



# DGTL12013 Writing for the Screen

## Term 1 - 2022

Profile information current as at 28/04/2024 07:48 am

All details in this unit profile for DGTL12013 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit of study builds on the foundation provided by MMST11009 Digital Video and Audio to teach visual storytelling concepts. You will learn how to create a screenplay for a live-action narrative short film through the application of visual storytelling principles. You will develop industry standard documents and visual aids related to the pre-production of a narrative short film. You will learn how to constructively critique screen stories through an exploration of screen culture and history.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisite: MMST11009 Digital Video and Audio

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2022

- Brisbane
- Bundaberg
- Cairns
- Mackay
- Online
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have Your Say

##### Feedback

Student feedback indicated that the first assignment took focus away from their writing.

##### Recommendation

The first Assessment Item in Term 1 2021 was a report analysing the structure of a feature film screenplay in depth. Since the focus of the course is writing a screenplay for a short film it is recommended that the scope of this analysis be scaled down. The assignment can then also include analysis of an early class writing project. This will help the course have a tighter focus on students' screenwriting.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Create a screenplay for a live-action narrative short film through the application of visual storytelling principles
2. Create industry-standard pre-production documents and visual aids
3. Constructively critique a range of screen stories within the context of screen culture and history.

Not applicable

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%			•
2 - Written Assessment - 30%	•		•
3 - Written Assessment - 40%	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•		•
2 - Problem Solving		•	

Graduate Attributes	Learning Outcomes		
	1	2	3
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence		•	
7 - Cross Cultural Competence	•		•
8 - Ethical practice	•		
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•		•	•			•			
2 - Written Assessment - 30%	•		•	•			•	•		
3 - Written Assessment - 40%	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

DGTL12013

#### Prescribed

#### Crafting Short Screenplays That Connect

Edition: 2nd (2012)

Authors: Johnson, Claudia H.

Focal Press

Burlington, MA, USA

ISBN: 9781136051296

Binding: eBook

DGTL12013

#### Supplementary

#### LIVING WITH A CREATIVE MIND

Edition: 1 (2011)

Authors: Crabtree, Jeff ; Crabtree, Julie

Zebra Collective

Sydney, NSW, Australia

ISBN: 9780987104601

Binding: Paperback

DGTL12013

### **Supplementary**

#### **Steal Like an Artist: 10 Things Nobody Told You about Being Creative**

Edition: 1 (2012)

Authors: Kleon, Austin  
WORKMAN PUBLISHING  
New York , NY , USA  
ISBN: 9780761169253  
Binding: Paperback  
DGTL12013

### **Supplementary**

#### **The Heroine's Journey**

Edition: 1 (1990)

Authors: Murdock, Maureen  
Shambhala  
Boston , MA , USA  
ISBN: 0877734852  
Binding: Paperback  
DGTL12013

### **Supplementary**

#### **VIDEO PRODUCTION 101: DELIVERING THE MESSAGE**

Edition: 1 (2014)

Authors: Manriquez, Antonio; McCluskey, Tom  
Pearson Higher Ed  
USA  
ISBN: 978-0-13-382553-4  
Binding: eBook  
DGTL12013

### **Supplementary**

#### **Writing for the Screen**

Edition: 1 (2017)

Authors: Weinstein, Anna  
Routledge  
New York , NY , USA  
ISBN: 9781317370536  
Binding: eBook  
DGTL12013

### **Supplementary**

#### **Writing the Short Film**

Edition: 3 (2017)

Authors: Cooper, Patricia; Dancyger, Ken  
Focal Press  
Burlington , MA , USA  
ISBN: 9781136048579  
Binding: eBook

[View textbooks at the CQUniversity Bookshop](#)

## IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- The free subscription service StudioBinder ([www.studiobinder.com](http://www.studiobinder.com)) will be used to write in screenplay format.

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Brendan Murphy** Unit Coordinator

[b.murphy@cqu.edu.au](mailto:b.murphy@cqu.edu.au)

## Schedule

### Week 1: From Script to Screen - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
From Script to Screen	Readings and activities provided on Unit Moodle Site	Assessment 1 Briefing

### Week 2: The Storyworld - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Storyworld	Readings and activities provided on Unit Moodle Site	Writing exercise: World building

### Week 3: Narrative Structure in Feature Films and Short Films - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Narrative Structure in Feature Films and Short Films	Readings and activities provided on Unit Moodle Site	Class discussion of the Script Analysis Report

### Week 4: Formatting a Screenplay - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Formatting a Screenplay	Readings and activities provided on Unit Moodle Site	Assessment Item 2 briefing

### Week 5: Developing Characters for the Screen - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Developing Characters for the Screen	Readings and activities provided on Unit Moodle Site	Writing exercise: Character and narrative

### Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
No Classes		<b>Screenplay Analysis and Writing Exercises</b> Due: Vacation Week Tuesday (12 Apr 2022) 11:59 pm AEST

### Week 6: The Reading Room - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Reading Room	Readings and activities provided on Unit Moodle Site	Table reads for Assessment Item 2 begin

### Week 7: Script Reviewing - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Script Reviewing	Readings and activities provided on Unit Moodle Site	Table reads for Assessment Item 2 continue

### Week 8: Script Notes and Iteration - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Item 3 briefing

Script Notes and Iteration

Readings and activities provided on Unit Moodle Site

**Screenplay: First Draft, Mood Board and Table Read** Due: Week 8 Monday (2 May 2022) 11:59 pm AEST

### Week 9: Script Supplementary Documents - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Script Supplementary Documents	Readings and activities provided on Unit Moodle Site	Table reads for assessment item 3 begin

### Week 10: The Second Draft: Writers on Writing - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Second Draft: Writers on writing	Readings and activities provided on Unit Moodle Site	Table reads for Assessment Item 3 continue

### Week 11: How to Pitch your Screenplay - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
How to Pitch your Screenplay	Readings and activities provided on Unit Moodle Site	Two minute pitch Table reads for Assessment Item 3 continue

### Week 12: Review - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Table reads for Assessment Item 3 continue
		<b>Screenplay: Final Draft, Electronic Press Kit and Table Read</b> Due: Week 12 Friday (3 June 2022) 11:59 pm AEST

### Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Screenplay Analysis and Writing Exercises

#### Assessment Type

Written Assessment

#### Task Description

This assessment item comprises:

- A report presenting your analysis of the narrative structure, plotting, characterisation, dialogue and visual and audio elements in a selected feature film. In your discussion you will also consider how and why the narrative structure of a selected short film differs from that of the feature film (20 marks)
- A short writing exercise focusing on world-building (5 marks)
- A short writing exercise focusing on character and dialogue (5 marks).

The list of feature films and short films will be made available on the Moodle site.

In the writing exercises you will individually redraft and improve a text generated in a collaborative class exercise. You must include a short explication justifying the decisions you made in creating your individual version of the exercise by referring to key concepts from the course material.

Detailed requirements will be provided on the class Moodle site.

## Marking guide

Script Analysis Report

**17-20** Your report was concise, complete and demonstrated expert knowledge, analysis and highly professional writing skills. Your references were highly appropriate and demonstrated sound research into narrative structure and characterisation. You clearly made links between course concepts and elements of the screenplays. This report approximates a professional level of analysis.

**15-16.5** Your report was complete, demonstrated knowledge of the course material and presented robust analysis and highly professional writing skills. Your references were appropriate.

**13-14.5** Your report was mostly complete and demonstrated analytical and academic writing skills. Your references were mostly appropriate. While you made justifiable observations, there is room for more depth in your analysis and/or clarity in your writing.

**10-12.5** Your report was somewhat complete, demonstrating some analysis. References were included. While arguments are mostly justifiable and no important concepts were misapplied, there is a clear need for more depth and clarity.

**0-9.5** Your submission was incomplete, required further development and more appropriate references. Closer adherence to the brief and more engagement with learning resources would have been beneficial.

Writing Exercise: World-building

**5** Your writing is original and skilfully situates a character in a world that enhances and enriches the narrative. You demonstrate a sophisticated understanding of the relationship between narrative and a character's environment and experience of the world. Your explication is clear, concise, well-written and effectively uses relevant references.

