

Loyola University Chicago

School of Communication

COMM 338-201 S23 – Narrative Production

Wednesdays 7:00 – 9:30 p.m.

January 18 – May 3

Sullivan Center – Room 253

Professor Ben-Hur Uribe

Email: buribe@luc.edu

Office Hours: email me to request an appointment

Phone: 773 972-3666

Course Description & Objectives

Students will produce two short films. The script will be provided for the first film and it will be produced during class time. The second is a film of the student's choice, produced on the student's time. In the process, the students will learn the different roles required in the production of a film. All students will be responsible for the production of the films to completion, from development to final edit.

At the conclusion of the course, students will:

1. Understand and experience different phases of the narrative production process: such as development, pre-production, production, post-production, and distribution;
2. Work as a part of a team;
3. Produce original, short-subject films and learn how to arrange for their distribution.

Required Materials

- Materials on Sakai
- **Optional** Text. We will not be following a textbook; however, the following are recommended reading:
 - *Creating Character Arcs (The Masterful Author's Guide to Uniting Story Structure, Plot, and Character Development)* by K.M. Weiland
 - *Save the Cat (The Last Book on Screenwriting the You'll Ever Need)* by Blake Snyder
 - *Directing the Actor (Creating Memorable Performances for Film and Television)* by Judith Weston
 - *Producing and Directing the Short Film and Video* (any edition) by Peter W. Rea & David K. Irving

COVID Protocols and Expectations in class

With classes starting next week, and [COVID mask protocols](#) (for now) being left to the instructor in the classroom, students who want to wear a mask should feel comfortable doing so. Protocol decisions will be discussed on the first day of class.

Food will not be allowed in the classroom unless you have a documented need, for which you should contact the **Student Accessibility Center**. You may bring water and remove your mask to take a drink.

In keeping with standard COVID protocols, please do not attend class if you have symptoms of COVID or another communicable disease. Please keep in contact with me on the reason for your absence, and I will work with you on keeping up with class material. However, please note that Loyola does not expect professors to teach HyFlex (simultaneous in-person and online teaching) to accommodate students in isolation or quarantine, and I am not planning to record in-class sessions unless circumstances change substantially.

Classrooms are scheduled to be cleaned each night, but we can help keep surfaces clean by wiping them down before and after each use. The university is providing sanitizing wipes and hand sanitizers for this purpose.

Grading

Students will be expected to know the material covered in lectures, films shown or assigned, and course handouts. This knowledge will be measured through outside assignments, video work, and in-class exercises.

Grade Scale

A: 100-94

A-: 93-90

B+: 89-88

B: 87-83

B-: 82-80

C+ 79-78

C: 77-73

Assignments and Evaluation

Students will produce two short films. The script will be provided for the first film and it will be produced in class. The second is a film of the student's choice, produced on the student's time. In the process, the students will learn the different roles required in the production of a film. All students will be responsible for the production of the films to completion, from development to final edit.

The student will be evaluated based on their participation and work as a member of a team, an evaluation that will be based in part on attendance, in part on class participation, and in part on the instructor's evaluation of an individual's accountability to the team. The student is responsible for the quality of the final product, the short films.

Accordingly, the assignments and evaluation for the class breakdown as follows:

- Pre-production-Development Work: 41%
- Production Work: 11%
- Post-production 38%
- Participation & Attendance: 10%

Deadlines

Deadlines are important in any field, and you will be required to file assignments on time. Late assignments will drop one letter grade past the deadline.

Professionalism

Treat it as if it were your job. You will be expected to display a respectable level of professionalism by attending class regularly, arriving on time, being prepared for class, paying attention during lectures, and participating in discussions. Frequent absences will result in a lower grade. Showing up on time is crucial since much material will be covered in lectures. Tardiness will be taken into consideration when computing your final grade. If you're expecting to be absent or late, please email me **before** class, the same as if you had a job.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

School of Communication Academic Dishonesty Policy

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process. This includes but is not limited to presenting another student's video as your own or using the same project in multiple classes.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or

by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to produce a video, write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a video or pre-written work.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

A more detailed description of this issue can be found at

<http://luc.edu/english/writing.shtml#source> .

Managing Life Crises and Finding Support

These are extraordinary times that can sometimes feel overwhelming. Should you encounter a crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Center for Student Assistance & Advocacy (LUC.edu/csaa) to submit a CARE referral for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – just email me or schedule a virtual meeting with me. Learn more about the center here:

<https://www.luc.edu/csaa/forstudents/studentresources/>

Students with disabilities

Students with disabilities who have been certified to receive academic accommodations through the [Student Accessibility Center \(SAC\)](#) may be uncertain how to present notice of their accommodations to faculty. Providing guidance in course syllabi for students with disabilities who seek to utilize academic accommodations can alleviate some students' concerns and encourage students to communicate with faculty about their need for accommodations.

Please see the "Faculty Role" page on the SAC website for [recommended syllabus language](#) about accommodations. For questions about syllabus language or granting students' certified accommodations, please feel free to contact the SAC at 773.508.3700 or sac@luc.edu.

Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s [Title IX](#) Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Pronouns

Faculty at Loyola strive to foster inclusive classroom environments, both in-person and online. Respecting pronouns and using gender-inclusive language not only helps students feel like they belong in your classroom, but also better ensures that they are fully present in their academic experience and do not experience impediments to their learning. Developed by the [Loyola University Chicago School of Law](#), the language below can set a tone of inclusivity from the start of any course.

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My

goal is to create an affirming environment for all students with regard to their names and gender pronouns.

COVID exhaustion and Mental Health

We have just barely recovered from the trauma of a global pandemic, and many students are reporting ongoing mental health issues. Our **Wellness Center** has many [support options](#) for faculty and students. Students are encouraged to speak up or reach out.

Student Diversity, Equity, and Inclusion

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University-a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice, and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enrich academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

A Working Course Schedule

This schedule will have revisions

Any significant changes in the course schedule will be announced in class and posted on Sakai.

Week 1 1/18	<ul style="list-style-type: none">• Course introduction/syllabus review, student resources overview, and identifying a story's beginning, middle, and end.
Week 2 1/25	Learning Materials: <ul style="list-style-type: none">• Story structure analysis• Log lines• Treatment vs script
Week 3 2/1	Learning Materials: <ul style="list-style-type: none">• Director's Treatments• Storyboards, breakdowns, and shot lists
Week 4 2/8	Learning Materials: <ul style="list-style-type: none">• Directing the actor• Audition process
Week 5 2/15	Learning Materials: <ul style="list-style-type: none">• Auditions
Week 6 2/22	Learning Materials: <ul style="list-style-type: none">• Pre-pro-pro book PRESENTATIONS• Director treatment PRESENTATIONS
Week 7 3/1	Learning Materials: <ul style="list-style-type: none">• PRODUCTION
3/8	SPRING BREAK
Week 8 3/15	Learning Materials: <ul style="list-style-type: none">• Your Films - Pre-pro-pro book PRESENTATIONS• Your Films - Director treatment PRESENTATIONS
Week 9 3/29	Learning Materials: <ul style="list-style-type: none">• PRODUCTION
Week 10 4/5	Learning Materials: <ul style="list-style-type: none">• Production and post-production sound
Week 11 4/12	Learning Materials: Festivals, markets, and press kits
Week 12 4/19	Learning Materials: <ul style="list-style-type: none">• Press Kit
Week 13 4/26	Learning Materials: <ul style="list-style-type: none">• View class final films
Week 14 5/3	Learning Materials: <ul style="list-style-type: none">• View your final films