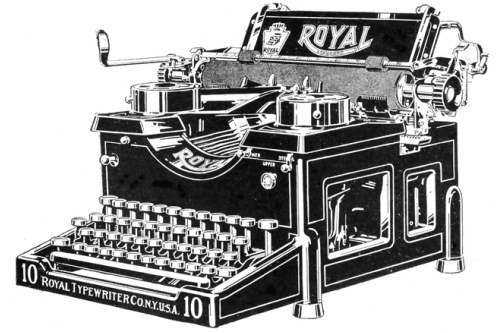


COM 322: INTERMEDIATE WRITING FOR MEDIA

Fall 2020



MEETING LOCATION:	Virtual via Webex // Van Hoesen Hall B0139
MEETING TIMES:	1:50p – 2:40p (MWF)
INSTRUCTOR:	Samuel Avery
CONTACT EMAIL:	Samuel.avery@cortland.edu
OFFICE LOCATION:	Virtual Meetings ONLY (Contact Sam to schedule)
OFFICE HOURS:	8a – 9a (M) and 12:30p – 1:30p (MWF)
WEBEX LINK:	Click Here
WEBEX PASSWORD:	com322
FACEBOOK GROUP:	www.facebook.com/groups/com322fall2020/

Course Description:

This intermediate level course will build upon the content of COM 203 and give students the ability to practice and expand their knowledge of script preparation and the business of writing for media by dissecting the structure of radio, television, and film production.

Student Learning Outcomes:

SLO_03 Create Meaningful Content – Candidates prepared in Communication and Media Studies will apply knowledge and skills of the communication process in the creation of meaningful content appropriate to their area of interest or concentration.

COVID19:

Due to COVID-19, this course will be taught mostly as an online course with virtual meetings via Webex. However, there may also be occasional in-person collaboration sessions for students interested in working face-to-face. These face-to-face sessions will be OPTIONAL. All student who wish to meet in-person must securely wear a protective face mask and keep a social distance of at least 6 feet from fellow classmates.

Assignments:

- (15) Writing Exercises
- 2 Minute Radio Spot
- 5 Minute Television Commercial
- Short Screenplay (5-7 Pages)
- Short Screenplay Coverpage & Logline
- Tree Drawing
- Character Bio
- Final Screenplay Treatment & Logline
- Final Screenplay (50+ pages)

Required Course Texts:

1. [Teach Yourself Screenwriting](#) by Raymond Frensham (~ \$2 used)
2. [Good Will Hunting: A Screenplay](#) by Ben Affleck & Matt Damon (~\$1 used)
3. [The Pride of Baghdad](#) by Brian K. Vaughan (~ \$10 new)

All text books can be purchased via www.Amazon.com or other online sources. They can also be found at the SUNY Cortland Bookstore for a higher price.

