COURSE CALENDAR DESCRIPTION

Provides students who have completed first- and second-year screenwriting courses with a focus on strategies for developing complex stories that can be told across multiple media platforms (film, television, web, mobile, etc.) incorporating elements of interactivity. Prerequisite: FA/FILM 2120 6.00 or FA/FILM 2121 6.00 Open to non-Screenwriting Majors with permission of Department.

INSTRUCTOR(S)

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<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tbody>
<tr>
<td>Veninger, Ingrid</td>
<td>Sec. M / STDO / W</td>
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SPECIAL FEATURES

Objectives: Transmedia Storytelling is a 3.0 course designed to explore different approaches to developing stories across different media platforms. Through a series of case studies, participatory workshops, and writing assignments, students will develop a short project with transmedia potential.

Students will each pitch an idea for a short project and then form teams to develop selected ideas that have potential to live for audiences across at least three media platforms, including (but not limited to) traditional television and web, social media, and/or other interactive and immersive networks.

LIST OF LEARNING OUTCOMES AND EXAMPLES OF

Learning Outcomes: Student outcomes will include an understanding of the unique challenges and rewards of writing across platforms, as well as some of the theoretical contexts and recent debates in this fast-growing field. This studio course is based on writing, and as such, will involve individual and group assignments aimed at developing larger multi-platform ideas. Upon completion of the course, students will have a working short script and transmedia strategy for a future project.

Course Readings: Reading will be assigned and/or recommended during the course and distributed via Moodle or as handouts.
GRADED ASSESSMENT

EVALUATION/GRADING

Note: Prior to deadlines, detailed assignment sheet/evaluation rubric will be presented in-class by Course Instructor. Course Instructor reserves the right to make changes, however, any changes to syllabus, schedule and/or assignments will be communicated to the class in a timely manner.

Assignment #1 (10%): Due JANUARY 22 – Class 3
In-class Presentation: Prepare and present personal chronology using 3 objects and selecting 3 launch platforms.

Assignment #2 (15%): Due FEBRUARY 12 – Class 6
Group Presentation. Develop a transmedia strategy for an existing project/series that isn’t currently being told across platforms. Delivery must include Group Presentation (think outside the box) communicating overall concept, identifying at least 3 different platforms, with story synopsis for each platform.

Assignment #3 (25%): Due March 4 – Class 9
Individual Verbal & Written Assignment. Select single concept for webseries and deliver character breakdowns and story outlines for 6 webisodes.

Assignment #4 (30%): March 27 – Class 11
Individual Audio Visual Presentation and Written Treatment. Further develop the story concept from Assignment #3 into a 6 pt. webseries. To include: Story synopsis, log line, concept, tone, format, webisode summaries, 3 platforms, interactive components, avenues for audience participation and target audience/outreach strategies.

Attendance & Participation (20%)
Includes in-class participation, story editing and constructive critique of peer work. In-class workshops, writing exercises, attitude, collaboration with others, (being late or absent, except in cases of verifiable illness, or family emergencies, will result in a reduction of this portion of your mark.)

Evaluation:
Materials will be evaluated based on students’ ability to create and develop their transmedia ideas, and to build worlds, stories and characters unified by a theme. Evaluation of analytical exercises will take into account the depth and breadth of the analysis, the degree to which the submitted work satisfies the stated objectives of the exercise, the quality of the prose employed by the writer, and the degree of imagination, authenticity and originality of thought displayed.

The overarching guidelines are as follows: imaginative creation, competent execution, compelling nature of the story/character, clarity of communication and strength of transmedia potential. Students are expected to fully participate in class.

All submitted work must be properly formatted according to standard screenplay formats, typed, proofed and stapled. Marks will be deducted for poor presentation, spelling, grammatical errors, and lateness.

ADDITIONAL INFORMATION
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**Attendance:** Classes start on time. Success in this course requires active engagement. Students are expected to be punctual, prepared, and attentive for classes. At the start of each class, there will be a 10-minute in-class activity worth 1% of the participation mark. Students arriving late by 10 minutes (or more) forfeit the mark. Each full class absence will equal a 2% deduction from the final participation mark, except for legitimate absences, given advance notification to Instructor via email and/or receipt of a medical certificate.

**Email Policy:** Instructor will aim to answer emails within 48 hours of receipt between September 4 and April 15, pending unforeseen circumstances. If you have a time-dependent matter to discuss, please make an appointment to see Instructor in person during office hours.

**Laptops and Cell Phones:** Unless otherwise specified, laptops and phones are for note-taking, sharing assignments, class readings. Anyone found using their laptop or phone for email/texting, unauthorized browsing, etc. will have their privilege revoked.

**Assignment Delivery:** Unless otherwise specified, all assignments are to be submitted as a hard copy, in person at the start of class on the due date. Electronic submissions will only be accepted if pre-arranged with Instructor. Your work is not considered received until it is in the Instructor’s hands, delivered in person, or with a date-stamp. No responsibility is assumed by the course director, or the department, for work submitted via any other fashion. Please remember to BACK UP YOUR WORK at every stage. Don’t lose your assignment because you didn’t create a back-up. Unless otherwise indicated, assignments should be formatted as follows: 1.5 spacing, 12 pt. font, ragged right margin. Pages should always be numbered. A cover sheet should clearly indicate the student’s name, course name and number, and assignment title. Always staple pages so that they do not get lost.

**Assignment Due Dates:** Any late assignments may be dropped off in the black Drop Box right beside Yukari Hayakawa’s office (CFT223) BEFORE 4pm. Papers delivered to another office, or slid under the Instructor’s door will NOT be accepted. And, any assignments dropped in the Black Box after 4 pm will be date stamped on the next day.

Students must put the following on the first page of their assignments:
1. Full name
2. Student number
3. Course director name: Ingrid Veninger
4. Course code (e.g. FILM0000): FILM 3123

**Lateness Penalty:** Assignments received later than the due date will be penalized 50% of mark (up to 2 days late). Following 2 late days, overdue Assignments will receive 0%. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

**Drop Day:**

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<th>Term Fall (F)</th>
<th>Term Winter (W)</th>
<th>Full Year (Y)</th>
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<td>Last date to drop courses without receiving a grade</td>
<td>Nov. 8, 2019</td>
<td>Mar. 23, 2020</td>
<td>Feb. 3, 2020</td>
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Grading Scheme:
The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York University (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate 
https://calendars.students.yorku.ca/)

** Final course grades may be adjusted to conform to program or Faculty grades distribution profiles.**

IMPORTANT COURSE INFORMATION FOR STUDENTS
All students are expected to familiarize themselves with the following information:

Academic Honesty Policy and Procedures

Academic Integrity Website http://www.yorku.ca/academicintegrity.

Accessibility/Disability Services: course requirement accommodation for students with disabilities, including physical, medical, learning and psychiatric disabilities www.yorku.ca/cds.

Accommodating Students with Disabilities (York Senate Policy)

Ethics Review Process for research involving human participants


Please note that this information is subject to periodic update.
All students are expected to familiarize themselves with the following information:

Academic Honesty and Integrity
York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty at http://www.yorku.ca/univsec/policies/document.php?document=69.

There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website at http://www.yorku.ca/academicintegrity.

Accessibility/Disability Services
York provides services for students with disabilities (including learning, mental health, physical, sensory and medical disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University. Students in need of these services are asked to register with disability services in Counselling & Disability Services as early as possible to ensure sufficient advance notice so that appropriate academic accommodation can be provided. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.
Additional information is available at www.yorku.ca/cds or by contacting the offices of the disability service providers:


Ethics Review Process
York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants at http://www.yorku.ca/secretariat/policies/document.php?document=94. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religious Observance Accommodation
York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf. Further information on religious observance is available at https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs.

Student Conduct
Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website http://www.yorku.ca/univsec/policies/document.php?document=82.

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.
Moodle @ York University