Writing for Stage and Screen: Film Academy Syllabus A/B

CONTACT INFORMATION
I am available by email at any time. Please feel free to contact me if you have any questions regarding your assignments. Every effort will be made to reply to you immediately. I make a point to respond to emails within 24 hours on weekdays and 48 hours on weekends.

COURSE REQUIREMENTS
All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS.

Course Goals
Semester 1: Fulfill your English Language Arts requirements (through selected literary texts and frequent substantial writing assignments) as well as develop your screenwriting skills, thereby creating a meaningful connection between language arts and real life. Throughout the course you will develop your portfolio. As you are introduced to new concepts you will revise, rewrite and edit those pieces. When all is said and done you will be ready to take on University level work in screenwriting.
Semester 2: The journey continues as we delve deeper into the world of film making through adaptation, learning what a hero is and how great heroes make great movies.

Course Description
Film Academy will provide learners with a fairly rigorous English course integrated with an understanding and application of screenwriting.
Semester 1: We're going to go on an exploration of character. Who are the great characters of film and what makes them so memorable? And is there a common thread that ties every hero together or is it random happenstance that makes us stay in our seats and root for someone to get the boy or defeat Goliath or live a day over and over again?
Semester 2: In this class we're going to go on an exploration of character. Who are the great characters throughout film and what makes them so memorable? And is there a common thread that ties every hero together or is it random happenstance that makes us stay in our seats and root for someone to get the boy or defeat Goliath or live a day over and over again?

This course meets the following California state standards: CTE: Arts, Media, and Entertainment standards for the Design, Visual and Media Arts Pathway.

Required Texts:
All reading materials are available online, but will also be provided as links through the course website. Other selected readings for nonfiction available within the course.

Course Outline:
Semester A:
- **Unit 1:** What is structure? Read the Outsiders
  - **Block 1:** Who are you as a writer?
    - **DISCUSS:** Introduce Yourself
    - **CREATE & SUBMIT:** Movie Vocabulary Assignment
  - **Block 2:** Understanding the language of writing.
    - **DISCUSS:** What did you watch? What did you read? What did you hear?
    - **CREATE & SUBMIT:** Format the Screenplay Project
  - **Block 3:** Screenplay structure. Breaking down the first half of a screenplay. Write a scene. Watch HIS GAL FRIDAY
    - **DISCUSS:** Which movie did you choose?
    - **CREATE & SUBMIT:** Beat Out First Half of a Movie Project
  - **Block 4:** Screenplay structure. Breaking down the second half of a screenplay. Write a scene.
    - **DISCUSS:** What's Your Favorite Movie
    - **CREATE & SUBMIT:** Beat Out Second Half of Movie Project
  - **Block 5:** Project for Unit 1
    - **CREATE & SUBMIT:** Unit 1 Project
- **Unit 2:** From Page to Stage, Read the Outsiders
  - **Block 6:** Answer questions about the Outsiders
    - **DISCUSS:** What's your favorite quote?
    - **CREATE & SUBMIT:** Questions About the Book
  - **Block 7:** Do THE OUTSIDERS Ten Point Structure
    - **DISCUSS:** What did you think of the book?
    - **CREATE & SUBMIT:** Write an Outsiders Roadmap Project
  - **Block 8:** Watch THE OUTSIDERS (see how your structure compared)
    - **DISCUSS:** What is your thesis?
  - **Block 9:** Outline your comparative essay
    - **CREATE & SUBMIT:** Outline Your Essay
  - **Block 10:** Project for Unit 2

- ■ **CREATE & SUBMIT:** Unit 2 Project: Compare & Contrast The Outsiders
- **Unit 3:** Your Adaptation
  - **Block 11:** Choose a story to adapt
    - ■ **DISCUSS:** Visual Storytelling
    - ■ **CREATE & SUBMIT:** Break Your Story Down
  - **Block 12:** Breakdown the story you've chosen
    - ■ **DISCUSS:** Will my movie have symbolism?
    - ■ **CREATE & SUBMIT:** Mood Board for Your Story Project
  - **Block 13:** Create a mood board for the story you've chosen
    - ■ **CREATE & SUBMIT:** Storyboard Your Movie Project
    - ■ **DISCUSS:** How was it to storyboard?
  - **Block 14:** Storyboard your adapted story
    - ■ **DISCUSS:** What is your favorite scene?
    - ■ **CREATE & SUBMIT:** Write a Scene Project
  - **Block 15:** Project for Unit 3
    - ■ **CREATE & SUBMIT:** Unit 3 Project: Write a Scene or Storyboard Beat
- **Culminating Project**
  - **Blocks 15-16:**
    - ■ **CREATE & SUBMIT:** Movie Trailer Project

Semester B:
- **Unit 1:** The Classic Hero
  - **Block 1:** Learn about THE HERO'S JOURNEY then write YOUR HERO'S JOURNEY
    - ■ **DISCUSS:** Can a hero be unique?
    - ■ **CREATE & SUBMIT:** Hero's Journey Rough Draft
  - **Block 2:** See how THE HERO'S JOURNEY is applied in Homer's classic tale, THE ODYSSEY. Continue to work on YOUR HERO'S JOURNEY.
    - ■ **DISCUSS:** Where's the Journey
    - ■ **CREATE & SUBMIT:** The Odyssey Monomyth Project
  - **Block 3:** Watch an updated version of THE HERO'S JOURNEY, STAR WARS, EPISODE FOUR, A NEW HOPE.
    - ■ **DISCUSS:** Star Wars Opening Image
    - ■ **CREATE & SUBMIT:** Hero's Journey Script Project
  - **Block 4:** Culmination of Unit One - revise your HERO'S JOURNEY
    - ■ **CREATE & SUBMIT:** Unit 1 Culmination: Hero's Journey
- **Unit 2:** Understanding the Hero
  - **Block 5:** Watch the character driven film: TWELVE ANGRY MEN. Write a synopsis.

- - - **DISCUSS:** Favorite Character
    - **CREATE & SUBMIT:** 12 Angry Men Synopsis Writing Project
  - **Block 6:** Apply the monomyth to a character in the movie TWELVE ANGRY MEN.
    - **DISCUSS:** How do you see yourself?
    - **CREATE & SUBMIT:** Apply the Monomyth Project
  - **Block 7:** Gain tools and deeper understanding by creating a character map of one of the characters.
    - **DISCUSS:** Your Favorite Character
    - **CREATE & SUBMIT:** Character Map for Four Characters
  - **Block 8:** Project for Unit Two - Do a character map from your journey.
    - **CREATE & SUBMIT:** Unit 2 Project: Character Map
- **Unit 3:** The Shakespearean Hero
  - **Block 9:** Read Romeo and Juliet, and write a synopsis of the first two acts.
    - **DISCUSS:** The Bard's Language
    - **CREATE & SUBMIT:** What Happened? Assignment
  - **Block 10:** Continue to read Romeo and Juliet. This week we have a fun extra credit discussion to give you time to get caught up.
    - **DISCUSS:** What did you watch?
    - **CREATE & SUBMIT:** Did Romeo or Juliet Take the Hero's Journey?
  - **Block 11:** Watch the movie, ROMEO AND JULIET, write: Your version of the balcony scene.
    - **DISCUSS:** Which do you prefer?
    - **CREATE & SUBMIT:** Your Version Project
  - **Block 12:** Project for Unit Three: Compare the movie to the play or actually read a monologue from the play.
    - **CREATE & SUBMIT:** Unit 3 Project: Compare Them
- **Unit 4:** The Talking Hero
  - **Block 13:** We're exploring dialogue, you'll write a scene from a movie where I give you the prompt.
    - **DISCUSS:** What's your favorite dialogue?
    - **CREATE & SUBMIT:** Write a Scene From the Movie Project
  - **Block 14:** Using an image I've given for inspiration, you'll write a scene.
    - **DISCUSS:** The Way I Speak
    - **CREATE & SUBMIT:** Writing a Scene off An Image Project
- Culminating Project
  - **Blocks 15-16:** Final Culminating Project: revise your script with dialogue in mind.

