

IDS 4930 NON-FICT & FICT SCRIPTWRITING

Section RWC1 Class Number 32315

&

FRW 6905 NON-FICT & FICT SCRIPTWRITING

Section 7A56 Class Number 21204

Tuesdays 8:30am-9:20am & 9:35am-10:25am

Thursdays 9:35am-10:25am

Professor Roxana Walker-Canton

Office: N/A

Office Hours: Tuesdays 10:25am-11:25am & Thursdays 8:30am-9:30am

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COURSE DESCRIPTION

Non-fiction and Fiction Scriptwriting introduces the elements of visual storytelling for non-fiction and fiction genres. The course introduces students to fundamental principles of conventional fiction and non-fiction screenwriting as well as alternative screenwriting styles in the context of global storytelling. The course develops creative use of writer's agency in the development of story. This course utilizes lecture, discussion, screenings, readings, and reflective essay writing to grapple with issues of narrative structure, characterization, conflict, aesthetics, and the politics and ethics of writing as well as other related topics. Students will write two short form stories and participate in regular writing workshops in which fellow classmates will respond to their work.

COURSE OVERVIEW

COURSE OUTCOMES & OBJECTIVES

Students will demonstrate an understanding of the interplay of art and technology in narrative fiction and non-fiction storytelling for a visual medium by:

- (1) Learning fundamental principles of screenwriting
- (2) Developing creative capacities in storytelling for non-fiction and fiction
- (3) Developing skills in written expression
- (4) Gaining a broader understanding and appreciation of intellectual-cultural storytelling

REQUIRED TEXTS & MATERIALS

Crafting Short Screenplays That Connect, Fifth Edition by Claudia H. Johnson, (Focal Press, 2020), ISBN 9780367338190

Documentary Storytelling: Creative Nonfiction on Screen, Fourth Edition by Sheila Curran Bernard, (Focal press, 2016), ISBN 9780415843300

ATTENDANCE POLICY

Attendance is based on you being on time, being present during roll call and remaining present for the entire class. It is assumed that enrollment in the class means that there are no conflicts with other obligations (work, travel, meetings, etc.) during class time. If you miss two classes, without a written medical excuse or other reason for excused absence according to UF policy, you should consider dropping the course. **Poor attendance and tardiness will affect your final grade.** If you are over 15 minutes late for two classes meetings, you will earn one full absence. No further admonishments will be made. In the case of an official university excuse or a documented medical emergency provide me with a written letter and/or medical excuse on a physician's official letterhead or official university letterhead that includes the time and date of your care or other business upon your return to class. For information about the attendance policies at the University of Florida, you may visit <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

MAKE UP POLICY

All assignments are known in advance; therefore, permission to hand in an assignment late is only granted for exceptional circumstances and reasons for excused absence according to UF policy.

Quiz/Test/Exam: Students with documented official university or medical excuses may take a make-up quiz/test/exam. The professor must be notified before or immediately after the absence and the exam must be scheduled on the first day that the student returns to campus. Students who do not provide documentation and reschedule the example will not be given a make-up.

Assignments: Students with valid official university or documented medical excuses be allowed to turn in assignments within one day of her/his return to campus without penalty. The assignment will be considered late and reduced one letter grade for each day the assignment is not turned in beginning with the due date if the proper documentation is not provided.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

CONFERENCES & OFFICE HOURS

You can make an appointment to meet with me online through Zoom during my office hours. My office hours are posted at the top of the syllabus. I look forward to meeting with you

STATEMENT REGARDING HARASSMENT

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. To learn more about this policy, visit: <http://www.dso.ufl.edu/sccr/sexual/>

UNIVERSITY CODE OF HONOR

Each student in this course is expected to abide by the University of Florida's Student Honor Code and Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work. Students suspected of academic dishonesty or of violating the Honor Code will be reported to the Dean of Students Office. To learn more about the UF policy regarding Academic Honesty, please visit: <http://www.dso.ufl.edu/judicial/academic.php>.

Also, knowing the following will help you:

- Give credit when using someone else's words and ideas.
- It is only okay to use exact words from a source as a direct quote if you use quotation marks at the beginning and end of the quote and give credit to the author.
- You must give credit to the author of information that you paraphrase or summarize.
- Common knowledge does not require citation.
- When in doubt, use citations and references.
- Remember that the rules of plagiarism also apply to information from the Internet. Use me, information from the internet about citing work or a tutor for additional help.

