## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMN147</td>
<td>Introduction to Story</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours: lecture/Lab</th>
<th>Co- or Pre-requisite</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2</td>
<td></td>
<td>Sem/year: Fall 2015</td>
</tr>
</tbody>
</table>

**Catalog description (as it appears in 2014-2015 edition):**
Aimed at the analysis, deconstruction, and construction of story. Analyzing a series of films, television shows, graphic novels, video games and transmedia properties, students explore the basics of character development, narrative, arc, structure, and genre. **2 lecture/2 laboratory hours**

**Is course New, Revised, or Modified?** NEW

**Required texts/other materials:**
Story – Robert McKee

**Revision date:** Summer 2015

**Course coordinator:** Barry Levy x3465 levyb@mccc.edu
II. Course Outline

Course Competencies/Goals:
The student will be able to:

1. Discuss the importance of story in various mediums (Film, Television, Theatre, Narrative, Documentary, Comic, Interactive Gaming, Transmedia)
2. Describe and discuss the differences and similarities in various forms of media. (Film, Television, Theatre, Narrative, Documentary, Comic, Interactive Gaming, Transmedia)
3. Illustrate the importance of conflict, character, and tone in story
4. Discuss execution of story in various mediums (Film, Television, Theatre, Narrative, Documentary, Comic, Interactive Gaming, Transmedia)
5. Establish a methodology for creating story
6. Predict story, through understanding of story structure
7. Create and construct outlines for new stories
8. Develop an understanding of storytelling through critical concepts such as structure, genre and perspective
9. Develop new vocabulary related to story
10. Demonstrate the ability to deconstruct and analyze story within several genres
11. Deconstruct and analyze current, historical, and International screenplays
12. Compare and Contrast Western storytelling technique vs. Eastern storytelling technique

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global and environmental awareness.
**Units of Study in Detail**

**Unit 1: Story**

The student will be able to:

- Identify and define status quo in story (CG 1, 2, 3) (Gen Ed 1, 5, 6 7)
- Define the function of settings on a narrative (CG 1, 2, 4) (Gen Ed 1, 5, 6 7)
- Identify key terms associated with story. (CG 1, 2, 3, 4) (Gen Ed 1, 5, 6 7)
- Research examples of well written story (CG 1, 2, 3, 4, 5, 6, 7, 8, 9) (Gen Ed 1, 4, 5, 6 7)
- Research examples of poorly written story (CG 1, 2, 3, 4, 5, 6, 7, 8, 9) (Gen Ed 1, 4, 6, 7)
- Deconstruct a beat, scene, sequence, act and story (CG 1, 2, 3, 4, 5, 6, 7, 8, 9) (Gen Ed 1, 4, 6, 7)
- Describe the evolution of story through different generations and the impact on our society & culture (CG 3, 8 & 9) (Gen Ed 1, 5, 6 7)

**Unit 2: Elements of Story**

The student will be able to:

- Explain the structure spectrum in storytelling (CG1, 2 & 3) (Gen Ed 1, 5, 6 7)
- Describe the value of each act in a story. (CG 1, 3, 4, 5, 7) (Gen Ed 1, 5, 6 7)
- Describe and detail the difference between various mediums. (CG 1, 2, 3, 4) (Gen Ed 1, 5, 6 7)
- Describe and detail the importance of setting in story (CG 1, 2, 3, 6, 8) (Gen Ed 1, 5, 6 7)
- Explain the importance of genre in story (CG1, 2, 3) (Gen Ed 1, 5, 6 7)
- Explain the importance of character in story (CG 1, 2, 3, 4) (Gen Ed 1, 5, 6 7)

**Unit 3: Principles of Story Design**

The student will be able to:

- Describe the substance of a story (CG 1, 2, 3, 4) (Gen Ed 1, 5, 6 7)
- Create an effective inciting incident (CG 1, 4, 5, 6) (Gen Ed 1, 5, 6 7)
- Analyze beats, scenes, and acts (CG 1, 2, 3, 4, 5, 6) (Gen Ed 1, 5, 6 7)
- Deconstruct scenes from “classic” established media (CG 1, 2, 3, 4, 5, 6) (Gen Ed 1, 5, 6, 7)
- Establish conflict in scenes (CG 1, 2, 3, 4, 5, 6, 7, 8, 9) (Gen Ed 1, 5, 6 7)
- Deconstruct a scene looking for changes in emotional conflict (CG 1, 2, 3, 4, 6) (Gen Ed 1, 5, 6 7)
- Discuss the importance of reality and expectation in story (CG 7) (Gen Ed 1, 5, 6 7)
Unit 4: Structure

The student will be able to:

- Describe and discuss the principle of antagonism (CG 1, 2, 3, 4, 5, 6, 7) (Gen Ed 1, 5, 6, 7)
- Describe and discuss the importance of a protagonist (CG 1, 2, 3, 4, 5, 6, 7) (Gen Ed 1, 5, 6, 7)
- Illustrate the value of gaps in scenes (CG 1, 2, 3, 4, 5, 6, 7) (Gen Ed 1, 5, 6, 7)
- Differentiate between exposition and dialogue and how this connects to various media (CG 1, 4, 5, 6) (Gen Ed 1, 5, 6, 7)
- Create a “empathetic” character in various forms of media (CG 1, 2, 3, 4, 5, 6, 7, 8) (Gen Ed 1, 5, 6, 7)
- Describe the importance of act breaks in a screenplay (CG 1, 2, 3, 4) (Gen Ed 1, 4, 6)
- Describe how ethics connects to various forms of story (Documentary vs. Narrative) (CG 1, 2, 3, 4, 6) (Gen Ed 1, 5, 6, 7)
- Describe and illustrate the concept of subtext (CG 1, 2, 3, 4, 6) (Gen Ed 1, 5, 6, 7)

Unit 5: Medium Analysis

The student will be able to:

- Research, defend and present a story concept (CG 1, 2, 3, 4, 5, 6) (Gen Ed 1, 4, 5, 6 & 7)
- Describe the importance of theme in story (CG 1, 2, 3, 4, 6) (Gen Ed 1, 4, 6 & 7)
- Write a step outline and treatment for their chosen medium (CG 1, 2, 3, 4, 5, 6) (Gen Ed 1, 4, 5, 6 & 7)
- Demonstrate proper formatting for various mediums (CG 1, 2, 3, 4, 5, 6) (Gen Ed 1, 4, 5, 6 & 7)
- Present story concept to industry professionals (CG 1, 2, 3, 4, 5, 6) (Gen Ed 1, 4, 5, 6 & 7)

Evaluation of Student Learning

Students’ achievements of the course objectives will be evaluated through the use of the following

<table>
<thead>
<tr>
<th>Evaluation Tools</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Entries &amp; Film Analysis Reports</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes, Formatting assignments &amp; Oral Presentations</td>
<td>15%</td>
</tr>
<tr>
<td>Short Writing Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project Research &amp; Treatment</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project – Completed Industry standard outline</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation &amp; Growth</td>
<td>10%</td>
</tr>
</tbody>
</table>
**Academic Integrity Statement:**
Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).