COURSE # POST 319/419 - EDITING STUDIO   **QUARTER: SPRING 2023-24**
Times: Mo/We 10:10am - 11:40am CT   **Section**: 601
Location: DePaul Center Room C106C   **Instructor**: Matt Lauterbach (he/him)
Office Hours (email to schedule) Tu/Th 11:45am - 12:30pm   **Office**: CDM 434 or Zoom by appt.
Email: mlauterb@depaul.edu (best way to reach me)   *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: Any switch to virtual instruction will be communicated ASAP. In the event that we need to meet synchronously over Zoom instead of in-person, I will work to maintain the studio atmosphere as best I can, and ask that we all stay flexible and responsive.

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/91423602754?pwd=QXA5K3B4NkQ5NWc5bHFVVG52MDdnZz09
   Password: 996568

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 July 2023 (Version 23.5.0 [Build 56]). 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 Thursday, April 4. 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 Materials: Note Taking tool (paper or digital)
100 count of either 3x5 or 4x6 ruled white index cards
1 USB flash drive for project file backup (optional)

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

Drive & Footage Health Check	10%
First Assembly	20%
Rough Cut	20%
Picture Lock, Delivery, and Screening	25%
Readings & Miscellany	5%
Attendance and Participation	20%

Final Exam - Scheduled Date and Time: <u>**Thursday, June 13, 2024 from 8:30am-10:45am**</u>
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 expectations, please refer to this Living Syllabus: https://bit.ly/3TTedkl

WEEK BY WEEK

Please note: this syllabus WILL change. Refer to <u>Living Syllabus</u> for up-to-date version.

Week 1: Course Intro + Creative Briefings   **April 2 + 4**

Tuesday
- 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

Homework For Thursday
- ☐ Complete Readings:
    - ☐ "The Teacherless Writing Class" from *Writing Without Teachers* by Peter Elbow
    - ☐ "Jack of Rough Drafts, Master of Crafts from *Think Again* by Adam Grant.
- ☐ Submit favorite quotes via Google Form at <u>https://forms.gle/XTn6Zz3CC9y82gis9</u> [1pt]

Thursday
- Finish Peer Introductions
- Discuss the rules of engagement for our "teacherless ~~writing~~ editing class"
- *If available*: Watch creative briefings from student directors: elevator pitch, struggles, scope of footage.

Homework For Next Week
- ☐ **Read all screenplays! (see D2L)**
- ☐ Acquire 1TB portable hard drive (flash drives not acceptable)
- ☐ Submit a 2 minute clip of your best editing to D2L [1pt]

Week 2: Project Pairings + Footage Handoff   **April 9 + 11**

BEGIN BRINGING HARD DRIVES TO CLASS DAILY

Tuesday
- Equipment check: Show me your 1TB portable hard drive!
- Discuss scripts: promises & perils; genre; editing approach and style
- **IN CLASS**: Rank which you're most interested to edit   (fill out Google Form)   [1pt]

Thursday
- Script assignments (who will edit what)
    - Screen 2 minute clips of editing work
- Footage handoff (transfer to drives)
- Director contact info and check-in plan
- Lab time to explore project

For Next Week
- ☐ **Milestone 1: Drive & Footage Health Checks**
    - ○ At minimum, import footage and get acquainted with it. Be ready to plug your Premiere project into a lab computer and share what your footage looks like and how it's organized.
    - ○ Goal: anyone in the post department can pick up where anyone else left off

Week 3: Drive & Footage Health Checks   **April 16 + 18**

Drive & Footage Health Checks
- In Pairs:
    - Mount projects onto a lab computer (not your laptop!)
    - Preview & Discuss footage: how were clips named, and is everything a mess?
    - Discuss project organization game plan: naming, organizing, logging
    - Total hours of footage? Plan your edit schedule.
- Instructor Check: Premiere project looks healthy?

For Next Week
- ☐ Begin constructing select reels
- ☐ Identify bad footage for problem solving and pull it into a 'crap selects' reel
- ☐ Read "A long time ago in a cutting room far, far away" / Favorite quotes?   [1pt]

Week 4: Selects Reels   **April 23 + 25**

Evaluation of scripts (what was envisioned) vs footage (what you got)
Discuss footage frustrations and problem solve 'crap selects'
Discuss reading / Watch "How Star Wars was saved in the edit"

For Next Week
- ☐ **Complete First Assembly / aka 'slop cut'**
- ☐ Following your screening, begin refining scenes, aiming towards rough cut

Week 5: Assemblies   **April 30 + May 2**

First Assembly Presentations
- Present First Assemblies (slop cuts)
- Discuss characters, conflict, progression, text and subtext, scenes

Week 6: Assemblies   **May 7 + 9**

First Assembly Presentations (cont'd)
- Complete First Assembly presentations

For Next Week
- ☐ Bring a pack of 100 index cards

Week 7: Scene Workshopping + Feedback Questions   May 14 + 16

Scene / script workshopping - live edit and sandboxing
- Index card experimentation
- Discuss structure snags + what ifs

Introduce "Cutting Rhythms" by Karen Pearlman

Collaborative drafting of written feedback questionnaire

For Next Week

☐ **Rough Cuts**
  ○ *Upload and share your cuts with classmates*
  ○ ** See <u>critique schedule</u>*
  ○ Following your screening, begin refining scenes, aiming towards rough cut

☐ Present rough cuts to outside eyes (2 friends each + directors)
  ○ Everyone identifies 2 friends/family/significant to share your cut with over Vimeo
  ○ Share rough cuts with your directors

Week 8: Rough Cuts   **May 21 + 23**

Begin Rough Cut Critiques
- Discuss:
    - Rhythm Pacing Dynamics Pauses Transitions
    - Micro edits - trimming, removing redundancy & unnecessary pauses/words/sounds
    - Improving narrative & emotional logic
    - Inspecting and improving cutaways

Tasks due on a rolling basis
- ☐ Read "Cutting Rhythms" by Karen Pearlman / Favorite Quotes?   [1pt]
- ☐ Begin refining rough cut, working towards a fine cut
- ☐ Identify problem areas – 'fat scenes' and 'falling flat' scenes for workshopping

Week 9: Rough Cuts   **May 28 + 30**

Rough Cut Critiques (cont'd)

As Time Allows:
- In-Class curation of 2 Shorts Programs
- Discussion of "Cutting Rhythms" by Karen Pearlman
- Discussion of improvements to Editing Studio

For Final Project
- ☐ ***** Picture Lock Cuts uploaded to Dropbox by midnight June 1 *****
- ☐ Deliverables:
    - .prproj file
    - H.264 export
    - OMF/AAF
- ☐ Make plan with director for finishing
- ☐ If needed, schedule time to meet one-on-one with professor

Week 10: Shorts Programs - Virtual Screenings   **June 4 + 6**

Tuesday/Virtual
- **SHORTS PROGRAM 1 - Zoom screening at 10:10 AM**

Thursday/Virtual
- **SHORTS PROGRAM 2 - Zoom screening at 10:10 AM**

Tasks Due by 11:59 PM on June 13
- ☐ Make final tweaks, if desired, based on Zoom Shorts Program reactions
- ☐ Contact Matt Lauterbach if in-person instructional support is needed on Final Exam day

Final Exam Slot, 8:30 am - 10:45am   **June 13**

Flex day
- Reserve in case our screening schedule gets pushed back for any reason
- Otherwise, *OPTIONAL in-person instructor support*

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

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

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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.