



**I. COURSE DESCRIPTION:**

*CICE students, with assistance from a learning specialist, will learn how to tell visual and cinematic stories. They will explore the importance of strong story-telling, idea development, pitching, writing treatments and writing without dialogue. This course will introduce CICE students to the foundation for industry writing skills including the use of proper format, structure and form.*

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

*Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:*

1. Write story-driven, visual and cinematic scripts that fit within proper/professional screenwriting format and style with a focus on effective dialogue, strong structure and character development

Potential Elements of the Performance:

Assignments include writing taglines, treatments, outlines, a script without dialogue, revisions and a script with dialogue.

Students will demonstrate this knowledge through their writing assignments.

2. Communication

Potential Elements of the Performance:

Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

Students will learn the importance of a written and visual communication in the storytelling aspect of filmmaking. Students will also learn how to communicate with their peers and give effective feedback.

3. Information Management

Potential Elements of the Performance:

Locate, select, organize and document information using appropriate technology and information systems AND analyse, evaluate and apply relevant information from a variety of sources.

Students will have to manage multiple drafts of all writing assignments and possibly do a variety of research for their scripts.

4. Critical Thinking and Problem Solving

Potential Elements of the Performance:

Apply a systematic approach to solve problems using a variety of thinking skills to anticipate and solve problems.

Students will learn about all of the challenges associated with screenwriting and some strategies to deal with them.

5. Inter-Personal

Potential Elements of the Performance:

Show respect for the diverse opinions, values, belief systems, and contributions of others.

Students will participate in class discussions and peer editing sessions.

6. Personal

Potential Elements of the Performance:

Manage the use of time and other resources to complete projects and take responsibility for one's own actions, decisions and consequences.

Students will be evaluated on assignments and participation in class.

**III. TOPICS:**

1. Intro to Screenwriting - Screenplay/Story Basics
2. Components of a Script and Structure
3. Writing Short Scripts
4. Writing Treatments and Outlines
5. Writing without Dialogue
6. Feedback Session #1
7. Character Development
8. Intro to Dialogue
9. Feedback Session #2
10. Writing Proper Scene Description
11. Feedback #3
12. Peer Editing & the Revision Process
13. How a Screenplay transforms into a Film
14. Pitching and Packaging
15. Pitch Session #1

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Handouts will be provided.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

All assignments = 100% of the grade.

Students must complete all assignments to achieve credit for the course.

There will be five small assignments for a total of 60% of the final grade.

There will be two major assignments worth 20% each.

The following semester grades will be assigned to students:

<b>Grade</b>	<b><u>Definition</u></b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

## VI. SPECIAL NOTES:

### ***Attendance & Lates***

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

- Attendance will be taken 5 minutes after every class begins; students who are not present at this time will be considered late/absent for that class
- Any student(s) who leave while there is still 30 minutes or more left in the class will be considered late/absent for that class
- Any student(s) who return late from class breaks will be considered late/absent for that class. The typical duration for a class break will be 10 minutes, unless otherwise specified by the instructor.
- Absenteeism/tardiness will be considered of equal value when mark demerits are calculated
- All students will be given **TWO** “free” passes for absents or lates. After that, they will be deducted 1% from their class “Professionalism” grade, which is worth 10% of the final class mark.

### ***Tests/Quizzes***

- All tests/quizzes will be taken in class at a predetermined time
- There will be no retake opportunities for in class tests and quizzes
- The quiz with the lowest grade will be omitted from the final grade calculation

### ***Assignments/Projects***

- A project/assignment will be considered “submitted” only if it meets all the requirements specified in the project outline, which is to be made available to students when the project is assigned
- All class assignments/projects will be submitted through a pre-determined LMS dropbox, specific to the project and class in question. All submissions are thereby time-stamped by the school’s system clock upon upload
- Unless otherwise specified, all assignments/projects will be due at the end of the day (11:59pm) on the date they are due
- Zero-tolerance late policy for all written assignments: Any assignment handed in after the predetermined date and time will automatically receive a grade of 0%. The LMS dropbox time-stamp will be referred to determine the submission time
- Late policy for film productions: 25% deduction per day after due date

**VII. COURSE OUTLINE ADDENDUM:**

1. Course Outline Amendments:  
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.