Course Description and Goals:

FTV 33 introduces students to the basic principles of screenwriting for feature films. Lecture classes will cover the concepts of structure and dramatic development, character, scene construction, dialogue, and format, supplemented by in-class screenings and discussion of assigned reading and films. Additionally, workshop groups will meet once a week during which each student will develop an original screenplay idea and write the 1st 10 pages of the script.

Unless otherwise announced, Tuesday meetings will center around a lecture on a specific topic, while Thursday meetings will focus on the film assigned for that week.

Required Texts/Readings:

Hal Ackerman, Write Screenplays That Sell, Tallfellow Press.

Weekly Schedule:

Week 1
2nd Meeting - Screenplay Format and Style.

Assigned viewing for week two: TBD.

Week 2
1st Meeting - Structure and 1st 10 pages.
2nd Meeting - Film discussion.

Assigned viewing for week three: TBD.

Week 3
1st Meeting - Scene components.
2nd Meeting - Film discussion.

Assigned viewing for week four: TBD

Week 4
1st Meeting - Sequences and Acts.
2nd Meeting - Film discussion.

*Assigned viewing for week five: TBD.*

**Week 5**

1st Meeting - Dialogue.
2nd Meeting - Film discussion.

*Assigned viewing for week six: TBD*

**Week 6**

7/31 - Mood, Tone, and Theme.
8/2 - Film discussion and wrap up.

**Course Requirements and Statement of Grading:**

Students must be prepared to attend all classes, do the assigned reading/viewing, and actively participate in discussions both in lecture and workshop. Assignments must be completed thoroughly and on time. There is no final exam for this course other than submission of the 1st 10 pages of script.

Please be on time to all classes. No cell phones allowed in lecture classes.

Grades will be determined based on the student's final submission (1st 10 pages) and on assigned work/participation in workshop. Please direct all specific questions regarding grades to the TA.

**Academic Integrity & Student Conduct:**

With its status as a world-class research institution, it is critical that the University uphold the highest standards of integrity both inside and outside the classroom. As a student and member of the UCLA community, you are expected to demonstrate integrity in all of your academic endeavors.

Accordingly, when accusations of academic dishonesty occur, The Office of the Dean of Students is charged with investigating and adjudicating suspected violations. Academic dishonesty includes, but is not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic misconduct. Plagiarism is a serious offense. It is the presentation of another author's words or ideas as if they were your own. If you have any questions about documentation, quotations, and related matters, please do not hesitate to ask your instructor before submitting your work.

Please also refer to the UCLA Rules of Student Conduct at the below website:
http://www.deanofstudents.ucla.edu/Student-Conduct

**University of California Diversity Statement**

Adopted by the Assembly of the Academic Senate May 10, 2006
Endorsed by the President of the University of California June 30, 2006
The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state’s history into the present. Diversity – a defining feature of California’s past, present, and future – refers to the variety of personal experiences, values, and world views that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State.

Diversity should also be integral to the University’s achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.

Disability Statement:
Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.