

USC SCHOOL OF CINEMATIC ARTS
Writing Division
CTWR 505: Writing the Short Script
FALL 2019 – (Two Units, Required, Section # 19282D)

Instructor: Sean Hood
Class Schedule: Wednesday, 9:00-11:50am
Class Location: **SCA214**
Office Hours: Wednesday afternoons, by appointment
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"In dreams begins responsibility." – W.B. Yeats

Your point of view, which is your voice, your person, isn't something you have to get. It's something you have to uncover. – Hanif Kureishi

*"Directing students should spend a year making films with their typewriters."
– Alfred Hitchcock*

GOALS OF THIS COURSE:

- Ideation: To develop your cinematic imagination; you will be honing your skills of **observation** as well as studying how **memory** and **experience** can bring originality and brilliance to your characters and stories (with emphasis on your 507/508 scripts.)
- Character: To strengthen & deepen your ability to conceive characters that will lead to compelling stories.
- Voice: To explore and develop your artistic point of view and original cinematic voice. (*Who are your cinematic heroes and why?*)
- Research: To develop ideas for stories and characters through observation of, research into, and direct experience with real life.
- Visualization: To learn to write from a visual and aural perspective.
- Technique: To understand the structure and *economy* of effective screenwriting.
- Dramatic Scene: To develop a fundamental understanding of the dramatic scene.
- Short Scripts: To learn to write effective and moving short scripts (507 & 508.)
- Rewriting: To understand the importance of rewriting.

This is an introductory course in writing for the screen in which you will develop your resources as a storyteller: your memory and observation, your responsiveness to stories around you, and of course your imagination, your ability to create and develop compelling dramatic characters and cinematic conflict.

We will begin with **visualization**, the concept of telling a story with pictures. You will learn to bring the inner life of your characters to the screen without dialogue by using planting and payoff, action and activity, location, props, costume, atmosphere and motivation. We will discover that it is possible (and indeed necessary) to tell your stories visually, to make them compelling and rich with meaning by using these basic techniques.

Later, we will combine these techniques with dialogue in a second stage of exercises designed to teach you the major building block of cinema – the scene. We will expand our work with character and study the ingredients necessary to make any scene work. By exploring our character’s goals, intentions, or “wants” we will discover that the lifeblood of any scene is **conflict**.

The class will take place in a workshop setting. Together we will read and critique a series of weekly assignments, both non-dialogue and dialogue, designed to help you understand the fundamentals of screenwriting. You will learn to hear your film as you write it, while at the same time you will discover the importance of character as it is explored through situations of conflict. You will also be learning how to be an active member of a “writer’s room.”

During the semester you will be required to workshop your *CTPR 507 P2 & P3 scripts* in class. During the last four weeks of the semester you will apply all your skills to writing and rewriting *the 5 page, CTPR 508 screenplay*.

Screenwriting format is not an exact science; within accepted parameters, you should develop a format style that you find both comfortable and expressive. To help you learn format and an expressive, cinematic writing style, I urge you to read as many professional screenplays as possible. You will be required to read and analyze three screenplays provided by the instructor. By the third session I expect your assignments to be written in a professional format -- assignments not meeting that standard will be returned unread. I recommend using Final Draft. If you don’t own the software, you can download a free demo version—with watermark—from the Final Draft website (<http://www.finaldraft.com/downloads/demo-final-draft.php>). You may use this demo version to do all your assignments. *Celtx* software program is also available for free.

READING LIST:

1. *The Tools of Screenwriting: A Writer’s Guide to the Craft and Elements of a Screenplay*, by David Howard & Edward Mabley
2. *Creative Filmmaking From the Inside Out*, Dannenbaum, Hodge, Mayer (Fireside, 2003)
3. Three feature screenplays or pilots (**required**, provided by instructor)

EVALUATION CRITERIA:

CTWR 505 grades will be based on careful consideration in the following areas of the students' work:

- Student must demonstrate understanding of the fundamental principles of ideation, visualization, creating compelling characters and writing the scene via the weekly assignments.
- The student must demonstrate an understanding of how to write a short script
- The student must demonstrate the understanding of how to rewrite a scene.
- The student must demonstrate the ability to read and respond to other student's work. Class participation includes full involvement in and contribution to all class discussions, as well as reading (in advance at times; see schedule) the assignments of the other students and offering thoughtful, constructive comments.
- Class attendance is mandatory, and includes being on time to class (otherwise, the students who present their material first are short-changed).
- You are allowed one unexcused absence (documentation required for excused absences). Beyond one, you will receive a reduction of one-third letter grade for each unexcused absence. (e.g., A- down to B+, B down to B-)
- Tardiness is unprofessional, and so will be considered unacceptable. You will be allowed one unexcused tardiness. After that, you will have your grade lowered by one-sixth of a letter grade for each occurrence. For example: Two tardies = A- to B+. **BE ON TIME. IT IS HIGHLY INCONSIDERATE OF YOUR CLASSMATES NOT TO BE.**
- Assignments turned in late will be marked down.

