



## I. COURSE DESCRIPTION:

This course will begin to explore important elements of the creative development process and how a project moves into pre-production. CICE students, with assistance from a learning specialist, will learn how to work in an assistive role to schedule, budget and prepare for a shoot by developing a basic understanding in regard to crewing, casting, location scouting and how to run effective production meetings. CICE students, within their assistive role, will be able to utilize this knowledge in their own work.

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

Upon successful completion of this course, the student, with the assistance of a learning specialist, will demonstrate the basic ability to:

1. Create independent film projects using development, scripting, pre-production, production and post-production techniques

Potential Elements of the Performance:

- Assignments will include explorations into the development and preproduction phases and how they translate into production and post.
- Students will learn about the components involved in filmmaking from start to finish.

2. Develop a portfolio of at least 3 short films and 1 television pilot to show creative and professional skills and abilities in digital filmmaking

Potential Elements of the Performance:

- Assignments will include budgeting, scheduling and production planning that will be applied to the student's actual productions.
- Students will learn all of the elements required in the preparation process to make a short film.

3. Schedule and budget for various types of productions with different scopes

Potential Elements of the Performance:

- Assignments include budgeting and scheduling exercises.
- Students will demonstrate this knowledge through the translation of the exercises into their real productions.

4. Research, pitch, produce, package, market and distribute projects using industry and new media outlets

Potential Elements of the Performance:

- Students will learn the basics of these phases of production.
- Students will demonstrate this knowledge through in class discussions and their production projects.

5. Work within a production team in various industry capacities and roles on short projects.

Potential Elements of the Performance:

- Students will demonstrate this knowledge through their group projects and assessments.

6. 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 written and spoken communication in the coordination aspect of filmmaking. Students will have to communicate with their peers in order to understand how a crew works together.

7. Numeracy

Potential Elements of the Performance:

Execute mathematical operations accurately

Students will learn the importance of budgeting and how it impacts a production. They will also learn about some of the elements involved in funding and financing.

8. Information Management

Potential Elements of the Performance:

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

Students will display the ability to organize all of the elements required for a film production including pre-production reporting. They will also have to manage files and versions of production elements.

9. Critical Thinking and Problem Solving

Potential Elements of the Performance:

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

Students will learn about all of the challenges associated with pre-production and some of the strategies to deal with them

10. 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 begin working in groups to prepare for their productions

11. Personal

Potential Elements of the Performance:

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

Students will be evaluated on assignments and participation in class and group sessions.

III. TOPICS:

1. Introduction to Pre-Production; presenting yourself as a Producer/Production Company; On set Etiquette

2. Preparing to Make a Short Film; Pitching; Storyboards

3. Crewing – positions, hiring and hierarchy

4. Casting; dealing with Actors

5. Locations Scouting
6. Scheduling
7. Art Department Prep
8. Budgeting
9. Production Planning & Production Meetings
10. Technical Scouts
11. Planning for Post Production and Reshoots
12. Director's Planning and Rehearsals
13. Role of Producer and Production Manager
14. Pre-Production Documentation
15. Other Elements of Pre Production; Course overview

#### 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 5 assignments worth 20% each.

The following semester grades will be assigned to students:

Grade			
Definition	Grade Point Equivalent		
A+	90 – 100%	4.00	
A	80 – 89%		
B	70 - 79%	3.00	
C	60 - 69%	2.00	
D	50 – 59%	1.00	
F (Fail)	49% and below		0.00

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.

## 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 written in the CICE office with assistance from a Learning Specialist 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

**Addendum:**

Further modifications may be required as needed as the semester progresses based on individual student(s) ability. All modifications to evaluation components and/or assessments must be discussed and agreed upon by the instructor and the learning specialist in advanced of assigned competition date.

**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.