I. Course Information

Course Acronym:* FILM

Course Number:* 113

Descriptive Title:* Screenplay Analysis

Division: Fine Arts

Department:* Film/Video

Course Disciplines: Film/Video

Catalog Description:* In this introductory course, students will analyze the underlying story structure of motion pictures, short films, and television programs. Through screenings, lectures, and writing exercises, students will study the basic components of an effective, unified script that connects with its intended audience. Special attention will be paid to the classical Hollywood model of storytelling for developing scripts for both fiction and non-fiction productions.

Conditions of Enrollment:

Prerequisite:

Co-requisite:

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Enrollment Limitation:

Course Length: Full Term

Hours Lecture (per week): 3

Hours Laboratory (per week): 0

Outside Study Hours:* 6

Total Course Hours:* 54

Course Units:* 3

Grading Method: Letter Grade only

Credit Status: Credit, degree applicable

Transfer CSU: Yes

Effective Date: 3/18/2002

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Transfer UC:	Yes	**Effective Date:**	
General Education: **ECC**	Area 3 - Humanities		
Term:		**Other:**	
CSU GE:			
Term:		**Other:**	
IGETC:			
Term:		**Other:**	

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)
SLO revisions are completed via the SLO Change Form available on the College Curriculum Committee website.

Student Learning Outcomes:

SLO #1 Act Structure
At the end of this course, students will be able to graph the act structure of a given Hollywood narrative film.

SLO #2 Central Character
At the end of this course, students will be able to identify the central character of a given Hollywood narrative film and describe the character's arc.

SLO #3 Story Concept
At the end of this course, students will be able to create a story concept for an original screen story that includes the story idea combined with the dramatic problem.

B. Course Objectives (The major learning objective for in this course are listed below.)

Course Objectives:

1. Analyze and chart the basic dramatic structure of a feature film.
2. Differentiate between the major plotline and sub plotlines and analyze their functions with the narrative proper.
3. Analyze and chart the sequence structure of a typical Hollywood movie based on the key narrative events.
4. Analyze and plot the dramatic structure of a screenplay.
5. Identify the central character of a screenplay and his/her wants and desires.
6. Analyze the major thematic issues of a screenplay or feature film.
7. Develop an original story idea and plan its basic dramatic events in keeping with the classical Hollywood model of storytelling.
8. Synthesize the key elements needed for a unified screen story.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)
Example:

I. Main Topic (3 hours, lecture)
   A. Sub topics
   B. Sub topics
      1. Super sub topic
      2. Super sub topic

Major Topics:

I. Course requirements (9 hours, lecture)

1. Screenplay terms and definitions
2. Introduction to narrative screen storytelling

II. Basic dramaturgy (9 hours, lecture)

1. Act structures for film and television
2. Developing the story concept

III. Sequence structure as a dramatic unit (9 hours, lecture)

1. Developing conflict and tension

IV. Narrative closure and resolution (9 hours, lecture)

1. Alternative endings
2. Developing the treatment based on the story concept

V. Conventions and genres (9 hours, lecture)

1. Themes and issues
2. A-story vs. B-story
3. Inner and outer storylines

VI. The hero's journey (9 hours, lecture)

1. Anti-heroes and reluctant heroes
2. Adaptations
3. Evaluating a prospective screenplay

Total Lecture Hours: 54

Total Laboratory Hours: 0

Total Hours: 54

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):
1) Substantial writing assignments

2) Problem solving demonstrations (computational or non-computational)

3) Skills demonstrations

Primary Method of Evaluation:	1) Substantial writing assignments

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation:	After developing an original story idea, complete a central character profile to include over thirty-five separate personality traits, habits, and desires.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:	Based on an original idea for a film or television program, conceptualize, develop, and write a concise story concept that includes the main story idea plus the central dramatic conflict.
Critical Thinking Assignment 2:	Screen an 8-10 minute clip from a feature film. In a 3-page written paper, analyze its main tension; identify the central character and his/her desires; and argue which act the sequence is from.

D. Other Typical Assessment and Evaluation Methods

Examples: **Class Performance, Objective Exam, Clinical Evaluation, Oral Exams, Completion, Other Exams, Embedded Questions, Performance Exams, Essay Exams, Presentation, Fieldwork, Quizzes, Homework Problems, Reading Reports, Journal kept throughout course, Term or Other Papers, Laboratory Reports, True/False, Matching Items, Written Homework, Multiple Choice, Other (specify)**

Other Evaluation Methods:	Completion, Essay Exams, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Other Exams, Term or Other Papers, True/False, Written Homework

V. Instructional Methods

Examples: **Lecture, Group Activities, Lab, Role play/simulation, Discussion, Guest Speakers, Multimedia presentations, Field trips, Demonstration, Other (specify)**

Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Work Outside of Class:*	Required reading, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

VII. Texts and Materials

A. Up-to-date Representative Textbooks: Please use the following format(s):

Printed Text - Author, Title, Edition, Publisher, Year.
Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.
Sample: Dillon, Dave. Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.

If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".

*Multiple textbooks may be listed.

Up-To-Date Representative Textbooks:	Irwin Blacker, The Elements of Screenwriting for Film and Television. MacMillan Publishing Company, 1996.
	Qualifier Text: Discipline Standard

B. Alternative Textbooks: Please use the following format(s): if applicable

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.

If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".

*Multiple textbooks may be listed.

Alternative Textbooks:

C. Required Supplementary Readings

Required Supplementary Readings:

D. Other Required Materials

Other Required Materials:

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	**Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.** ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:	English 1
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite Skill:	Eligibility for English 1A or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Kevin O'Brien   **Date:** 10/06/2001

Original Board Approval Date: 03/18/2002

Last Reviewed and/or Revised by: Kevin O'Brien   **Date:** 12/10/2021

Last Board Approval Date: 04/18/2022