

COURSE SYLLABUS

POST 500: ADVANCED EDITING FOR THESIS

Quarter: Autumn 2023 MON. 5:45PM - 9:00PM CDM Center 922

Susanne Suffredin Office: CDM 459

Office Hours: (Zoom) Tuesday 1PM- 5:30PM

Email: ssuffre1@depaul.edu

Email will be answered within 24 hours, Saturday emails by Monday.

Always come to class with something to edit and something to screen.

The schedule for this class is best case, post is rarely best case.

Course Management System: D2L

Course Summary: Advanced concepts and techniques in picture editing and Post Production for directors, such as re-directing, re-writing, pace, tone and rhythm, are taught in lecture and workshop. These concepts and techniques will be applied to the editing phase of MFA Cinema thesis films, culminating in picture lock. **PREREQUISITE(S):** DC 571

Learning Goals: Upon successful completion of this course, students will be expected to:

- Recognize and correct problems with pacing, tone, and rhythm
- Create an effective sound design using temp sound effects and music
- Evaluate the significance of different editorial decisions
- Apply advanced editing techniques and workflows
- Understand how to create a picture-locked film and prepare deliverables for sound and color-correction

Prerequisites: DC 571

Software: Adobe Premiere Pro Creative Cloud

Required Materials/Equipment: An external hard drive with a minimum of 500 GB

*It is very important that you have your own external hard drive, so that you can save your personal projects and media on it. Please be advised that if you save your work to the classroom computers, it is possible that it might get deleted. **Exceptions for missed work due to data loss from the classroom computers will not be granted.**

Textbook: There are no textbooks assigned for this course.

Week 1 **Post Production Workflow**

Introduction to the course
The emotions of editing your film
Lecture: Post Production Overview
Assign: **Assignment 1 Post Production Schedule to include Project Set up**
DUE: WEEK 2 by class time

FOR WEEK 2

Watch: <https://www.youtube.com/watch?v=3Q3eITC01Fg&feature=youtu.be>

Week 2 **Cutting the Script to Cutting the Story**

Lecture: Editing Workflow
Review: Post Production Schedule and Project Set up
Assign: **Assignment 2 Scene rough cuts DUE: WEEK 3 by class time**

Week 3 **Pacing, Tone, and Rhythm**

Lecture: What's working, what's not, how to solve in post
Organizing your audio and video tracks
Screen: Scene assemblies
Assign: **Assignment 3 Full Assembly DUE: WEEK 4 by class time**

Week 4 **Working with Details**

Lecture: Planning for VFX and Sound
Screen: Full Assemblies
Assign: **Assignment 4 Full Rough Cut DUE: WEEK 6 by class time**

Week 5 **Sound Design**

Lecture: Sound Work in Premiere
Sound Work for Finishing: Rob Steel, guest speaker
Lab Time

Week 6 **Rough Cut Review**

Review: Full Rough Cut
Assign: **Assignment 5 Full Fine Cut DUE: WEEK 9 by class time**

Week 7 **Picture Lock Steps**

Lecture: Preparing for Picture-Lock: Savvas Paritsis, guest speaker
Assign: **Assignment 6 Picture Lock or steps you're taking to get there DUE: WEEK 10 by class time**

Week 8 **Lab**

Screen: Fine Cuts

Week 9 **Fine Cut Review**

Screen: Fine Cuts

Week 10 Final Class

Screen: Fine/Picture Locked Cuts
Review: Picture Locked Elements

ASSIGNMENTS	POINTS
Assignment 1 Post Production Schedule and Personnel	10
Assignment 2 Scene rough cuts	10
Assignment 3 Full Assembly	20
Assignment 4 Full Rough Cut	20
Assignment 5 Full Fine Cut	20
Assignment 6 Picture Lock or steps you're taking to get there	10
Attendance, Peer and Group Feedback	10
TOTAL	100

Assignments must be completed by the due date as indicated in D2L Submissions.

Please note that late assignments will not be accepted without an explanation and prior consent of the instructor. You must submit on time, even if you are not able to come to class on that day.

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 (all assignments are graded excellent and submitted on time), B indicates good work, C indicates satisfactory work, D indicates unsatisfactory work, and F is a failure to demonstrate an understanding of course concepts

Add/Drop Dates:

<https://academics.depaul.edu/calendar/Pages/default.aspx>

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary during the quarter. Depending on many variables outside of our control, the assignments projected for the term may require alteration or rescheduling. If a change occurs, it will be addressed in class and posted under Announcements in D2L. I will send a follow up email as well. Please ensure that campus connect and D2L have your correct email address. Also, make sure you are receiving all notifications via D2L.

DePaul University will continue to update their [COVID-19 Updates and Guidance page](#). Please visit that page for the most current information and a list of [university FAQ](#).

COVID-19 Health and Safety Precautions The health and safety of everyone at DePaul depend on the cooperation of all who come to campus. By taking care of yourself, you protect the entire community. DePaul's COVID-19 response plans are based on the latest guidance from the Centers for Disease Control and Prevention, the Chicago Department of Public Health and the university's medical advisor from AMITA Health.

Mandatory protocols must be followed by DePaul students, faculty and staff at all times on both campuses <https://resources.depaul.edu/coronavirus/guidance/health-safety-practices/Pages/default.aspx>.

CDM

For more specific questions about CDM, check out this page for current info: [Frequently Asked Questions](#).

TECHNICAL ISSUES If you're having any tech issues this quarter, please email scaavsupport@depaul.edu.

Course Policies

In addition to DePaul University course policies (see student handbook), the following special policies will apply to this course.

Attendance – Classes will consist of lecture, screenings, feedback and discussion. Attendance is mandatory unless otherwise stated.

Respect for Diversity and Inclusion at DePaul University as aligned with our Vincentian Values

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.

Your 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>.

Screenings – Film screenings and assignment screening discussions are an integral part of the course participation grade. Selected films will be analyzed for specific conceptual and stylistic choices. We will apply the same standards to the analysis of group projects. Be open to be

challenged and honest as there will be differing ideas and points of view expressed. These discussions are important in the development of your ability to collaborate.

Trigger Warnings The films, lectures, and discussion in this course may engage with potentially sensitive or traumatizing material, such as:

- violence
- sexism
- sexual assault, rape
- racism
- police brutality
- transphobia
- homophobia
- abuse
- suicide
- blood
- and body-shaming

I will note especially graphic/intense content and will do my best to foster a classroom in which we can relate courageously, compassionately, and contemplatively with difficult and important content each week.

If you would like more specific or personalized triggers identified throughout the course (especially ones that are not named above), please e-mail and I will do my level best to flag them.

Plagiarism – Plagiarism on assignments or cheating on exams are serious offenses and earn the student a failing grade for the class. This course will be subject to the academic integrity policy passed by faculty.

More information can be found at <http://academicintegrity.depaul.edu/π>

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.