**4** Your writing is original and effectively situates a character in a world that assists narrative development. You demonstrate a good understanding of the relationship between narrative and a character's environment and experience of the world. Your explication is clear, well-written and uses relevant references.

**3** Your writing is mostly original, and the environment and background of the character is appropriate for the story being told.

**0-2** Your writing is not sufficiently original, does not clearly relate the character to his or her world or does not significantly vary from the source material from the class exercises.

Writing Exercise: Character and dialogue

**5** Your writing is original and skilfully uses dialogue to portray character. Your dialogue is very natural when read in the "voice" of the character(s). You demonstrate a sophisticated understanding of the relationship character and dialogue. Your explication is clear, concise, well-written and effectively uses relevant references.

**4** Your writing is original and effectively uses dialogue to portray character. Your dialogue is mostly appropriate when read in the "voice" of the character(s). You demonstrate a sound understanding of the relationship character and dialogue. Your explication is clear, concise, well-written and uses relevant references.

**3** Your writing is mostly original and there is a relationship between character and narrative.

**0-2** Your writing is not sufficiently original, does not effectively match dialogue to character or does not significantly vary from the source material from the class exercises.

## Assessment Due Date

Vacation Week Tuesday (12 Apr 2022) 11:59 pm AEST

Submit PDF file via Unit Moodle Site

## Return Date to Students

Week 7 Friday (29 Apr 2022)

Marks and feedback will be returned via Moodle

## Weighting

30%

## Assessment Criteria

Please refer to the Assessment Brief on the Unit Moodle site for full details of the Assessment Criteria.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit PDF file via Unit Moodle Site

## Learning Outcomes Assessed

- Constructively critique a range of screen stories within the context of screen culture and history.

## Graduate Attributes



- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

## 2 Screenplay: First Draft, Mood Board and Table Read

### Assessment Type

Written Assessment

### Task Description

This assignment has three components:

- The first draft of a screenplay for a short live action film that would run for three to seven minutes if produced
- A Mood Board of five to ten referenced screen stills conveying the intended look and mood and genre of the production
- Participation in a class table read where feedback is sought from and offered to peers.

Full requirements for the first draft screenplay, mood board and table read will be provided on the Unit Moodle Site.

### Marking Criteria

#### Draft Screenplay

**17-20** Your draft screenplay represents a very high standard of writing. You use plot, characterisation and narrative structure very effectively and it is evident that you are skilfully applying key course concepts in the development of your screenplay. Your use of standard screenplay formatting is exemplary.

**15-16.5** Your draft screenplay represents a high standard of writing. You use plot, characterisation and narrative structure effectively and it is evident that you are applying key course concepts in the development of your screenplay. Your use of standard screenplay formatting is of a good standard.

**13-14.5** Your draft screenplay represents a reasonable standard of writing. There are no significant flaws in your use of plot, characterisation, narrative or formatting.

**10-12.5** You have written a coherent draft screenplay but there is a clear need for improvement in terms of plot, characterisation and narrative structure clarity.

**0-9.5** You have not produced a coherent screenplay and/or there are serious deficiencies in terms of plot, characterisation, narrative structure and/or written expression.

#### Mood board

**5** All images are effective and in combination convey a broad range of aspects of the envisaged production. There is a clear relationship between the draft screenplay and the mood board.

**4** Nearly all images are effective and in combination meaningfully convey aspects of the envisaged production. There is a relationship between the draft screenplay and the mood board.

**3** The images convey aspects of the envisaged production that are consistent with the draft screenplay.

**0-2** The images do not give a clear impression of the envisaged production and/or do not clearly relate to your draft screenplay.

#### Table read participation

**5** Your participation in the table read was exemplary. You read well, using appropriate expression. You attended multiple readings and asked constructive questions each time.

**4** Your participation in the table read was very good. You read well. You attended multiple readings and asked some constructive questions.

