

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Producing, Freelancing and the Business of the Film Industry
CODE NO. : FPD242 **SEMESTER:** Winter
MODIFIED CODE: FPD0242

PROGRAM: Digital Film Production

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MODIFIED BY: Christine Rhude, Learning Specialist CICE Program

DATE: Jan 2017 **PREVIOUS OUTLINE DATED:** 2016

APPROVED: "Martha Irwin" Jan 2017

CHAIR

DATE

TOTAL CREDITS: Two

PREREQUISITE(S):

HOURS/WEEK: Two

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I. COURSE DESCRIPTION:

CICE students, with assistance from a learning specialist, will learn about higher-level industry concepts including the studio system, tax credit and funding structure, networking, corporate business practices and breaking into the industry. They will also focus on the requirements of starting your own business.

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:

Students will learn about everything involved in the business side of filmmaking from preproduction through to post production and distribution.

- 2. Develop a portfolio to show creative and professional skills and abilities in digital filmmaking**

Potential Elements of the Performance:

Students will gain the knowledge and skills required to properly produce and distribute their projects. They will also learn how to effectively market themselves and begin to make a living in the industry.

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

Potential Elements of the Performance:

Students will demonstrate this knowledge through the completion of their assignments.

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

Potential Elements of the Performance:

Students will demonstrate this knowledge through in-class discussions and the completion of 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 through their group projects, work placement sessions 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 have to participate in class discussions and present/pitch ideas.

7. Numeracy

Potential Elements of the Performance:

Execute mathematical operations accurately

Students will create schedules and budgets for their productions and assignments.

8. 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 organize and plan for their assignments and productions;

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 apply critical thinking skills to all assignments.

10. Inter-Personal

Potential Elements of the Performance:

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

Students will be expected to take part in class discussions and work with classmates when necessary.

12. 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. They will also be expected to articulate their initial industry aspirations.

III. TOPICS:

- 1. Course Overview – Marketing Yourself**
- 2. Setting Up Your Company**
- 3. Branding: Defining Your Brand (Positioning, POD)**
- 4. Branding: Developing Your Identity (Name, Visual Identity)**
- 5. Marketing: Developing Your Website**
- 6. Marketing: Social Media**
- 7. Marketing: Promotional Video(s)**
- 8. Selling: Creating Relationships**
- 9. Selling: Making Deals**
- 10. Proposals and Contracts**
- 11. 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:

***Feature film and television series - 'work placement opportunities' during the school year are based on faculty approval/discretion.**

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**

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) abilities and agreed upon by the instructor.

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.