

LSC # 25
Action Approved
11-15-90

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Dr. Kurt P. Dudd Phone 2493
(X) Writing Workshop? (If not at IUP, where? when? _____)
(X) Proposal for one W-course (see instructions below)
(X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- (X) Department Contact Person Kurt P. Dudd Phone 2493
(X) Course Number/Title CM 303/Scriptwriting
() Statement concerning departmental responsibility
() Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
() Course Number/Title _____
() Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Kurt P. Dudd
Department Chairperson Kurt P. Dudd
College Dean John Burt
Director of Liberal Studies Chad D. Cobble

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"---one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.
Please number all pages.

Writing Summary for CM 303 Scriptwriting

Scriptwriting (CM 303) is a specialized course in the CM Department that is designed to develop student writing skills in a variety of non-broadcasting areas including informational and educational television, film, slide, etc. The course covers the nonbroadcasting segment of the Department's writing courses. Major activities include 1) developing an ability to write scripts that support the visual and audio content of a production; 2) to developing persuasion techniques; and 3) writing a script that maintains a continuity in style and a logical development of the subject matter and content.

This course is an advanced elective taken annually by approximately one hundred of the Department's four hundred majors each year. The students are generally juniors. However, there are almost always sophomores and seniors in each section. Class size is generally 20-25 students.

Video and slide tape are the most frequently used non-broadcast media in industry and education. There are many instructional and informational videos produced that are not intended to be used on commercial television. These videos are produced for training, education and informational purposes. The production of a script for the non-broadcast media entails audience analysis and the selection of the appropriate media.

Scripts must be presented in a proper script format, using the appropriate language and include the proper audio and visual cues.

The scriptwriting course penalizes for late and sloppy scripts as students must learn that it is important to meet production deadlines.

There are four types of writing which occur in this class:

1) Writing to integrate scripting and thinking creatively about a topic.

There are several short 1/2 hour-1 hour in-class assignments that are used to help a student understand a portion of the content. An example of this is the Donut script. This is a short script that is used to insure that students know the proper format, style and to get them to creatively solve a movement problem. The script assignment sheet is attached in the appendix. The assignment for a characterization and the three treatments are used also to stimulate learning and to think creatively.

2) Writing to persuade.

One example would be that students are required to write a political commercial using various rational and emotional appeals. This assignment is to present a candidate for office in a very positive light, using appeals, movement and appropriate pacing.

2492

3) Writing to evaluate.

On each writing assignment, students are required to critique at least two persons' work. They must write a paragraph or so on how well objectives are met in their classmates' assignments. This assignment helps students to gain an understanding of other approaches to solve a particular assignment and furthers their own understanding of the assignment. All assignments in the course are critiqued in this manner. The critiques are also evaluated by the instructor.

4) Writing to demonstrate understanding.

Several of the larger assignments (educational video and documentary) are helpful in expanding research skills, creating the ability to move a script from point to point and developing the use of various production techniques. The assignments are graded on the students' ability to use a creative approach, attract attention and to convey the necessary instructional objectives.

mar
10/8/90

*opport. for revision
grammar - penalized*

CM 303
Scriptwriting
1990 Fall Semester

INSTRUCTOR: Dr. Kurt P. Dudt

OFFICE: 121B Stouffer Hall

OFFICE HOURS: Monday & Wednesday---10:30 - 11:30
Monday----- 2:15 - 3:15
Tuesday & Thursday--- 9:45 - 11:15

COURSE OBJECTIVES:

- 1) To develop an ability to write for a variety of media including radio, TV, film and slides; and
- 2) To gain an understanding of the opportunities in writing for the media.
- 3) To be able to select the proper media for a particular instructional need.
- 4) To develop the proper use of terminology and format for script.

TEXT: Maloney/Rubenstein, Writing for the Media.

EVALUATION:

5% Donut Script
5% Characterization
15% Slide/Tape (Storyboard and Script)
15% Treatments (3)
15% Educational Video
5% Political Commercial (Script)
15% TV Documentary (Storyboard and Script)
10% Critiques
15% Test

100%-----Total

- * This course is a writing course. Neatness, correct spelling, proper grammar and good sentence structure will be expected. Failure to do so will result in grading penalties.
- * All assignments will be turned in on time. Failure to do so will result in a letter grade penalty each day the assignment is late.
- * All assignments will be typed.