RESPONSIBILITY & ACCOUNTABILITY

If you enroll in this class, you are obligated to meet the responsibilities of this class as outlined in the syllabus. Obligations outside of class do not excuse you from completing the work for our class.

CIVILITY

Students are expected to communicate in a civil manner in their academic interaction at all times, both in and out of the classroom. Interactions with peers and professors are to be carried out in a polite, courteous, and dignified manner.

PARTICIPATION

Your comments and critical responses to the readings, screenings and discussions are welcomed and necessary to create a dynamic teaching and learning environment. It is my expectation that we develop an atmosphere that encourages sharing of opinions and writing experiences so that we can learn from one another. It is expected that as a college student that you will participate fully in all discussions and activities. Your participation grade is based on in-class and online discussions on Canvas and participation in class activities.

NETIQUETTE GUIDE FOR ONLINE COURSES LLC EDITION

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

- Remember that your password is the only thing protecting you from pranks or more serious harm.
 - Don't share your password with anyone.
 - Change your password if you think someone else might know it.
 - Always logout when you are finished using the system.

GENERAL GUIDELINES

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication.

- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12 or 14 point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or J.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential patient information via e-mail.

EMAIL NETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.

DISCUSSION BOARD NETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Before posting a question to a discussion board, check to see if anyone has already asked it and received a reply.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond summarize all posts for the benefit of the class.
- Make posts that are on topic and within the scope of the course material.
- Be sure to read all messages in a thread before replying.
- Be as brief as possible while still making a thorough comment.
- Don't repeat someone else's post without adding something of your own to it.
- Take your posts seriously. Review and edit your posts before sending.

- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
- If you refer to something that was said in an earlier post, quote a few key lines so reader do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.
- If you reply to a classmate’s question make sure your answer is correct, don’t guess.
- Always be respectful of others’ opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Do not write anything sarcastic or angry, it always backfires.
- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

ZOOM ETIQUETTE

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Arrive/Zoom in on time or a few minutes early if possible. Attendance will be taken at the start of each class session, and tardiness will be marked.
- Set up and mount the webcam video at the level of your eyes to show your full face. If you are using a laptop, you may need to place a book or two under it. Test the audio of your webcam. For any technical difficulties, please contact the UF Computing Help Desk (352-392-4357). <https://elearning.ufl.edu/media/elearningufl.edu/zoom/How-to-Join-a-Meeting.pdf>
- During class session, set yourself on mute unless you want to speak or you are called upon.
- If you want to speak, you can raise your hand (click the “raise hand” button at the center bottom of your screen) and wait to be called upon.
- Your webcam must remain on throughout the class hour. If you have a reason to keep your webcam off, please communicate that reason with me or through the Dean of Students Office.
- Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
- During unrecorded group work sessions, we expect students to interact with each other using audio and their webcam whenever possible. If you have a reason to keep your webcam and audio off, please communicate that reason with me or through the Dean of Students Office.

- Dress appropriately for class. Even though you may be alone at home your professor and classmates can see you.
- Find a quiet indoor space with stable internet connection to attend class. The study space does not need to be a separate room; a chair and desk/table set for schoolwork in a quiet corner should be sufficient. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see. You may use a virtual background if your device supports this feature. Be sure to avoid using backgrounds that may contain offensive images and language.
- Refrain from eating during the class hour, as you would in a face-to-face course.
- Follow the same rules of respectful interaction as you would in a face-to-face course. This is especially important in a remote situation, where multiple voices attempting to speak at once result in no one being heard.
- Alert your instructor as soon as possible if you experience technical difficulties. A “chat” can be sent at any moment during a Zoom session if, for example, you find that your webcam or microphone are not functioning properly.
- Relax and enjoy class! Remote learning presents some challenges but many rewards as well.
- **PROCTORED EXAMS WHETHER ADMINISTERED BY THE PROFESSOR OR MY HONORLOCK AND PROCTORU REQUIRE FULL AUDIO AND VIDEO PRESENCE.**

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

REQUIREMENTS AND EVALUATION:

Writing for Documentary- Short Form Documentary

In-class Writing Exercise #1	Due T, 1/19	2.5%
In-class Writing Exercise #2	Due T, 2/2	2.5%
Treatment	Due T, 2/2	5%
1 st Draft of Documentary Script	Due T, 2/16	10%
Photo Documentary Project	Due Th, 2/18	5%
Workshop Critiques	Due Th, 2/18 & 23	5%
Reflection Paper #1	Due Th, 3/4	10%

Writing for Film- The Short Screenplay

In-class Writing Exercise #3	Due T, 3/9	2.5%
In-class Writing Exercise #4	Due T, 3/23	2.5%
Treatment	Due T, 3/23	5%
1 st Draft	Due T, 4/13	10%
Film/Photo Montage	Due Th, 4/15	5%
Workshop Critiques	Due 4/15 & 4/20	5%
Reflection Paper #2	Due T, 4/20	10%

Final

Portfolio of Revised Scripts & Final Reflection Paper Due Finals Day	20%
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Total	100%
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Assignments

1st Drafts- Students will write 2 drafts of each script. The first drafts of their work will be workshopped during class and feedback may be taken into consideration when revising their work for their final portfolio.

Workshops & Critiques – Students will write two short scripts and present their scripts during our two writing workshops during the semester. Students are responsible for supplying copies of their scripts to each member of the class one week prior to your workshop date. Each student will offer a written and verbal constructive response to each script during our workshop. Students are graded on both the presentation of their own screenplays and their critiques of their fellow classmates' screenplays.

Writing Exercises – Students will participate in various in-class writing exercises to aid in their understanding of related concepts. Students are expected to complete all exercises when assigned. The exercises will be discussed during class.

Photo Documentary Project & Filmed /Photo Montage– Students will create creative video or photo presentations representing portions of their scripts to emphasize the difference between short stories/novels and scripts - scripts are written to be produced. Presentations will be presented as edited video or PowerPoint presentations.

Reflection Papers - Students will write two reflection papers responding to questions pertaining to storytelling discussed in class readings, screenings, lectures and discussions. Each essay will be 2 pages.

FINAL (Revised Scripts and Reflection Paper)

Revised Scripts – Students will revise the documentary and fiction film scripts to include in the final portfolio. The revised scripts should tell creative and original stories that connect to an identified target audience and demonstrate an understanding of the elements of storytelling covered during the semester.

Final Reflection Paper- The final reflection paper will be a personal reflection on students' approach to writing for a visual medium. Students will reflect on their choices of ideas for stories, the background of the stories, the significance of their stories on society, and the ways in which the core course that characterize the liberal arts education at Fairfield, might help (or may not help) to influence how they see the world about which they write. Students will reflect on other stories that are akin to theirs and discuss how their own differs from these stories. Students will also consider issues of power and privilege as writers and how this influences how stories are selected to be produced.

Please bring your texts to class everyday.

I reserve the right to make changes in the syllabus when needed. Students are required to comply with any changes, including the completion of new or modified assignments.

Your Grade Will Be Based On The Following Scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 57-59=E+, 57 and below = E.

Please note a grade of C- does not count towards the General Education, Writing, and Math requirement. [link to the university grades and grading policies](#).

PRESENTATION OF WORK:

All scripts must be typed and presented in correct script format. All other written assignments must be typed, double-spaced using Times New Roman 12 point font in MS Word. You must use a standard **one-inch** margin. Use the style APA, MLA or Chicago that is used in your academic discipline. All pages should be numbered. *UF has an online writing assistance site at <http://web.cwoc.ufl.edu/owl>*. All work will be submitted through CANVAS by the deadline. If extensions are provided, students must submit the work through CANVAS before the assignment closing date and time. NO ASSIGNMENTS SHOULD BE SENT TO MY EMAIL ADDRESS.

EVALUATION OF ALL CLASS ACTIVITIES AND ASSIGNMENTS

The instructor will evaluate and provide feedback on all written assignments. Your work will be evaluated with respect to the grading rubric accompanying each assignment.

ONLINE COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. [Summaries of course evaluation results are available to students here](#).

DAILY CLASS SCHEDULE

All reading assignments are scheduled to pair with class lectures for the same week.

MODULE #1 – NON-FICTION – Writing the Short Form Documentary Script

Week 1: T, 1/12 & Th, 1/14

Writing for Documentary: *Intro - Writing Reality, Agency & Inscribing Culture*

Documentary Screening

Reading Assignment: Bernard - Chapters 1 and 15

Week 2: T, 1/19 & Th, 1/21

Writing for Documentary: *Storytelling, Story Basics & Writing the Treatment*

Due: In-Class Writing Exercise #1 due at the end of class 1/19

Reading Assignment: Bernard – Chapters 2, 8, 16

Writing Assignment: Documentary Treatment (Due 2/2)

