



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) ENGL 15F	(2) CREATIVE WRITING: SCREENWRITING	(3) 3
Number	Title	Units

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">(4) Lecture / Lab Hours:</td> </tr> <tr> <td colspan="3">Total Course Hours</td> </tr> <tr> <td style="width: 30%;">Total Lec hours:</td> <td style="width: 10%;"></td> <td style="width: 60%; text-align: center;">3.00</td> </tr> <tr> <td>Total Lab hours:</td> <td></td> <td style="text-align: center;">0</td> </tr> <tr> <td>Total Contact hours:</td> <td></td> <td style="text-align: center;">54.00</td> </tr> <tr> <td colspan="3">Lec will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td colspan="3">Lab will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td colspan="3">(5) Grading Basis:</td> </tr> <tr> <td>Grading Scale Only</td> <td></td> <td></td> </tr> <tr> <td>Pass/No Pass option</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Pass/No Pass only</td> <td></td> <td></td> </tr> <tr> <td colspan="3">(6) Advisories:</td> </tr> <tr> <td colspan="3"><i>No defined advisories.</i></td> </tr> <tr> <td colspan="3">(7) Pre-requisites(requires C grade or better):</td> </tr> <tr> <td colspan="3">Subject Prerequisites: English 1A.</td> </tr> <tr> <td colspan="3">Corequisites:</td> </tr> <tr> <td colspan="3"></td> </tr> </table>	(4) Lecture / Lab Hours:			Total Course Hours			Total Lec hours:		3.00	Total Lab hours:		0	Total Contact hours:		54.00	Lec will generate <u>0</u> hour(s) outside work.			Lab will generate <u>0</u> hour(s) outside work.			(5) Grading Basis:			Grading Scale Only			Pass/No Pass option		X	Pass/No Pass only			(6) Advisories:			<i>No defined advisories.</i>			(7) Pre-requisites(requires C grade or better):			Subject Prerequisites: English 1A.			Corequisites:						<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4">(8) Classification:</td> </tr> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td></td> <td>Degree applicable:</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td></td> <td>Non-degree applicable:</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Basic skills:</td> <td></td> <td></td> </tr> <tr> <td>(9)RC</td> <td>Fulfills AS/AA degree requirement: (area)</td> <td></td> <td></td> </tr> <tr> <td></td> <td>General education category:</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Major:</td> <td></td> <td></td> </tr> <tr> <td>(10)CSU</td> <td>Baccalaureate:</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>(11)Repeatable: (A course may be repeated three times)</td> <td></td> <td></td> <td style="text-align: center;">1</td> </tr> </table>	(8) Classification:									Degree applicable:		X		Non-degree applicable:				Basic skills:			(9)RC	Fulfills AS/AA degree requirement: (area)				General education category:				Major:			(10)CSU	Baccalaureate:		X	(11)Repeatable: (A course may be repeated three times)			1
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(12) Catalog Description:
 A course intended for students who are interested in writing for the screen; includes appropriate exercises, readings, viewing, and critical analyses of professional and student work.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Analyze films and screenplays by...
 - Using terminology for writing for the screen
 - Identifying film genres
 - Evaluating others' screenplays on the basis of merit
- II. Develop and compose written work with the ability to...
 - Conceptualize and develop ideas for the screen
 - Write in professionally accepted screenwriting format
 - Employ effective strategies for composing a screenplay while recognizing those strategies in professional models
 - Utilize structural elements of a screenplay
 - Revise their written work

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. Discuss and analyze the relationship between films and screenplays
- II. Recognize genre conventions in screenwriting
- III. Read and examine professional examples in terms of format and technique
- IV. Create ideas and concepts to the point of building story and characters for short films/feature length motion pictures
- V. Make decisions in screenwriting that utilize the visual and auditory properties inherent in the medium
- VI. Create and write scenes that work toward building sequences and acts (for screenplays)
- VII. Offer constructive criticism and praise to others' work
- VIII. Recognize the influence of various points of view and intention when analyzing others' work and their own

IV. COURSE OUTLINE:

Lecture Content:

- A. Contextualizing the screenplay (development phase of a film)
 - a. studio executives
 - b. producers
 - c. directors
 - d. actors
 - e. agents and managers
 - f. script readers
- B. Screenplay mechanics (industry accepted format)
 - a. slug line
 - b. description
 - c. characters
 - d. dialogue
 - e. transitions and parentheticals
- C. Examining professional models (identification of genre and conventions)
 - a. drama
 - b. comedy
 - c. action adventure
 - d. science fiction/fantasy
 - e. thriller/horror
 - f. western
- D. Story building
 - a. Concept/premise and story
 - b. characters and dialogue
 - c. structure (three act structure)
 - d. plot
- E. Original writing
 - a. ways of getting started
 - b. reading and imitation
 - c. writing original scenes and sequences
- F. Workshops
 - a. responding to criticism
 - b. self editing and revision
- G. Marketing
 - a. loglines
 - b. query letters
 - c. screenwriting competitions

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

1. Recommended - Field, Syd *Screenplay: The Foundations of Screenwriting*, Delta, -, 2005, ISBN: 0385339038
2. Recommended - Hunter, Lew *Lew Hunter's Screenwriting 434*, Perigee Trade, -, 2004, ISBN: 0399529861
3. Recommended - Trottier, David *The Screenwriter's Bible*, ed. 4th Silman-James Press, -, 2005, ISBN: 1879505843

II. Other Readings

1. Recommended - *McKee, Robert. Story: Substance, Structure, Style and the Principles of Screenwriting. It Books/Harper Collins: New York, 1997. Selected examples from professional screenplays*

Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Students will examine professional examples from a diverse group of screenwriters that will represent a wide variety of countries and cultures

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:

- A. Writing responses to professional work
- B. Writing critiques of others' work
- C. Drafting of student's own scenes and sequences

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

C. Skill demonstrations, including:			
	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

D. Objective examinations including:			
	a) multiple choice		d) completion
	b) true/false		e) other (specify):
	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Participation 10%, Written exercises 25%, Scene projects 40%, Final project 25%

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u>X</u>	_____
Reference materials	<u>X</u>	_____
Instructor-prepared materials	<u>X</u>	_____
Audio-visual materials	<u>X</u>	_____

Indicate Method of evaluation:	
Used readability formulae (grade level 10 or higher)	_____
Text is used in a college-level course	<u>X</u>
Used grading provided by publisher	_____
Other: (please explain; relate to Skills Levels)	_____

Computation Level (Eligible for MATH 101 level or higher where applicable)	_____	<u>X</u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>X</u>	_____
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>X</u>	_____

Requires independent thought and study	<u> X </u>	<u> </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	<u> </u>

List of Reading/Educational Materials

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Comments:

This course requires special or additional library materials (list attached).
 This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

Eligibility for Math 101 is advisory for the target course.
 Eligibility for English 126 is advisory for the target course.
 Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1. The prerequisite/corequisite is required by law or government regulations.
 Explain or cite regulation numbers:
2. The health or safety of the students in this course requires the prerequisite.
 Justification: Indicate how this is so.
3. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
 Justification: Indicate how this is so.
4. The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
 Justification: Indicate how this is so.
5. Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
 Justification: Cite the statistical evidence from the research.
6. The prerequisite course is part of a sequence of courses within or across a discipline.
7. Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course: