

DOC 224-502 Documentary Production I

Winter Quarter 2023

Tu 1:30PM - 4:45PM 14 E Jackson Room 209

COURSE SYLLABUS

Instructor: Susanne Suffredin Office: CDM 459

Office Hours: (email to schedule) Zoom Thursday 1:30-4:30

Email: ssuffre1@depaul.edu (best way to reach me)

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

Course Overview and Learning Goals

Course Website D2L

Course Overview

This introductory course will explore documentary styles and techniques using a variety of modes and formats. You will create two short pieces along with writing and pitching your ideas to the class. Also, we should anticipate that changes may need to be made as the quarter unfolds. Those changes will be communicated as timely as possible, and I ask that we all stay flexible and responsive.

Learning Goals:

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

- verbally pitch a compelling idea
- develop skills in conceptualizing, directing, and editing short documentary pieces.
- understand and incorporate interview techniques, visualizing and shooting observational footage, and construct narratives through the integration of sound and images.

- PREREQUISITES: **FILM 110 OR FILM 111 OR FILM 102** or equivalent.

Required Textbook

Our textbook for the quarter is: Introduction to Documentary, Third Edition by: Bill Nichols

It is available online through the DePaul library.

Permalink: <https://i-share->

[dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/8tvalj/cdi_askewsholts_vlebooks_9780253026903](https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/8tvalj/cdi_askewsholts_vlebooks_9780253026903)

TECH NEEDS:

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

Computer: This class requires use of a computer that can handle editing software. Here is a link to the Laptop Loaner Program if you need assistance. <https://www.cdm.depaul.edu/Student-Resources/Pages/Tech-Loans.aspx>

Hard Drive: This class requires the use of a hard drive. The hard drive capacity should have a minimum of 500gb and run at 7200rpm. USB3, USB-c, Thunderbolt (with adaptor), or FW 800 (with adaptor) connections are recommended.

Software: This class requires the use of Adobe Premiere or other editing software.

Assignments

Please note that late assignments will not be accepted without an explanation.

You must submit on time, even if you are not able to come to class on that day.

Questionnaire	5
Assignment 1: Day in the Life Project	
Part 1_DITL Pitch and Pre-Production Package	15
Part 2_DITL Exported File	15
Group Feedback	5
Assignment 2: Archival + Voice Project	
Part 1_Archival+ Voice Pitch and Pre-Production Package	10
Part 2_Archival + Voice Update	5
Part 3_Archival + Voice Exported File	15
Feedback, Discussions and Participation	20
Attendance	10
Total Points	100

Grading: Assignment Guidelines and Evaluation Criteria will be posted in D2L

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.

Week 1 Intro to class, assignments, structure

Introductions
 Class fundamentals
 Assignments
 Equipment
 Week 1 PP
 Questions and Concerns

Watch in class: <https://www.hbo.com/how-to-with-john-wilson/season-1>
<https://www.hbo.com/watch-free-episodes>

Review: How to with John Wilson

For Week 2

To Answer and Upload to D2L: Questionnaire
 Post to D2L>Submissions>Questionnaire **DUE: 01/08 11:59 PM**

To Read: Chapter 1 How Can We Define Documentary Film? Pg. 1-28
 Article (Also Posted in News) Create Free Account to read
<https://www.nytimes.com/2016/05/29/books/review/who-gets-to-tell-other-peoples-stories.html?mcubz=3& r=1>

Week 2 A Distinct Form of Cinema

Watch In class: https://www.youtube.com/watch?v=5QMljSnt_E Ten Meter Tower | NYT Op-Docs

Review: Readings and short film

Introduce: Pitching Ideas/ Creating a Pitch Deck

Assign: Assignment 1 Part 1: Pitch Deck Presentation
 Uploaded to D2L>Submissions>Assignment 1 Pitch Deck **DUE: 01/16 11:59 PM**
 Create Teams / Brainstorm ideas in small groups

To Read: Chapters 2 and 3 pg.29-68 Chapter 10 pg. 209-222

Week 3 What is the Story?

Watch In class: <https://vimeo.com/305536036> **Baby Brother**

Review: Readings and short film

Present: Assignment 1 Part 1: Give Pitch Presentations to class
Teams break into Groups to discuss next steps

For Week 4:

To Read: Chapters 6 and 7 pgs. 104-158

Week 4 Philosophies of Approach

Watch In class: <https://www.nytimes.com/video/opinion/100000005676963/arctic-boyhood.html>
Arctic Boyhood

Review: Reading

Update: Teams each give verbal update on Assignment 1

For Week 5:

Present: Assignment 1 Exported file uploaded to D2I **DUE: 01/30 11:59 PM**

Week 5 What Gives Documentaries a Voice of Their Own?

Screen: **Assignment 1: Day In the Life Exported Cuts**

For Week 6:

Assign: Group Feedback on Assignment 1 Teams and Assignment 2 questionnaire
Post Group Feedback to D2I>Submissions>Group Feedback **DUE: 02/05 11:59 PM**

Week 6 Working with Archival and structuring your narrative

Watch in class: <https://vimeo.com/292537862> **My Dead Dad's Porno Tapes**

Present: Working with Archival

Assign: Assignment 2: Archival + Voice Part 1: Idea, Pitch and Pitch Deck
Uploaded to D2I>Submissions>Assignment 2 Pitch Deck **DUE: 02/13 11:59 PM**

To Read: Chapter 8 pgs. 159-193

Week 7 Addressing Social and Political Issues in Documentaries

Present: Present Pitch Decks for Assignment 2

Review: Reading

For Week 8: To Watch: Assort. videos in D2I

Week 8 Post Production in Documentary

Review: Short editing videos

Present: Post Production PP
Assignment 2 update **DUE: 02/27 11:59 PM**

Week 9 Class updates on Assignment 2

Present: Part 2_ Archival + Voice Update (written or assembly to review)

Week 10 Final Class

To Do: Assignment 2: Class Presentations and feedback
Upload Assignment 2 Exported file to D2I **DUE: 03/06 11:59 PM**

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary during the quarter. Depending on the many variables outside of our control, the assignments projected for the term may require alteration or rescheduling. If a change occurs, it will be posted under Announcements in D2L. 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.