COM 322 – Intermediate Writing for Media

Tentative Course Schedule*

WEEK	DESCRIPTION	EXERCISE	ASSIGNMENT(S)	DUE
Aug. 31	Syllabus Overview & Student Expectations			
Sept. 02	Examples of Media Writing // Discussion of COM 203			
Sept. 04	WRITE: Exercise #1 – Writing to Music	EX. 1		Sept. 07
Sept. 07	Using Descriptive Language and Writing Creatively	EX. 2	Cringe Story	Sept. 09
Sept. 09	Introduction to Writing for Radio		FB: Audio Commercial	
Sept. 11	WRITE: Exercise #3 – Cringe Story Adaptation	EX. 3		Sept. 14
Sept. 14	The Radio Spot // <i>Ghenghis Khan, Animal Urology & Beer</i>		2 Minute Radio Spot	Sept. 21
Sept. 16	The Radio Drama // <i>War of the World and other examples</i>		Radio Drama Handout	
Sept. 18	WRITE: Project: 2 Minute Radio Spot			Sept. 21
Sept. 21	Basic Story Telling Techniques // <i>Three Act Structure</i>			
Sept. 23	Intermediate Story Telling // The Eight Point Arc // Kruger Park		FB: Commercial Arc	Sept. 25
Sept. 25	WRITE: Exercise #4 – Burglar Story Prompt	EX. 4		Sept. 28
Sept. 28	Introduction to Writing for Television // <i>SNL & Live Broadcasts</i>	EX. 5	5 Minute AV Script	Oct. 05
Sept. 30	Writing Visually // Framing & Composition		The Pride of Baghdad	
Oct. 02	WRITE: 5 Minute AV Script			Oct. 05
Oct. 05	Introduction to Writing for Film // Loglines & Treatments		Short Screenplay	Oct. 19
Oct. 07	Short Film Examples // <i>Inception Screenplay</i>		READ: Good Will Hunting	Oct. 26
Oct. 09	WRITE: Short Screenplay Coverpage			Oct. 12
Oct. 12	Script Formatting - <i>Indy Mogul Pt. 1 & CELTX</i>	EX. 6		
Oct. 14	Script Formatting - <i>Indy Mogul Pt. 2 & CELTX</i>	EX. 7		
Oct. 16	WRITE: Short Screenplay			Oct. 19
Oct. 19	Peer Critique: Short Screenplay Pt. 1	EX. 8	Screenplay Revisions	Oct. 28
Oct. 21	QUIZ: Writing for Radio, TV and Film // Final Treatment	EX. 9	Final Screenplay Treatment	Nov. 11
Oct. 23	WATCH: <i>Good Will Hunting</i> (1997)			Oct. 26
Oct. 26	Discussion: <i>Good Will Hunting (Characters & Structure)</i>		Draw a tree	Nov. 02
Oct. 28	Peer Critique: Short Screenplay Pt. 2		Final Script Revisions	Nov. 02
Oct. 30	WRITE: Short Screenplay Revisions			
Nov. 02	Introduction to Writing the Character	EX. 10		
Nov. 04	Character Creation	EX. 11	Character Bio	Nov. 09
Nov. 06	WRITE: Character Bio			Nov. 09
Nov. 09	Peer Critique: Character Bio	EX. 12		
Nov. 11	Creating the Step Outline: Final Screenplay Treatments	EX. 13		
Nov. 13	WATCH: <i>Adaptation</i> (2002)			Nov. 16
Nov. 16	Discussion: <i>Adaptation & Breaking the Rules</i>		Final Screenplay	Dec. 16
Nov. 18	Harper: Setting the Screen (Goldman Pg. 179) // Film Intros	EX. 14		
Nov. 20	WRITE: Final Screenplays			
THANKSGIVING BREAK (No Class) – Nov. 23 to Nov. 29				
Nov. 30	Writing the Ending // Ways to Successfully Conclude your Film		Work on Final Screenplay	Dec. 16
Dec. 02	Exercise #15 – Burglar Ending	EX. 15		
Dec. 04	WRITE: Final Screenplay			
Dec. 07	What To Do With My Script???			
Dec. 09	WRITE: Final Screenplay			
Dec. 11	WRITE: Final Screenplay			

*All dates, descriptions and assignments are subject to change due to COVID-19

COM 322 EXERCISE OVERVIEW		
EX #	DESCRIPTION	POINTS
1	Students will use music as an inspirational tool to write.	3
2	Students will use the prompt “The night was...” to write a descriptive introduction.	3
3	Adapt the “Cringe Story” into a radio script. Consider what audio elements would be required.	4
4	After hearing ACT I of the Burglar Story – Students will complete ACT II and ACT III.	4
5	Students will work in groups to complete the Video column of the AV Script – “Hot Tub Lovahs”	3
6	Use the cue “A man walks into a barbershop...” to start your screenplay. Use Celtx to complete the scene. Must use all the five basic elements at least once.	3
7	EX. 6 will be randomly redistributed. Students will attempt to expand upon the scene by adding another scene. This scene must include more advance writing techniques: such as sub headers, dual quotes, as well as the introduction of a new character.	3
8	Students will peer review several Short Screenplays and fill out a Readers Report for each.	4
9	Students will write out potential loglines for their Final Screenplay on flashcards. Logline flashcards will then be randomly distributed and student peers will pick a logline to develop further.	4
10	Students will create a cast design for their Final Screenplay	4
11	Students will complete a “Character Profile” handout for one of their Final Screenplay Characters.	3
12	Students will answer several moral questions about their character. The class will then exchange character bios and students will answer the same moral questions for another classmate’s character.	3
13	Treatments will be randomly distributed. Students will then create a “Step Outline” for the first 6 (or more) scenes using flashcards for this random treatment. Exchange flashcards at the end of class.	3
14	The Barbershop stories (EX.6 & 7) will be randomly distributed. Students must then write the scene that precedes “the man walks into the barbershop” prompt so that the story becomes much more interesting.	3
15	The Burglar Story (EX. 4) will be randomly distributed. Students will write an ACT IV that ends the story in a new and interesting way.	3
TOTAL		50

Screenplay Rubric

Name:

Course:

Date:

1

2

3

4

CATEGORY	Unacceptable (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	Excellent (Exceeds Standards)	SCORE
Delivery	Title page missing/no contact information OR No Binding/stapled. Sloppily thrown together or LATE.	Title Page and Binding are OK. Pages not lined up. Sloppily thrown together. Submitted ON-TIME.	Title Page and Binding are Good. Pages lined up. Clean page holes. Submitted ON-TIME.	Title Page and Binding are Perfect. All pages line up w/ clean brads. Submitted ON-TIME.	
Grammar	Grammatical errors, spelling or punctuation substantially detract from work.	Very few grammatical, spelling or punctuation errors interfere with work.	Grammatical, spelling or punctuation errors are rare and do not detract from work.	The work is free of grammatical, spelling or punctuation errors.	
Scene & Setting	Scenes/settings are not discernible or cliché. Little thought given to 'where'.	Some effort has been given to establishing compelling scenes/settings.	Scene/setting questions have been dealt with effectively, if not creatively.	Scenes/settings are well defined, interesting and evocative.	
Characterization	Characters are not defined. Little thought given to 'who'.	Some effort has been given to establishing compelling characters.	Characters have been created effectively and brought to 'life'.	Strong, well-defined, interesting and evocative characters come alive in the work.	
Creativity & Originality	Little evidence of creativity in the story. Lack of effort is clear. Does not attempt to engage/entertain the reader.	Some creative details/descriptions found. Reliance on cliché, poor storytelling techniques. Not able to express ideas.	Story contains creative and original elements that create an overall engaging & entertaining experience.	Story/plot/characters are highly original, amusing, or engaging. Plot is imaginative, entertaining and compelling. Superb!	

FORMATTING

Scene Headings	Format errors found (7+) / Used incorrectly throughout work.	Format errors found (3-6) / Used properly in most of work.	Format errors found (1-2) / Used properly throughout work.	No format errors / Properly used throughout work.	
Actions	Format errors found (7+) / Used incorrectly throughout work.	Format errors found (3-6) / Used properly in most of work.	Format errors found (1-2) / Used properly throughout work.	No format errors / Properly used throughout work.	
Character Names	Format errors found (7+) / Used incorrectly throughout work.	Format errors found (3-6) / Used properly in most of work.	Format errors found (1-2) / Used properly throughout work.	No format errors / Properly used throughout work.	
Dialogue	Format errors found (7+) / Used incorrectly throughout work.	Format errors found (3-6) / Used properly in most of work.	Format errors found (1-2) / Used properly throughout work.	No format errors / Properly used throughout work.	
Parentheticals	Format errors found (7+) / Used incorrectly throughout work.	Format errors found (3-6) / Used properly in most of work.	Format errors found (1-2) / Used properly throughout work.	No format errors / Properly used throughout work.	

Comments

Total Points:

Course Guidelines and College Statements:

Academic Integrity:

All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

Attendance Policy:

All students are required to attend all virtual class meetings and participate. Missing more than six (6) classes will result in a failing grade for COM 322 – Intermediate Writing for Media.

Disability Notice:

As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways. (College Handbook, Chapter 745)

Diversity Notice:

SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

Inclusive Learning Environment:

SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263. (IEIO <http://www2.cortland.edu/about/diversity/>)

Title IX Statement:

Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018). (Title IX <http://www2.cortland.edu/titleix>)



State University of New York at Cortland

Communication and Media Studies Department

I have read the COM 322: Intermediate Writing for Media syllabus and I am aware of the program's requirements including the **Attendance / Participation Policy**. I understand that I should keep the syllabus and course policies for my records.

Date: _____

Semester: _____

Print name: _____

Signature: _____

C Number: _____