



Communication and Creative & Performing Arts Division
3322 College Drive, Vineland, NJ 08360
856-691-8600

CO 319: Screenwriting I

Syllabus

Lecture Hours/Credits: 3/3

Catalog Description

This course covers the basic technical requirements for writing movie scripts and the problems of adapting material to screen and script analysis. By viewing contemporary movies and studying plotting, point-of-view, character creation and dialogue, students learn how a film script is put together and write an original script.

Textbook and Course Materials

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook, and any other materials required for their specific course and section.

Click here to see current textbook prices at cccnj.bncollege.com.

Evaluation Assessment

Online Proctoring

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit rcsj.edu/elearning/online-proctoring.

Grading Distribution

Grading to be determined by individual instructors.

Individual instructors may include the following assessment(s):

- Daily Writer's Journal
- Assignments
- Film Critiques
- Participation & Attendance
- Final Script

Grading

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

Rowan College of South Jersey Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. **Technological Competency:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness:** Students will understand the importance of a global perspective and culturally diverse peoples.
9. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
10. **Information Literacy:** Students will address an information need by locating, evaluating, and effectively using information.

CO 319 Core Competencies

This course focuses on three of RCSJ's Core Competencies:

- Written and Oral Communication
- Humanistic Perspective
- Society and Human Behavior

Student Learning Outcomes: Screenwriting I

Successful completion of CO 319 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
Students will develop or improve their writing habits by engaging in a process of daily writing and rewriting. Students will keep a daily journal and complete weekly screenwriting assignments.	Written and Oral Communication Humanistic Perspective Society and Human Behavior	Daily Writer's Journal Assignments Film Critiques Participation & Attendance Final Script
Students will learn the basic format and dramatic structure of writing for the screen. Through exercises in observation, research and adaptation, students will learn to develop short screenplays from a variety of sources beyond personal experience.	Written and Oral Communication Humanistic Perspective Society and Human Behavior	Daily Writer's Journal Assignments Film Critiques Participation & Attendance Final Script
Students will gain a better understanding of the short film form through a series of screenings and discussions that focus on classic and recent festival award winning shorts. Our discussions will also serve as an analysis of the structural differences between short and long form screenplays.	Written and Oral Communication Humanistic Perspective Society and Human Behavior	Daily Writer's Journal Assignments Film Critiques Participation & Attendance Final Script
Students will gain a better understanding of film industry practices including the ability to give and take notes in script meetings. Other topics will investigate the avenues toward launching a career in screenwriting, directing, or working in story development. Students will begin to identify the range and limitations of their current writing and to initiate a plan for further developing their ability to express their creative ideas.	Written and Oral Communication Humanistic Perspective Society and Human Behavior	Daily Writer's Journal Assignments Film Critiques Participation & Attendance Final Script

Topical Outline

In class:

1. Introduction to course
2. Introduction to the short film: What is it? Why a film?
3. Screenings (Journey vs. "Ritual Occasion")

Outside of class:

1. Begin Daily writing journal - 10 to 15 minutes per day
2. Read Intro and Chapter One
3. First Writing Assignment - page 15
4. Write two brief descriptions in present tense (one Journey and one Ritual Occasion)
Submit on our eLearning page as a PDF and bring a paper copy to class.

WEEK 2

In class:

1. Read assignments, discussion
2. Formatting Lecture
3. Screening: "Les petits sablés," "Black Hole"

Outside of class:

1. Continue Daily Writing in Journal (10 to 15 minutes per day)
2. Complete Assignment #2 - Rewrite one of your stories in proper screenplay format
3. Submit on our eLearning page as a PDF and bring a paper copy to class.

WEEK 3

In class:

1. Read formatted assignment 2.
2. Characterization (bone structure) and Dialogue
3. Biographies
4. Inspiration through dialogue: Gregory Crewdson et al.

Outside of class:

1. Complete bios for a protagonist and his/her antagonist. Be sure to define each of their story and life goals.

WEEK 4

In class:

1. Reading of Bios
2. Using sound
3. Outlining (including tag line and log line)

Outside of class:

1. Complete “observational/dialogue” assignment.
2. Begin outlining for final project

WEEK 5

In class:

1. INSTANT ADAPTION - Writing as a group based on source material.

Outside of class:

1. Finish first draft of adaptation as group via Google drive and submit a PDF on our eLearning page.
2. Complete final project outlines and upload to our eLearning page.

