

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: ENGL 200**

**Year: 2023-2024**

**Course Title: Screenwriting**

**Credit Hours: 3**

**I. Course Description:** Creative Writing course: This course introduces students to the fundamentals of writing feature-length screenplays. Major topics include story development, character development, screenplay structure, and the writing process. ENGL 200 fulfills the SUNY General Education requirement in The Arts. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100; RDNG 116 if required by placement. 3 Cr. (3 Lec.) Fall and spring semesters; occasional summer semesters.

**II. Additional Course Information:**

1. This course is required for the Creative Writing – Screenwriting A.A. and the Creative Writing – Screenwriting Certificate. It can be used to fulfill a Liberal Arts or Unrestricted Elective in the Creative Writing – Prose, Poetry and Drama A. A. and an Unrestricted Elective in the Creative Writing – Poetry and Prose Certificate.
2. ENGL 200 serves as a writing-intensive English elective, a humanities elective, a liberal arts elective, and an unrestricted elective
3. Students with an interest in film, cinema, television, creative writing, screenwriting, video/film production, new media, or the creative process will benefit from taking this course
4. This course requires class participation and group work as we read, critique, and workshop scripts.
5. This course requires online homework.
6. This course uses specialized software as prescribed by the instructor, available at little or no cost to the student.

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Analyze feature-length screenplays and films and apply what they've learned to their own writing.
2. Develop original stories and characters for the screen.
3. Outline, write, and revise the first act of an original feature-length script.
4. Critique and revise work.
5. Format script correctly using specialized software.

**IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes**

**Tompkins Cortland ILOs**

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

#### **Creative Writing-Screenwriting A.A.; Creative Writing-Screenwriting Certificate**

**PLO #1.** Use literary scholarship to identify the conventions of the major creative genres – poetry, fiction, creative nonfiction, drama, and screenwriting (*maps to ILO #3 – critical thinking*).

**SLO #1** – Analyze feature-length screenplays and films and apply what they have learned to their own writing.

**PLO #2.** Describe and evaluate their creative processes and writing (maps to ILO #3 critical thinking).

**SLO #4** – Critique and revise work.

**PLO #3.** Produce creative writing portfolios (Maps to ILO #1 – effective communication).

**SLO #3** Outline, write, and revise the first act of an original feature-length script, and

**SLO #5** Format script correctly using specialized software.

### **SUNY General Education Outcomes**

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☒ **CRITICAL THINKING** - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

**SLO #1** Analyze feature-length screenplays and films and apply what they've learned to their own writing.

☒ **INFORMATION MANAGEMENT** - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

**SLO #6** - Format script correctly using specialized software.

☒ **GENERAL EDUCATION CATEGORY** - Area(s): **The Arts**

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

SUNY Gen Ed Outcome for The Arts: Students will demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

All of the SLOs for ENGL 200 align with this SUNY Gen Ed for the Arts outcome.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

## V. Essential Topics/Themes

1. Analyzing films script-to-screen
2. Developing story, structure, themes, setting, characters, dialogue
3. Outlining the feature-length script
4. Writing the first act
5. Critiquing and revising scenes
6. Formatting the script correctly using specialized software

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Journal entries/homework activities	15-20%
2. Step outline for feature-length script	25-30%
3. Drafts and final revision of screenplay first act	35-45%
4. Class participation (workshopping scenes, critiques, class discussion)	10-15%

## VII. Texts – ☐ Required    ☒ Recommended    ☐ Used for more than one course (list courses)

1. Snyder, Blake. <i>Save the Cat: The Last Book on Screenwriting You'll Ever Need</i> . Michael Wiese Productions, 2005. ISBN-10 : 1932907009
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*Editions listed are current as of date of syllabus. More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

1. Snyder, Blake. <i>Save the Cat Goes to the Movies: The Screenwriter's Guide to Every Story Ever Told</i> . Michael Wiese Productions, 2007. ISBN-10 : 1932907351
2. Trottier, David. <i>The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script</i> . 7 <sup>th</sup> ed. Silman-James Press, 2019. ISBN-10 : 1935247212
3. Vogler, Christopher. <i>The Writer's Journey – 25<sup>th</sup> Anniversary Edition: Mythic Structure for Writers</i> . 4 <sup>th</sup> ed. Michael Wiese Productions, 2020. ISBN-10 : 1615933158

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. Other Learning Resources

**Audiovisual:** Access to feature films in the library and/or through streaming services.

**Electronic:**

Academy of Motion Picture Arts and Sciences [www.oscars.org](http://www.oscars.org)

Writers Guild of America West [www.wga.org](http://www.wga.org)

Writers Guild of America East <https://www.wgaeast.org/>

Script Magazine [www.scriptmag.com](http://www.scriptmag.com)

Creative Screenwriting [www.creativescreenwriting.com](http://www.creativescreenwriting.com)

Variety [www.variety.com](http://www.variety.com)

**Other:** Access to feature-length film scripts.

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*