

Syllabus for
TVF 318—Fundamentals of Scriptwriting
3 Credit Hours
Fall 2014

I. COURSE DESCRIPTION

Teaches the basics of dramatic scriptwriting for television and film and analyzes script from a Christian viewpoint. Includes conflict, format, characterization, and dialogue. Each student writes a short film script.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Learn the fundamental elements of dramatic writing for film.
- B. Learn to effectively communicate through plot, characterization, and dialogue.
- C. Have knowledge of conflict, various script formats, characterization, plot and dialogue by writing a short film script.
- D. Learn to critically think about film and television from a Christian worldview.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. List and define the elements of conflict, characterizations, dialogue, plot, setting, and action.
- B. Demonstrate the proper form and format for writing a short film script.
- C. Write several scenes demonstrating conflict, character development, suspense, and the ability to create believable dialogue.
- D. Analyze, from a Christian worldview, the structure and content for two movie scripts and two TV scripts, relating them to and discussing their Christian moral content and perspectives.
- E. Write a 30-minute film script.

IV. TEXTBOOKS ANDS OTHER LEARNING RESOURCES

Required Materials

Textbooks

Armer, Alan A. (2002) Writing the Screenplay. Prospect Heights: Waveland Press, Inc. ISBN #1-57766-233-4

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' major.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.
2. **Administratively Excused Absences**—Students who must miss class for University

sponsored activities must follow these procedures:

- a. Inform the professor before the event.
 - b. Arrange to complete missed work within one week.
 - c. Not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
 - d. Present an excuse, signed by the Dean of Arts and Cultural Studies, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.
5. **Literacy**—The Communication, Arts, and Media Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
6. **Whole Person Assessment**—Refer to the Communication, Arts, and Media WPA handbook for policies at (<http://oru.edu>), click on **Academics**, then **WPA**, then **Department Resources**, then **CAM Handbook HTML**.

C. Course Policies and Procedures

1. Evaluation Procedures. - Grades: Evaluation is based upon the following:

Dialogue Exercise	2%
Pitches	2%
8 Quizzes	24%
4 Script Analysis	8%
Confrontational Scene	10%
Self-Discovery Scene	10%
Love Scene	10%
Short Film	12%
Final Film Script, Premise, Treatment & Pitch	22%

2. Whole Person Assessment Requirements: None
3. Other Policies and/or Procedures
 - a. Access to Celtx and/or Final Draft or any other script formatting program is required.
 - b. Any examination not taken at the scheduled time due to an excused absence must be made up at a time arranged with or by the instructor. Generally, tests missed

for an unexcused absence cannot be made up. The University's \$15.00 late-test fee must be paid in advance.

VI. COURSE CALENDAR

Week 1	Intro to course, Review of requirements, Film formatting (Celtx), Story in 60s of event during Christmas break.		
	Balance Story World, Angry Birds, PPP cards, Students narrate story		
Week 2	Story Storming and the Creative Process	Quiz Ch. 1, at home on Dropbox by 10 PM day before	Quiz Ch. 1 – The Blank Page, in class
	Instructions on the dialogue exercise. Hand out guidelines to Script Analysis. Pitching Frenzy (3x30s)	Prepare Pitches (3x30s)	
Week 3	Premise, Treatment	Quiz Ch. 2, at home on Dropbox by 10 PM day before	Quiz Ch. 2 – Structure, Structure, Structure! in class
	Anatomy of a Screenplay, worked on Treatment (how to write them, wks a few lines) (give them ScriptAnalysis)	Quiz Ch. 3, at home on Dropbox by 10 PM day before	Quiz Ch. 3 – Anatomy of a Screenplay, in class
Week 4	Wks Treatments, apply Anatomy of a Screenplay, Conflict, Show examples of Confrontational Scenes	Quiz Ch. 4, at home on Dropbox by 10 PM day before	TREATMENT DUE Quiz Ch. 4 – Characters at War, in class
	Show examples of Confrontational Scenes, Transfer Treatment to Script format, Celtx demo		SCRIPT ANALYSIS #1, TREATMENT FINISHED
Week 5	Workshop Confrontational Scene in small groups		CONFRONTATIONAL SCENE DUE (+paper)
	Workshop Confrontational Scene, (give them Dialogue Exercise)		CONFRONTATIONAL SCENE FIXED DUE
Week 6	Workshop Confrontational Scene, Creating Characters and Inherent Conflict, Character Development	Quiz Ch. 5, at home on Dropbox by 10 PM day before	Quiz Ch. 5 – The People Who Inhabit a Screenplay, in class
	Dialogue, Show examples of Self-Discovery Scenes	Quiz Ch. 6, at home on Dropbox by 10 PM day before	CONFRONTATIONAL SCENES FINISHED DUE (+paper) - Quiz Ch. 6 - Dialogue, in class

Week 7	See Dialogue Exercise, Show examples of Self-Discovery Scenes	Quiz Ch. 7, at home on Dropbox by 10 PM day before	DIALOGUE EXERCISE DUE (+paper) - Quiz Ch. 7 – More About Dialogue, in class
	Workshop Self-Discovery Scene in small groups		SELF-DISCOVERY SCENE DUE (+paper)
Week 8	Workshop Self-Discovery Scene		SELF-DISCOVERY SCENE FIXED DUE
	Workshop Self-Discovery Scene	Quiz Ch. 8, at home on Dropbox by 10 PM day before	Quiz Ch. 8 – Revealing the Subtext, in class
Week 9	Revealing Subtext – Name Game, Putting it all together, Show examples of Resolution Scenes, View Short film “Piece of Cake” (S.A.#2)		SELF-DISCOVERY SCENE FINISHED DUE (+paper)
	Workshop Premise/Treatment/Short Film in small groups & class		SCRIPT ANALYSIS #2 DUE - Premise / Treatment / SHORT FILM DUE (+paper)
Week 10	Workshop Short Film, View short film “One More” (S.A.#3)		SHORT FILM FIXED DUE
	Workshop Short Film		SCRIPT ANALYSIS #3 DUE
Week 11	Show examples of Love Scenes		SHORT FILM FINISHED DUE (+paper)
	Workshop Love Scene in small groups		LOVE SCENE SCENE DUE (+paper)
Week 12	Workshop Love Scene, The Hero's Journey		LOVE SCENE SCENE FIXED DUE

	Watch movie (S.A.#4)		
Week 13	[[no class]]		LOVE SCENE SCENE FINISHED DUE (+paper)
	Expand on The Hero's Journey		SCRIPT ANALYSIS #4 DUE
Week 14	Workshop Premise / Treatment / Final Short Film/Resolution Scene in small groups. Announce and review points for a good Final Pitch.		FINAL Premise / Treatment / FILM SCRIPT DUE (+paper)
	Workshop Final Short Film/Resolution Scene		FINAL FILM FIXED SCRIPT DUE
Week 15	Workshop Final Short Film/Resolution Scene		
	Read professional screenplays.		
FINAL Tuesday,	FINAL, Pitching your screenplay	Premise, Treatment, FINAL FILM FINISHED SCRIPT DUE: (day before)	Pitch

Course Inventory for ORU's Student Learning Outcomes

TVF 318—Fundamentals of Scriptwriting Fall 2014

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior		X		
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy			X	
2C	Global & historical perspectives				X
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity		X		