WEEK 6

In class:

1. Read Instant Adaptations

Outside of class:

1. Comment on all outlines on our eLearning page.
2. Continue working on observational scripts.

Week 7

In class:

1. Group 1 - 1st Draft Readings

Outside of class:

1. Group 1-revise scripts based on notes received in class.
2. Groups 3 & 4 submit observational scripts to our eLearning page.

Week 8

In class:

1. Group 2 - 1st Draft Readings

Outside of class:

1. Group 2 revise scripts based on notes received in class.
2. Groups 3 & 4 comment on your group’s observational scripts

Week 9

In class:

1. GROUP 3 - 1st Draft Reading

Outside of class:

1. Group 3 revise draft based on notes received in class
2. Groups 1 & 2 submit your observational scripts to our eLearning page.

WEEK 10

In class:

1. GROUP 4 - 1st Draft Reading

Outside of class:

1. Group 4 revise draft based on notes received in class
2. Groups 1 and 2 comment on your group's observational scripts.

Week 11

In class:

1. Group 1 - 2nd drafts

Outside of class:

1. Group 1 revise draft based on notes received in class
2. Groups 3&4 submit short film critique #1 on our eLearning page.

Week 12

In class:

1. Group 2 - 2nd drafts

Outside of class:

1. Group 2 revise draft based on notes received in class
2. Groups 3&4 submit short film critique #2 on our eLearning page.

Week 13

In class:

1. GROUP 3 - 2nd drafts

Outside of class:

1. Group 3 revise draft based on notes received in class
2. Group 1&2 submit short film critique # 1 on our eLearning page.

Week 14

In class:

1. Group 4 - 2nd draft

Outside of class:

1. Polish of Second Drafts for Finals Week Submission
2. Groups 1&2 submit short film critique #2 on our eLearning page.

Week 15

Final draft of your screenplay must be a properly formatted version and submitted on eLearning.
All submissions completed and submitted on our final class-meeting day.

Affirmative Action Statement

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or ajones@rcsj.edu or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or nalridge@rcsj.edu. For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Carol Weinhardt, Director, Department of Special Services, ADA/504 Officer at 856-415-2247 or cweinhar@rcsj.edu; or Cumberland Campus – Meredith Vicente, Senior Director, Department of Special Services/Project Assist at 856-200-4688 or mvicent1@rcsj.edu

Department of Special Services

The Department of Special Services is committed to providing support services and ensuring equal access to eligible students with documented conditions/disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

(Gloucester Campus Location and Contact)

Location: Instructional Center, room 425A.

Primary Contact: Director, Carol Weinhardt, (email) cweinhar@rcsj.edu; or (phone) 856-415-2247.

(Cumberland Campus Location and Contact)

Location: Center for Academic & Student Success (CASS)

Primary Contact: Senior Director, Meredith Vicente, (email) mvicent1@rcsj.edu; or (phone) 856-200-4688.

Reporting Allegations of Sexual Assault Resource Referrals (8/2021) Cumberland Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus.

Employees must report crimes that pose an immediate threat to the campus Security Office, the local Police Department or the Sheriff's Office.

Service	Resource	Phone Number/Location/Website
Non-Confidential Reporting Law Enforcement	Vineland Police Dept. Millville Police Department Cumberland Co. Sheriff's Office Cumberland County Emergency Services Cumberland Campus Security 856-200-4706 (Direct)	856-691-4111 856-825-7010 856-451-4449 9-1-1 Andres Lopez, Director Safety and Security 856-200-4706
Non-Confidential On-Campus Reporting Support Services	Almarie J. Jones Special Assistant to the President Diversity and Equity, Title IX and Compliance Nathaniel Alridge, Jr., JD, Director Diversity and Equity, Title IX and Judicial Affairs Kellie W. Slade Executive Director Student Services, Student Life	856-415-2154 Gloucester Campus College Center, Room 116 ajones@rcsj.edu 856-498-9948 Catherine J. Arpino Education and Humanities Center, nalridge@rcsj.edu 856-200-4615 Student & Enrollment Services Center kslade@rcsj.edu
Confidential On-Campus Counseling and Support Services	Student Counseling and Wellness Center John Wojtowicz, LCSW	Academic Building – 1 st floor 856-200-4760 jwojtowi@rcsj.edu
Confidential Off-Campus Full-Service Support	Center for Family Services – Services Empowering Rights of Victims (SERV)	24/7 Hotlines Cumberland Co. – 1-800-225-0196 www.centerffs.org/serv
Hospital Sexual Assault Nurse Examiner on Site	Inspira Medical Center Vineland	1505 W. Sherman Ave., Vineland, NJ 856-641-8000