Week 3: T, 1/26 & Th, 1/28

Writing for Documentary: *Elements of Documentary Storytelling*

Documentary Screening

Reading Assignment: Bernard - Chapters 3, 4, 9, 17

Writing Assignment: Documentary Treatment due T, 2/2

Week 4: T, 2/2 & Th, 2/4

Writing for Documentary: *Character/Subject & Documentary Script Format*

Due: Documentary Treatment (2/2)

Due: In-Class Writing Exercise #2 due at end of class 2/2

Reading Assignment: Chapters 5, 6, 11, 18

Writing Assignment: 1st Draft of Documentary Script, Due 2/16

Production Assignment: Produce Photo Documentary Due 2/18

Week 5: T, 2/9 & 2/11

Writing for Documentary: *Archival Material and Live Action Footage*

Documentary Screening

Reading Assignment: Chapters 13, 14, 19, 20

Writing Assignment: 1st Draft of Documentary Script, Due 2/16

Production Assignment: Produce Photo Documentary Due 2/18

Week 6: T, 2/16 & 2/18

Writing for Documentary: *Writing Reality, Culture, Context & Subtext*

Due: 1st Draft Documentary Script (2/16)

Due: Photo Documentary Project (2/18)

Due: Critiques for 2/18 Workshop due before class 2/18

Writing Workshops (2/18 and 2/23)

Reading Assignment: Chapters 7, 20, 21

Writing Assignment: Constructive responses to scripts due 2/18 and 2/23

Production Assignment: Produce Photo Documentary Due 2/18

Week 7: T, 2/23 & Th, 2/25 (Recharge Day)

Due: Critiques for 2/23 Workshop due before class 2/23

Writing Workshops

Writing Assignment: Reflection Paper #1 due Th, 3/4

MODULE #2 – FICTION – Writing the Short Form Fiction Script

Week 8: T, 3/2 & Th, 3/4

Writing the Short Fiction Film: *Storytelling, Connecting & Screenplay Format*

Due: Reflection Paper #1 (3/4)

Reading Assignment: Johnson – Introduction and Chapters 1, 2, 6 & 15

Week 9: T, 3/9 & Th, 3/11

Writing the Short Fiction Film: *Character, Conflict & Connection & Screenplay Format*

Due: In-Class Writing Exercise #3 due at the end of class 3/9

Writing Assignment: Treatment for short fiction script due 3/23

Reading Assignment: Johnson – Chapters 3, 4, 7, 10, 16

Week 10: T, 3/16 & Th, 3/18

Writing the Short Fiction Film: *Mise-en-Scene & Structure*

Reading Assignment: Johnson – Chapters 4, 8, 11, 17

Writing Assignment: Treatment for short fiction script due 3/23

Week 11: T, 3/23 & Th, 3/25

Writing the Short Fiction Film: *Sound in Film – Dialogue, Music, NATSO, Silence*

Due: Treatment for short fiction script

Due: In-Class Writing Exercise #4 due at the end of class 3/23

Reading Assignment: Johnson – Chapters 9, 12, 13, 18

Writing Assignment: 1st Draft of Short Fiction Script Due 4/13

Production Assignment: Film/Photo Montage of portion of script Due 4/15

Week 12: T, 3/30 & Th, 4/1

Writing the Short Fiction Film: *Culture, Context & Subtext*

Film Screening

Reading Assignment: Johnson – Chapters 5, 14, 19

Writing Assignment: 1st Draft of Short Fiction Script Due 4/13

Week 13: T, 4/6 & Th, 4/8

Writing the Short Fiction Film: *Culture, Context & Subtext*

Film Screening

Writing Assignment: 1st Draft of Short Fiction Script Due 4/13

Reading Assignment: Johnson - Chapter 20

Week 14: T, 4/13 & Th, 4/15

Writing the Short Fiction Film: *Workshopping the Script & Revising*

Due: 1st Draft of Short Fiction Script (4/13)

Due: Film/Photo Montage (4/15)

Due: Critiques for 4/15 Workshop (before class 4/15)

Film Screening

Reading Assignment: 1st Drafts for Workshops on 4/15 and 4/20

Writing Assignment: Reflection Paper #2 Due 4/20

Week 15: T, 4/20 Last Day of Class

Writing the Short Fiction Film: *Workshopping the Script & Revising*

Due: Critiques for 4/20 Workshop (before class 4/20)

Due: Reflection Paper #2

Portfolios and Reflection Papers Due During Our Class Final Examination Period

I reserve the right to make changes in the syllabus when needed. Students are required to comply with any changes, including the completion of new or modified assignments.