GRADING WEIGHTS:

CTWR 505 grades are based on:

- Weekly Assignments (including P2, P3 Script).....50%
- Reading and Responding to Workshop Assignments.....20%
- Final 508 Script.....30%

LETTER GRADES:

100-93....A	82-80....B-	69-67.....D+
93-90.....A-	79-77....C+	66-63.....D
89-87.....B+	76-73....C	62-60.....D-
86-83.....B	72-70....C-	0-59.....F

PRESENTATION:

As you are hoping to enter the film industry as professionals, I expect your work to be prepared in a professional manner. Screenplay formatting errors, typos, bad spelling or grammar and overall sloppiness are NOT ACCEPTABLE.

FORMAT: Scripts must be **typed in 12 pt. Courier**

- Name every document you email the group as follows:

Your Name_AssignmentName.Format

Example: Abrams_MemoryAssignment.doc, or Abrams_MemoryAssignment.pdf

*****Create a TITLE PAGE for each assignment you submit, including title, author name, date and email address.**

****** Put your name, the title and page number on the Header of EACH PAGE of your material. Refer to the SCHEDULE for due dates of specific assignments.**

All work must be delivered to the class Dropbox or Blackboard in PDF format or emailed to group at least 24 hours before class time.

Classroom Decorum

The professor expects all students to respect and support the ideas and writing of their fellow students. Writing is a fragile process and while we should ask questions, analyze and even challenge, we want to remain supportive, always keeping in mind that the screenplay is fragile work in progress. A working writer needs to develop *the art of collaboration* while working with their peers. As a working writer you will need to be able to work constructively with directors, producers and studio executives.

Laptop and Texting Policy

Students may use their laptops at the discretion of the professor. Laptops may be used for note taking, but not for surfing the web unless it is part of a class project. Texting is not allowed during class time. Texting is distracting and disruptive. There is nothing that needs to be communicated to anyone except your classmates during class time.

Save your texting and surfing until class break.

*Note: Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter

of verification for approved accommodations can be obtained from DSP. Please be sure this letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.- 5:00 p.m., Monday through Friday. The telephone number for DSP is (213) 740-0776.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Disruptive Student Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action.

CTWR 505 WEEKLY SCHEDULE

WEEK ONE - MEMORY (8/28/19)

In class assignment – TRIP TO SCHOOL

- List the places you went to school.
- List how you got to each school. Pick the hottest place/trip emotionally.
- List things, places, activities, people, clothes connected with that trip.
- Now describe one trip to the class, tell us how you got to school. (More “telling”, less “reading”.)

Assignment for next week:

1. *Read first assigned script – who is the main character, what does he/she actively want in story?*

2. *2nd “Memory” Prompt*

Describe the following memories:

- My favorite toy as a child.
- A secret place I used to go.
- The most frightening person in my childhood.

1 page each. Describe the specifics of objects, person, place. Feelings and mood they engendered.

WEEK TWO – MEMORY 2 (9/4/19)

In Class:

1. Discuss student’s favorite Memory prompt
2. Discuss assigned script (go over script format)
3. Screen a short film (time permitting)

[*Note: CTPR 507: P1, Assigned Trio Documentary shoots this weekend, Saturday Sept 7th*]

Assignments:

1. *Write / describe a 1 page prose story based on one of the four memories (trip to school, toy, place, person.) Think of it as a five minute non-dialogue idea. Could this be a P2 Project?*

2. *Atmosphere exercise:*

Designed to build the writer's sense of a visually interesting, emotionally evocative location. The goal is to engage the audience without introducing action --

through light, use of sound, and visuals.

In three parts. Length: One paragraph per part. No more than a page total. Make the audience expect something to happen. 1. Horror. 2. Romance. 3. Comedy.

*Pick a cinematic location. Describe the sights and sounds of that location in order to make the audience think something **romantic** is about to take place. The scene ends when your character enters the location. Repeat with the same location, but use the sights and sounds to make the audience expect something **frightening or violent** is going to take place. As before, the scene ends when the same character enters the scene. Repeat a third time using sights and sounds to make the audience expect something **humorous** is about to happen.*

These scenes and/or moments are not to be connected into a larger story. Time can pass. (A location that is vibrant and full of life can be run-down and old, for example.) Also, the fear or love or laughs should not come from the character's interaction or movement. The goal is to get the audience to expect something will happen. Example: Show the banana peel, but not the man slipping on it.)

WEEK THREE – MEMORY STORY & ATMOSPHERE (9/11/19)

In class:

1. Discuss 1 page Memory stories.
2. Read atmosphere exercise, discuss format, description, planting and payoff.

Assignments for next week:

1) Write **5 page** screenplay for 507 P2 project. In screenplay format. **Deliver by 10AM the day before class.** (Can be based on your memory assignment or new idea.) Who is the main character? What is the world they live in? What is their dramatic problem in the story?

2) “Experience” assignment: Choose A or B and write about it.

a) *My moment of greatest pride and moment of deepest shame.*

b) *My moment of greatest joy and moment of greatest terror.*

Length: 1 page. Prose.

WEEK FOUR - (9/18/19)**GROUP A & B 507 Project 2 script. “EXPERIENCE” exercise**

Part 1) Discuss GROUP A & (half of) Group B scripts for 507 PROJECT 2. (10 mins per student)

Part 2) Read “Experience” assignment.

- My moment of greatest pride and moment of deepest shame.
- My moment of greatest joy and moment of greatest terror.

Assignment for next week:

- 1) Revise P2 scripts. **Deliver by 10AM the day before class.**
- 2) “Preparation For A Date” assignment. Write two short non-dialogue scenes. In screenplay format. Example: INT. APARTMENT - L.A. - DAY

Designed to build audience engagement and expectation. Introduces the use of props, costume, and character revealing activity -- but not necessarily dramatic action. Helps the writer practice time ellipsis, the technique of planting and payoff, and/or repetition with a variation. And of course preparation and aftermath. In two parts. Length: No more than a page total. (First scene = 1/2 page) of “preparation”, second scene (1/3 page) of “aftermath”.

*Pick an interesting character and place him or her in a location significant to that character. (A home, an office, a combat bunker.) Show that character preparing for some character-revealing event, such as a crucial job interview, a murder, a confession, an encounter with aliens. Whatever. The point is to show – through props and movement – not only what the event is, but how the character feels about what's about to happen. This should not be a guessing game. We are not given clues, but glimpses into the character's hopes and fears. It should be crystal clear what the event is when the character leaves the location. Then, ellipse time and show the character's return. **We do not see the primary scene of the event.** But when the character returns to his home, or aircraft hanger, or office... we should know exactly what happened and how the character feels about it by changes in demeanor, costume, props, etc.*

WEEK FIVE - (9/25/19)**Discuss Group B & C 507 Project 2 scripts, and “Preparation For A Date” exercise.**

- 1): Discuss GROUP B & C 507 Project 2 scripts. (10 mins per student)
- 3) Read Preparation For A Date.

*[Note: In 507 class: P2 Single-person project Group A scripts are due 9/27]***Assignments for next week:**

- 1) Revise 507 Project 2 scripts.
- 2) “True/False” assignment. (Write two small, two paragraph, stories. One is absolutely true. One is absolutely false.

Class tries to determine which one is which and why.

WEEK SIX -- (10/2/19) 507 Project 2 Scripts continued and “TRUE/FALSE”

- 1) Read and discuss remaining 507 PROJECT 2 scripts.
- 2) Read “TRUE/FALSE” stories.

*[Note: In 507 class: P2 Single-person project Group B scripts are due 10/4]****Assignment for next week:***

“WRONGEST PERSON/INTRUDER”. Dialogue scene.

The "Wrongest" Person/Intruder. A dialogue scene between two characters. Should build and employ many of elements already introduced. Preparation, planting and pay-off, etc. (For some reason, writers tend to forget atmosphere again, like sound and light, to help the audience expect a romantic or violent scene...) Designed to reveal character through conflict, to build suspense through a ticking clock, and to practice dialogue -- including attitude, vernacular/voice, scene/plot advertising, exposition.

Length: 3 - 5 pages.

Character A prepares some location for character B's arrival, but character C shows up instead! This should be, from what we know of character A and his/her plans, the absolute worst person who could arrive. Character A must get rid of character C

before he/she crosses paths with character B! But, character A cannot come out and say exactly why character C must leave. (“Listen mom, you gotta leave because I was about to smoke crack with my favorite girl...”). For this to work, the audience must know what is being planned and the stakes involved. (But this cannot be conveyed via dialogue on the phone, answering machine, texted etc.) Also, character C must be entirely motivated to stay. (Mom is sick and took the day off, for example.)

The scene ends immediately when Character B arrives, whether Character A is successful in getting rid of character C, or not.

WEEK SEVEN – (10/9/19) WRONGEST PERSON / INTRUDER SCENE

- 1) Read Intruder scenes.

[Note: In CTPR 507 class: P2 Single-person project Group C scripts are due 10/11.]

Assignments for next week:

- 1) Write **5 page** screenplay for 507 P3 project. In format. **Deliver by 10AM the day before class.**
- 2) “SIGNIFICANT OBJECT” Dialogue scene. 3 – 5 pages.

