



## I. COURSE DESCRIPTION:

Working with actors, the CICE students, with assistance from a learning specialist, will learn and acquire a basic skill level relative to the casting process, rehearsals, blocking, working with non-actors and effective techniques for communicating with actors. Also, students will cover the director's preparation process and effective communication skills for working with crew.

## 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 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 both in class and out of class assignments covering creative, technical and interpersonal elements.

Students will learn about all aspects of the Directing process and the Director's role in the entire production cycle which are both essential to understand in the creation of any film.

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:

Students will complete a series of Directing exercises in order to learn the skills required to become an independent filmmaker or be able to work more effectively with their Director.

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

### Potential Elements of the Performance:

Students will participate in pitching exercises, preparatory assignments and practical Directing demonstrations.

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

### Potential Elements of the Performance:

Students will focus on positive, efficient and effective communication techniques for producers, crew, cast and the public.

### 5. 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 have to pitch their ideas, communicate effectively with their teams and cast members as well as tell a 'story' through their assignments. Students will focus on positive, efficient and effective communication techniques for producers, crew, cast and the public.

### 6. 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 complete a series of assignments focused on troubleshooting 'in the moment' while Directing and tactics that they can utilize when dealing with time constraints.

### 7. Inter-Personal

#### Potential Elements of the Performance:

Show respect for the diverse opinions, values, belief systems, and contributions of others  
Students will have to successfully work with their classmates and actors to complete some of their assignments.

### 8. 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 expected to complete all projects and defend their work

## III. TOPICS:

1. Course Overview – The Role of the Director and Types of Directors
2. Preparation, Practice and Director's Resources
3. Script Analysis – creating your Directing notes
4. Casting

5. Listening and Talking – Efficient and Effective Communication Techniques
6. In class Assignment Presentation
  7. In class Actors Workshop
  8. Risk/Trust – Understanding the Actor’s Preparation Process
  9. Avoiding Result Oriented Direction and using Action Verbs
  10. Understanding Moments and Choices in Directing and Acting
  11. Camera and Coverage techniques
  12. Directing Strategies for working with a Production Crew
  13. Creating and Effective Shot list and changing it on the fly
  14. Final Assignments – in class assessment/presentation
  15. Course Review – establishing yourself as a Director in the industry

#### 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 3 assignments worth 20% each and 1 worth 10%

There will be a 10% Professionalism mark

There will be 4 tests worth a total of 20%.

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 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. The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

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

**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.