METHOD OF INSTRUCTION

- 1) Lecture/Discussion - There will also be films, videotapes, and audio tapes. These will be used to clarify and highlight assignments.
- 2) There will be some in-class assignments and demonstrations. Students will evaluate and critique assignments on the day the scripts are due. These critiques are written on the back of the assignments (about a paragraph long), signed, and then graded by the instructor. The critiques are graded on how well students are able to recognize their fellow classmates' strengths and weaknesses in the assignments.

- Week I September 3 - 7
Introduction and Business of Scripting
Copyright Law
Chapter 1 (Business of Writing)
- Week II September 10 - 14
Shots - Transition & Form
Donut Script
- Week III September 17 - 21
Researching Scripts
Characterization Assignments
Chapters 4 & 8 (Researching a Script and Characterizations)
- Week IV September 24 - 28
Treatment Requirements
Slide-tape Treatment Due
Writing Narration
Chapter 5 (Treatments)
- Week V October 1 - 5
Emotional and Rational Appeals
Slide-tape script due
- Week VI October 8 - 12
Storyboards, formats, lecture, examples, in-class
ungraded short storyboard
- Week VII October 15 - 19
Assignment of education video (Aircraft Loader)
Educational video treatment due
Chapter 7 (Movement)
- Week VIII October 22 - 26
Draft of educational script
In-class work on storyboard
Storyboard due and critique
- Week IX October 29 - November 2
Educational script due
Chapter 10 (Writing dialogue)
In-class dialogue writing exercises (ungraded)
- Week X November 5 - 9
Political commercials (examples)
Propaganda techniques
Republican 1980 convention tape
Political Commercial assignment
Chapter 12 (Political Commercials)

Week XI November 12 - 16
Political Commercial draft due
TEST
Political Commercial due

Week XII November 19 - 30
and Documentary Assignment
XIII Chapter 10 (Writing Dialogue for Fiction and Non-fiction
Scripts)
Viewing of documentaries:
a) The River
b) Harlan County
c) Jimmy Swaggard

Week XIV December 3 - 7
Draft of Documentary script due
Draft of Storyboard due

Week XV December 10 - 14
Documentary Script and Storyboard due

Script 1 - The Donut Script

The following vignette is to help you develop skills in scripting format, the use of transitions and shot selection:

Two students are talking during break of an evening class. They decide to go to the local donut shop for a snack of donuts and coffee. They go, buy donuts and coffee and return to the classroom.

Be sure to script the following:

- leaving the classroom
- walking to the donut shop
- returning to the classroom building
- returning to the classroom

Scripts will be evaluated on:

- proper use of transitions (cuts, fades, dissolves, etc)
- proper use of shots (close-ups, medium shots, long shots, etc)
- proper scripting form

Script 6 - Political Commercial Assignment

The following information is about a fictional candidate titled Bill Spiro. This background will be helpful in your selection of commercial content.

Bill Spiro -- 35, running for State House (Democrat)

Sally Spiro - Wife, 3 children--Bob, age 6; Jina, age 3; and Gwen, age 1.

The following are issues that he has clearly stated his position: ?

1. Pro life
2. Increased funding for public schools
3. Wants increased funding for Route 22 improvements from Blairsville to Pittsburgh ?
4. Strong support for affirmative action as he believes this will help the economy.

Occupation - Self-employed, Greek restaurant

Prior experience -- County commissioner, one term on local school board

Hometown - Blairsville

The assignment will be for you to create a TV commercial for Bill Spiro running for the State House. You are to use a combination of rational appeals (safety, performance, appearance, comfort, economy or durability) or emotional appeals (human interest, information, comedy, conflict, uniqueness, prominence, sensation or sex). The commercial is to be exactly 60 seconds, have a lively pace and convey clear information.

Evaluation will be made on the following:

- 50% Use of appeals
- 40% Movement and pace
- 10% Form and use of transitions/shots

*Darlene's
edited
version*

November 1, 1990

Subject: Writing Intensive Courses

To: Dr. Charles Cashdollar

From: Kurt P. Dudd, Chairperson *K.P.D.*
Communications Media Department

This letter is to indicate how the Department will handle its responsibility towards the writing intensive courses.

The Department will, in as much as possible, have only faculty that have taken the writing workshop teach writing intensive courses. However, should another faculty member be needed to teach the course, they will be mentored by those CM faculty that have taken the workshop. The Chair of the CM Department will oversee this process and ensure that this action has been taken.

KPD:mar