

I. Course Information**Course Acronym:***

FILM

Course Number:* 124**Descriptive Title:*** Production Planning**Division:** Fine Arts**Department:***

Film/Video

Course Disciplines: Film/Video**Catalog Description:***

This course provides students with the skills needed for effectively planning production projects for various entertainment and corporate industries. Financing, script development, budgeting, scheduling, and marketing will be covered.

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):****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:** 4/13/1992

General Education:
ECC

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 Budget

At the end of this course, students will be able to create a budget for a given screenplay.

SLO #2 Schedule

At the end of this course, students will be able to create a shooting schedule for all departments (camera, sound, art, talent) for a given screenplay.

SLO #3 Call Sheet

At the end of this course, students will be able to create a professional call sheet for a given shoot date to include location, arrival times, projected weather, nearest hospital, directions, parking, scenes to be shot, break and wrap times.

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

Course Objectives:

1. Evaluate the role of the producer in the development of a film/video production.
2. Analyze the principles of successfully developing a project proposal into a shooting script.
3. Create a business plan that includes the funding, marketing, and promotion of a film or video.
4. Evaluate the quality of scripts for potential film and television projects.
5. Analyze methods producers use to obtain clearances for copyrighted material.
6. Evaluate business principles used to acquire rights to original story ideas.

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. Marketplace Considerations (9 hours, lecture)

1. Conducting needs analysis
2. Researching the topic
3. Planning the project
4. Proposal Development
5. Target Audience
6. For profit vs. non-profit

II. Developing Proposal (12 hours, lecture)

1. Writing the treatment
2. Treatment into script
3. Script as basis for production budget
4. Script as basis for production schedule

III. Budgeting the Project (15 hours, lecture)

1. Above the line costs
2. Below the line costs
3. Equipment rentals
4. Location costs
5. Travel
6. Capture medium
7. Insurance and permits
8. Contingencies

IV. Casting and Casting Directors (6 hours, lecture)

1. Auditioning, call backs, final selections
2. Determining crew needs: production and post
3. Contracts
4. Screen Actors Guild "SAG" considerations
5. Deferrals: cast and crew
6. Contingencies

V. Financing the Project (9 hours, lecture)

1. Private money
2. Grant writing
3. Crowdsourcing
4. Preselling rights
5. Copyrights and clearances

VI. Distribution and Marketing (3 hours, lecture)

1. Target audiences
2. Advertising
3. Internet

- 4. Domestic and Foreign considerations
- 5. Film Festivals

- 6. Television

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: Select a musical composition and write a letter that asks for permission from the appropriate music licensing agency.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: Based on the topic assigned, create a project proposal that includes a synopsis of the script, a preliminary budget, and profile of targeted audience.

Critical Thinking Assignment 2: Evaluate in writing, an assigned feature film screenplay's potential for developing spin-off merchandise such as toys, games, clothing or other ancillary revenue streams.

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: Class Performance, Completion, Essay Exams, Matching Items, Multiple Choice, Objective Exam, Reading Reports, 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, Guest Speakers, Lecture, Multimedia presentations

If other: screenings and critiques

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:* Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, 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: Ryan, Maureen A. [Producer to Producer: A Step by Step Guide to Low-Budget Independent Film Producing](#). 2nd ed. Michael Weise Productions, 2017.

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:

Requisite Skill and Matching Skill(s):
Bold the requisite skill(s). If applicable

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).

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.

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

Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.

Summarize, analyze, evaluate, and synthesize college-level texts.

Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Warren Carter

Date: 01/08/1992

Original Board Approval Date: 04/13/1992

Last Reviewed and/or Revised by: Kevin O'Brien

Date: 12/10/2021

Last Board Approval Date: 04/18/2022