The goal of this scene is to build audience’s expectations by using a significant prop. This scene should employ many of the elements practiced so far, including preparation, use of light and sound, manipulating time, motivated opposing characters, suspense and surprise, reversal and character change.

A character prepares for a significant encounter and plans to use a certain object. Because of the conflict with a second (or more) character(s) the prop ends up being used in an entirely different way. (Cheap gift of perfume; a failed apology; the perfume is used as poison, etc. Hitchcock: A leg of lamb for dinner is used as murder weapon.)

WEEK EIGHT -- (10/16/19) 507 PROJECT 3 scripts. “SIGNIFICANT OBJECT” Dialogue scene.

- 1) Discuss Group A & (some of) B Project 3 ideas. (5 mins per student.)
- 2) Dialogue Scene – SIGNIFICANT OBJECT

Assignments for next week:

- 1) Group B 507 Project 3 scripts, 2) Prepare a presentation for a **short 5 minute documentary film**: a portrait of a place, a person, or a process.

(You can bring in newspaper, magazine articles, web downloads you used to research idea, or present through computer onto wall screen.

***** Must be a different subject than 507 P1 doc project.**

**WEEK NINE -- (10/23/19) DISCUSS GROUP B & C 507 Project 3 scripts.
DOCUMENTARY short film idea presentations.**

- 1) Discuss Group B & C P3 scripts. (6 mins per student)
- 2) Discuss Documentary idea presentations.

[Note: In CTPR 507 class: P3 Single-person project Group A scripts are due 10/25.]

Assignment: 1) Revise 507 P3 script.

2) Write a two-character “SEDUCTION” dialogue scene. 3 – 5 pgs.

“Seduction” scene. Two possible scenarios. Choose 1.

- 1) *Character A is trying to seduce or persuade Character B to do something, but Character B doesn't want to. Character A either succeeds or fails.*
- 2) *Both Characters A & B want to be seduced/do the thing in question, but circumstances make it almost impossible to succeed. They either succeed or fail.*

[The goal should be appealing to the person being seduced, but that person should have legitimate, character revealing opposition. This need not be sexual or romantic. The seduction/persuasion should escalate.]

**WEEK TEN: (10/30/19) GROUP B & C 507 Project 3 scripts. “SEDUCTION”
dialogue scene. 508 FACULTY VISIT.**

Part 1) Discuss Group B & C Project 3 scripts. (6 mins per student)

Part 2) Read Seduction scene.

508 FACULTY VISIT 505 TO DISCUSS PARAMETERS OF CLASS.

[Note: In CTPR 507 class: P3 Single-person project Group B scripts are due 11/1.]

Assignment: 1) *Revise 507 P3 script.*

2) *Write 'CREATIVE LIE' dialogue scene. 3 – 5 pages.*

“Creative lie”. Dialogue scene between two characters. As with all the other scenes, the writer should employ elements practiced all semester, including suspense, engaging audiences' hopes and fears, surprise, mystery, escalation, distinctive dialogue.

A character tells a lie to either pursue some objective or to escape some trouble. The audience must know it is a lie. The lie should escalate. The person being lied to should be motivated to block the character's goal.

WEEK ELEVEN: (11/6/19) 507 P3 SCRIPT. CREATIVE LIE scene.

- 1) Discuss remaining P3 scripts.
- 2) Read Creative Lie scenes.

[Note: In CTPR 507 class: P3 Single-person project Group C scripts are due 11/8.]

Assignment for next week:

- 1) Prepare 4 (one-paragraph each) ideas for **508 script**.

WEEK TWELVE -- (11/13/19) CTPR 508 and THE 5 PAGE SHORT SCRIPT 1

- Discuss 508 project ideas.

Assignment for next week:

Choose **one** idea and write it up as a 5 page screenplay. (508 narratives should have a maximum of 2 pages dialogue total.)

WEEK THIRTEEN -- (11/20/19) THE 508 SHORT SCRIPT 2

- Discuss 508 script 1.

Assignment:

Choose **another** idea and write the 5-page script.

THANKSGIVING BREAK

WEEK FOURTEEN -- (12/4/19) THE 508 SHORT SCRIPT 3

- Discuss 508 script 2.

*Assignment for next week:
Choose project and rewrite it.*

WEEK FIFTEEN (OPTIONAL CLASS) — (12/11/19) THE 508 SHORT SCRIPT 4.

- Discuss revised 508 script.

WEEK SIXTEEN -- STUDY DAYS

**WEEK SEVENTEEN -- (12/18/19) EMAIL EXAM / SUMMARY PROJECT TO
INSTRUCTOR AND CLASSMATES.**

*[SUMMARY PROJECT = Analyze and write up strengths and weaknesses of each 508
script. (including your own) One page per project.]*