- **CREATE & SUBMIT:** Unit 3 Project: Hero's Journey - Final Revision

Semester A:
Unit 1: Blocks 1-5 Resources:
- Youtube: How to Write a Good Paragraph, Advice for Aspiring Writers, How to Format a Screenplay, Three Act Structure, Story Structure, Intro to Genre Movies, and Genres of Film
- Facilitator created content: Top 10 Tips to Be Successful in This Class, How to Respond in Discussions, Ms. Weiss on How to Format a Screenplay in WriterDuet, Act 1 Storyteller Beats, and The Storytellers Roadmap
- Other Reading Resources: The Outsiders (book), Movie Vocabulary, Properly Formatted Screenplay, What is a Screenplay and How to Format It, and AFI's Top 100 List

Unit 2: Blocks 6-10 Resources:
- Youtube: Top 20 Quotes from S.E. Hinton, Interview with S.E. Hinton, Comparative Essay Writing, Developing a Thesis, Outsiders the Movie, How to Write a Comparison/Contrast Essay, The Outsiders Analysis, How to Write a Comparative Essay Outline, and How to Write a 5 Paragraph Essay
- Other Reading Resources: The Outsiders (book), Why the Outsiders Lives on, What is a Compare/Contrast Essay, How to Write a 5 Paragraph Essay, and outline samples

Unit 3: Blocks 11-14 Resources:
- Youtube: Oscar Short films, sample short films, symbolism in film videos, Color Symbolism in Disney movies, Storyboarding for People Who Can't Draw, Lilo and Snitch Storyboard Example, and Top 10 Scenes of All Time
- Other Reading Resources: sample short stories (The Gift of the Magi, The Secret Life of Walter Mitty, The Tell-Tale Heart), movie mood boards, How to Create a Mood Board, Storyboard Sample, and How to Write the Perfect Scene

Culminating Project Resources:
- Youtube: Movie trailer resources

Semester B:
Unit 1: Blocks 1-4 Resources:
- Youtube: How to Write a Good Paragraph, The Hero's Journey, The Odyssey 1997, and Star Wars and the Hero's Journey
- Facilitator created content: Top 10 Tips to Be Successful in This Class, How to Respond in Discussions, and Rules of the Road
- Other Reading Resources: A Hero's Journey, 17 Stages of Monomyth, An Overview of The Odyssey, and 8 Novels Inspired by the Odyssey

Unit 2: Blocks 5-8 Resources:

- Youtube: 12 Angry Men, A Hero's Journey, An Anti-Hero of One's Own, and 12 Angry Men Character Archetypes
- Other Reading Resources: Creating Movie Characters That Jump Off the Page

Unit 3: Blocks 9-12 Resources:
- Youtube: Understanding Shakespeare's Dialogue, Why Shakespeare Loved Iambic Pentameter, Romeo and Juliet Summary, and Making of Romeo and Juliet 1968
- Facilitator created content: Film adaptations
- Other Reading Resources: Romeo and Juliet, and The History of Romeo and Juliet

Unit 4: Blocks 13-14 Resources:
- Youtube: Best Dialogue of All Time, Amazing Green Screen Side by Side, and Dialogue in Film
- Facilitator created content: Writing Memorable Dialogue
- Other Reading Resources: 22 Tips for Writing Better Dialogue

Culminating Project Resources:
- Other Reading Resources: Screenplays to Read

Method of Instruction:

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Due dates will be clearly stated for each assignment in the course calendar and the weekly schedule. It is highly recommended that learners follow the pacing schedule posted, but work may be submitted late. This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

Learner Expectations:

The learner is expected to participate in the course via email, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

Submitting Assignments:
All assignments for the week are due Friday unless otherwise stated. The pacing calendar schedule offers suggested pacing. Work may be turned in late and/or learners can work according to an alternate pacing schedule. Please contact your online facilitator and your EF/COACH/GUIDE as soon as possible if you need to work according to an alternate schedule.

Netiquette:
Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- I expect students to treat fellow students, their instructors, other faculty, and staff with respect. Any student or employee will tolerate no form of "hostile environment" or "harassment."

NON-HARASSMENT
Learners are expected to treat fellow students, and their facilitators, with respect. No form of a "hostile environment" or "harassment" will be tolerated by any learner or facilitator.
For more information on good netiquette, please review THIS RESOURCE

HONESTY AND PLAGIARISM
Plagiarism of any sort is prohibited.

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source
  Please review THIS RESOURCE for more information on plagiarism.

iLead Online has a zero-tolerance plagiarism policy. A conference between facilitator, learner, parent, and academic coach will occur for each instance of plagiarism to determine an appropriate course of action.

PRIVACY POLICY
All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. FERPA Info