**3** Your participation in the table read was sound. You read effectively and asked at least one constructive question.

**0-2** Your attendance was limited and/or you did not read effectively.

### Assessment Due Date

Week 8 Monday (2 May 2022) 11:59 pm AEST

Submit PDF file via Unit Moodle Site

### Return Date to Students

Week 10 Monday (16 May 2022)

You must participate in a table read prior to submitting this assessment item. Feedback for the draft screenplay will come from class and lecturer discussion and notes from your lecturer following the table read. Marks and feedback for the other components will be returned via Moodle.

### Weighting

30%

## Assessment Criteria

Please refer to the Assessment Brief on the Unit Moodle site for full details of the Assessment Criteria.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit PDF file via Unit Moodle Site

## Learning Outcomes Assessed

- Create a screenplay for a live-action narrative short film through the application of visual storytelling principles
- Constructively critique a range of screen stories within the context of screen culture and history.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

# 3 Screenplay: Final Draft, Electronic Press Kit and Table Read

## Assessment Type

Written Assessment

## Task Description

For this assessment item you are required to:

- Produce the final draft of a screenplay for a live action short film that would run for three to seven minutes if produced
- Produce an electronic press kit (EPK) for the screenplay
- Participate in class table reads where feedback is sought from and offered to peers.

Full requirements for the final draft, electronic press kit and table reads will be provided on the Unit Moodle Site.

## Marking Criteria

### Draft Screenplay

**21-25** Your screenplay represents a very high standard of writing. You use plot, characterisation and narrative structure very effectively and it is evident that you are skilfully applying key course concepts in the development of your screenplay. Your use of standard screenplay formatting is exemplary. You have effectively incorporated feedback from the table reads.

**19-20.5** Your screenplay represents a high standard of writing. You use plot, characterisation and narrative structure effectively and it is evident that you are applying key course concepts in the development of your screenplay. Your use of standard screenplay formatting is of a good standard. You have incorporated feedback from the table reads.

**16.5-10** Your screenplay represents a reasonable standard of writing. There are no significant flaws in your use of plot, characterisation, narrative or formatting. Your screenplay has incorporated some feedback from the table reads.

**12.5-16** You have written a coherent screenplay but there is a clear need for improvement in terms of plot, characterisation and narrative structure clarity and/or limited evidence of the application of feedback from table reads

**0-12** You have not produced a coherent screenplay and/or there are serious deficiencies in terms of plot, characterisation, narrative structure and written expression and/or limited incorporation of feedback from the table reads.

### Electronic Press Kit

**8.5 -10** The EPK is attractive and conveys the nature of the production effectively. Written expression is exemplary. There is a focus on the screenwriter as someone with an interesting story to tell, and a clear sense of an audience for the production.

**7.5-8** The EPK is attractive and conveys the nature of the production. Written expression is very good. The EPK presents the screenwriter effectively and conveys the some sense of an audience for the production.

**6.5-7** The EPK conveys the mood and genre of the production and has relevant things to say about the screenwriter.

**5-6** The EPK conveys the mood and genre of the production in a general manner.

**0-4.5** The images do not give a clear impression of the production and/or do not clearly relate to your draft screenplay.

### Table read participation

**5** Your participation in the table read was exemplary. You read well, using appropriate expression. You attended multiple readings and asked constructive questions each time.

**4** Your participation in the table read was very good. You read well. You attended multiple readings and asked some constructive questions.

**3** Your participation in the table read was sound. You read effectively and asked at least one constructive question.

**0-2** Your attendance was limited and/or you did not read effectively.

### **Assessment Due Date**

Week 12 Friday (3 June 2022) 11:59 pm AEST

Submit PDF file via Unit Moodle Site

### **Return Date to Students**

Exam Week Friday (17 June 2022)

You must participate in a table read prior to submitting this assessment item. Feedback for the draft screenplay will come from class and lecturer discussion and notes from your lecturer following the table read.

### **Weighting**

40%

### **Assessment Criteria**

Please refer to the Assessment Brief on the Unit Moodle site for full details of the Assessment Criteria.

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Submit PDF file via Unit Moodle Site

### **Learning Outcomes Assessed**

- Create a screenplay for a live-action narrative short film through the application of visual storytelling principles
- Create industry-standard pre-production documents and visual aids

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem