Professionalism (25 points)

- Participate in class every week** - 10 points
- Provide feedback in class when applicable** - 5 points
- Be respectful, attentive, and engaged in class** - 10 points

Class Calendar

	In Class	Assignments Due
Week One 3/31	<u>Introduction & Revision & Conflict</u> -The class -On writing & revision	
Week Two 4/7	<u>Story & Plot</u> -Pilot watch & discussion -Plot reconstruction	-Show Bible -Read <i>students in your genre</i> - EMAIL : Email to Ted
Week Three 4/14	<u>Character & Dialogue</u> -Table read -Pilot bible pitches	-Pilot Outline -Read <i>bible + make pitch</i>
Week Four 4/21	<u>Hook</u> -Pilot watch & discussion -Full class second revision	-Problem Scene Revised -Read <i>comedy & drama pilot</i>
Week Five 4/28	<u>Tone & Theme</u> -Pilot watch & discussion -Self-reflection & rewrite plan	-First and Last Scene Revised -Read <i>comedy & drama pilot</i>
Week Six 5/5	<u>Notes & Feedback</u> -Protagonist Q&A -Discuss how to workshop	-Script First Third Revised -Read <i>pilot in genre</i>
Week Seven 5/12	<u>Pacing & Style</u> -Workshop first third	-Reflection on Sequence -Notes
Week Eight 5/19	<u>The Series</u> -Writer Q&A	-Script Middle Third Revised -Read <i>pilot not in genre</i>
Week Nine 5/26	<u>Workshop</u> -Workshop middle third	-Reflection on Sequence -Notes
Week Ten 6/2	<u>Table Read</u> -Table Read	-Script Final Third Revised
Week Eleven 6/9	<u>Final</u> - <i>class will <u>not</u> meet*</i>	- <i>Final Script Revision</i> - <i>Bible Revision</i>

DePaul University Policies

Academic Integrity Policy

Violations of academic integrity are detrimental to the values of DePaul and its learning community, to students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. The DePaul Student Handbook defines plagiarism as follows: Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement. (e) Self-plagiarism--the use of one work product to obtain credit for multiple assignments without requesting permission from the current instructor. Plagiarism can result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

For more information, please consult: <https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/default.aspx>

Students with Disabilities

Students with disabilities who feel they may need specific accommodations should contact me within the first two weeks of class. All discussion will remain confidential. Students should also contact the Center for Students with Disabilities (CSD) for additional support and services: CSD Lincoln Park, Student Center 370, 773-325-1677; CSD Loop, Lewis 1420, 312-362-8002 or CSD@depaul.edu.

Further information on syllabus construction is available at DePaul's Teaching Commons at <https://resources.depaul.edu/teaching-commons>, and department-specific models are available in WRD's location on the w-drive at webdrive.depaul.edu

Dean of Students Office

This office is committed to DePaul students' success, helping students navigate difficulties (e.g., extended absences, personal emergencies, etc.). The DOS is also a resource for faculty who are concerned about student well-being or behavior. Please put the following statement in your syllabus:

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals support students both in and outside of the classroom. Additionally, they have resources and programs to support health and wellness, violence prevention, substance abuse and drug preventions, and LGBTQ student services. Contact them at go.depaul.edu/dos