

COURSE # POST 319/419 - EDITING STUDIO

Times: Mo/We 10:10am - 11:40am CT

Location: DePaul Center Room C106C

Office Hours (email to schedule) Mo/We 11:45am - 12:30pm

Email: mlauterb@depaul.edu (best way to reach me)

QUARTER: AUTUMN 2022-23

Section: 401

Instructor: Matt Lauterbach (he/him)

Office: CDM 434 or Zoom by appt.

**I will try to reply within 24 hours;
weekend emails by Monday*

Course Description: This course provides practical experience in editing. Participants will apply learned editorial techniques into real-world experience, serving as editors for various projects that may include thesis, capstone and other student work. A key element of this course will be in-class discussions and critiques of students' work, to sharpen their editing and storytelling skills.

POST 303/403 is a prerequisite for this class.

Learning Outcomes: By the end of this course students will be able to:

- Evaluate a film edit in terms of its emotion, story, and pacing
- Provide and receive constructive feedback on iterative cuts of the same film
- Identify ways to address continuity errors and maintain audience's focus of interest
- Compare media management styles and evaluate their effectiveness
- Demonstrate skills necessary to effectively collaborate in a post production environment

Course Management System: D2L

Type of Instruction: Face-to-face meetings. Masks optional according to personal comfort level.

Zoom Meeting Info: Because of the unpredictability of COVID, there is always the chance that class will need to meet synchronously over Zoom. In this event, I will work to maintain the studio atmosphere as best I can, and ask that we all stay flexible and responsive. Any changes to virtual instruction will be communicated ASAP.

Below is the Zoom link for this class, should it ever become necessary to meet virtually.

Topic: Post 319/419 - Backup Zoom Classroom

Join from PC, Mac, Linux, iOS or Android:

<https://depaul.zoom.us/j/95654719342?pwd=NXVEVmVnOGFmdjZGMlRrSDVudFIZUT09>

Password: 628160

Attendance: Attendance is mandatory. An absence is defined as not showing up for class, or arriving more than 15 minutes late, or missing any 15 minute period during class time. Any absences will result in a reduction of the attendance/participation grade. Anyone who misses 5 classes will automatically drop a letter grade. Anyone who misses 8 classes will automatically fail. However, if you are sick, please email us before class and then please stay home.

Class Participation: Along with showing up, you are expected to join in class discussions, offer forth your own work for feedback, and constructively critique other people's work.

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

Readings: Core readings will be shared digitally via D2L.

Required Materials/Equipment:

Computer: This class requires use of a computer that can handle editing software. C106C is a Mac Lab. If you prefer to edit on your own computer, and need access to a laptop loaner, here is a link to the Loop Equipment Center:

<https://www.cdm.depaul.edu/Student-Resources/Pages/Equipment-Centers.aspx>

Software: Adobe Premiere Pro Creative Cloud 2021 15.2. If you are using your own Adobe software please check with me about which version you're using. In order to open projects on both your personal computer and a C106C computer, you may need to use this downgrader tool: <http://downgrader.elements.tv/>

Portable Hard Drive: This class requires the use of a portable hard drive, which you should bring to class every day beginning on Monday, September 12. The hard drive capacity should have a minimum of 1TB with a connector that is USB3.0 or higher. If you purchase a USB-c / Thunderbolt drive, getting an adaptor is highly recommended. Reach out to me if you have questions about this; more info can be found at this link: <https://bit.ly/3tw493O>

Headphones: Please bring your own pair of wired headphones to class every day.

Recommended: Yellow pad notebooks + Post-it notes
100 count of either 3x5 or 4x6 ruled white index cards
1 USB flash drive for project file backup

LinkedIn Learning Resource: All DePaul students have access to a collection of video tutorials called LinkedIn Learning (formerly Lynda.com). There are several that cover editing with Adobe Premiere Pro, and you may find them to be helpful supplements to the software instruction offered in this class. If interested, the link below can help you to get started.

<https://offices.depaul.edu/information-services/services/technology-training/Pages/online-training.aspx>

Grading Scale

A	93 - 100	B+	87 - 89.9	C+	77 - 79.9	D+	67 - 69.9
A-	90 - 92.9	B	83 - 86.9	C	73 - 76.9	D	60 - 66.9
		B-	80 - 82.9	C-	70 - 72.9	F	0 - 59.9

"A" indicates Very Good, "B" indicates Good, "C" indicates Satisfactory, "D" indicates Poor, "F" indicates Unsatisfactory.

Grading - Weighted Breakdown

Project Iteration 1: Organize & Log	20%
Project Iteration 2: First Assembly	20%
Project Iteration 3: Problem Scene	20%
Project Iteration 4: Rough Cut	20%
Project Iteration 5: Final Cut	20%

Final Exam - Scheduled Date and Time: Wednesday, November 16, 2022 from 8:30am-10:45am
Students will have the opportunity to submit a revised cut based on week 10 critiques by the end of final exam day.

Changes to Syllabus: This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be addressed during class or posted in Announcements in D2L and followed up with an email.

Living Syllabus: I also maintain what I call a “Living Syllabus” which adjusts dates and deadlines as needed. For up-to-date week-by-week expectations, please refer to this Living Syllabus:

<https://bit.ly/3cHwVc7>

WEEK BY WEEK

Please note: this syllabus will change.

Class 1: Intro September 7

Course syllabus, D2L and talking tech: drives; backup; software; etc.

Discuss ‘collective’ expectations

Course goal: edit, finish, and perfect a collection of short films

Peer Introductions: Meeting your post production team

Tasks Due by Monday September 12 by 10:10 AM:

- ☐ Read “The Teacherless Writing Class” from *Writing Without Teachers* by Peter Elbow
- ☐ Submit a 2 minute clip of your best editing work to D2L
- ☐ Acquire 1TB portable hard drive (flash drives not acceptable)

Week 1: Creative Briefings **September 12 + 14**

BEGIN BRINGING HARD DRIVES TO CLASS DAILY

Creative briefings from student directors (pending filmmaker participation)

- Script + Footage handoff (transfer to drives)
- Directors: Elevator pitch, struggles, scope of footage

Discuss the rules of engagement for our “teacherless ~~writing~~ editing class”

Tasks Due by Monday September 19 by 10:10 AM:

- ☐ Read all scripts, rank which you're most interested to edit

Week 2: Project Launch **September 19 + 21**

Discuss scripts: strengths & weaknesses; genre; editing approach and style

Script assignments (who will edit what)

- Share 2 minute clips of editing work (as time allows)

Plan your edit schedule and designate roles

Discuss project organization game plan: naming, organizing, logging

- Goal: anyone in the post department can pick up where anyone else left off

Tasks Due by Monday September 26 by 10:10 AM:

- ☐ *** Project Iteration 1: Organize and Log footage ***

Week 3: Project Organization **September 26 + 28**

Project Iteration 1 Presentations

- Present Premiere projects (at podium and on the big screen)
- Discuss footage: how were clips named, and is everything a mess?
- Resolve any confusions

Evaluation of scripts (what was envisioned) vs footage (what you got)

Tasks Due by Monday October 3 by 10:10 AM:

- ☐ Begin constructing select reels
- ☐ Identify bad footage for problem solving and pull it into a 'crap selects' reel

Week 4: Selects Reels **October 3 + 5**

Discuss footage frustrations and problem solve 'crap selects'

Tasks Due by Monday October 10 by 10:10 AM:

- ☐ *** Project Iteration 2: Complete first assembly / aka 'slop cut' ***
- ☐ Bring a pack of 100 index cards
- ☐ Begin refining scenes, aiming towards rough cut

Week 5 **October 10 + 12**

Project Iteration 2 Presentations

- Present first assemblies (slop cut)
- Discuss characters, conflict, progression, text and subtext, scenes

Index card experimentation

Discuss structure snags + what ifs

Tasks Due by Monday October 17 by 10:10 AM:

- ☐ *** Project Iteration 3: Bring in a Problem Scene for Workshopping ***

Week 6 **October 17 + 19**

Project Iteration 3 Presentations

- Present problem scenes
- Scene workshopping - live edit and sandboxing

Tasks Due by Monday October 24 by 10:10 AM:

- ☐ *** Project Iteration 4: Rough Cuts ***
- ☐ Everyone identifies 1 friend to join class on Monday, and 1 friend to join class on Wednesday. We will tempt them with donuts and coffee.
- ☐ Share rough cuts with directors

Week 7 **October 24 + 26**

Project Iteration 4 Presentations

- Present rough cuts to outside eyes (1 friend each)
- Discuss Rhythm Pacing Dynamics Pauses Transitions

Tasks Due by Monday October 31 by 10:10 AM:

- ☐ Begin refining rough cut, working towards a fine cut
- ☐ Identify problem areas – ‘fat scenes’ and ‘falling flat’ scenes for workshopping
- ☐ Identify finishing needs (online color grading, sound mixing, graphics, etc)

Week 8 **October 31 + November 2**

Problem area workshopping

- Micro edits - trimming, removing redundancy & unnecessary pauses/words/sounds
- Improving narrative & emotional logic
- Inspecting and improving cutaways

Lock picture and make plan for finishing

Tasks Due by Monday November 7 by 10:10 AM:

- ☐ *** Project Iteration 5: Final Cuts ***

Week 9 **November 7 + 9**

Project Iteration 5 Presentations

- Final cuts showcase

Final Class **November 14 + 16**

Project Iteration 5 Presentations (continued)

Reflection: share feedback on course structure, improvements for next time, etc.

Final Exam Slot - Wednesday, November 16. 8:30 am - 10:45am

- Submit a revised cut based on week 10 critiques by the end of final exam day.

COVID-19 Health and Safety Precautions

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a mask as required at all times while indoors on campus; (2) refrain from eating and drinking in classrooms; (3) keep current with their COVID-19 vaccinations or exemptions; (4) stay home if sick; (5) participate in any required COVID-19 testing; (6) complete the online Health and Safety Guidelines for Returning to Campus training; and (7) abide by the City of Chicago Emergency Travel Advisory. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who do not abide by the mask requirement may be subject to the student conduct process and will be referred to the Dean of Students Office. Students who have a medical reason for not complying with any requirements should register with DePaul's Center for Student with Disabilities (CSD).

If you have a positive Covid-19 diagnosis or were exposed to the virus, you are required to report it to DePaul University. Learn how to report a case here:

<https://resources.depaul.edu/coronavirus/resources/covid-19-reporting-protocol/Pages/default.aspx>

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.

Preferred Name and 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 policies.depaul.edu.

Respect for Diversity and Inclusion

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

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. 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

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.

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>

Withdrawal

Students who withdraw from the course do so by using the Campus Connection system at <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:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
 - 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
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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 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>

Center for 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.

Writing Center

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing for more information.

Help Desk

The Help Desk provides technical assistance via phone, email and web for current DePaul students, faculty and staff. The Help Desk supports computers, network access, telephones, email accounts, and university instructional and administrative software. They can troubleshoot and resolve hardware and software related issues with both the Mac and Windows operating systems. Visit <https://depaul.service-now.com/sp> to get help.

Dean of Students Office

The [Dean of Students Office \(DOS\)](#) promotes student learning and ethical decision making in an inclusive and validating environment. Utilizing a comprehensive approach to student advocacy that is informed by DePaul's Catholic, Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents and community partners to support students in reaching their academic and personal success.

The Dean of Students Office is primarily responsible for administering and adjudicating violations of the Code of Student Responsibility at DePaul University. Additionally, the office provides the administrative withdrawal and absence notification process, and can help students identify campus and community resources in times of personal and/or family crises and medical emergencies.

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.

Student Success

Your success is our number one priority at DePaul University. University resources to help you succeed include computer labs, free or discounted software, tutoring centers, health services, and services for designated groups, such as veterans and students with disabilities. Visit go.depaul.edu/success to learn more.

ZOOM GUIDELINES AND EXPECTATIONS

The DePaul [Code of Student Responsibility](#) applies to online behavior as well as in-person or classroom behavior. The following are policies for our course meetings with Zoom:

- **General** – Sign in with your preferred first name and last name. If you do not have access to a computer or smartphone with internet access, call into class. This is not optimal; try to locate an internet-enabled device to use for this course. Please stay engaged in class activities. Close any apps on your device that are not relevant and turn off notifications.
- **Video** – Turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. You may elect to turn off your video if you have limited internet bandwidth, no webcam or if you're unable to find an environment without a lot of visual distractions.
- **Audio** – Mute your microphone when you are not talking if you are in a noisy environment. We have a small class, so I'd like to keep our mics open whenever possible. Be in a quiet place and turn off any music, videos, etc. in the background.