

ANI/FILM 560 Graduate Teaching Seminar

Winter 2023 | Monday 5:45-9:00pm | Daley 207

Instructor: Wendy Roderweiss Office: CDM 513

Email: wroderwe@depaul.edu (please allow 24 hours for a response)

Type of Instruction: Workshop, Lecture

Course Management System: D2L

Drop dates and deadlines: <https://academics.depaul.edu/calendar/Pages/default.aspx>

Office Hours: Please make an appt. on Bluestar TH 5:00-5:30, 9:00-10:00pm

Prerequisites: None

This syllabus is subject to change (Document date 12/29/23) Changes will be noted in red.

Course Description:

This seminar exposes students to effective methods and professional practices of teaching undergraduate and graduate students. A variety of approaches to course materials and projects will be introduced and discussed in detail. In addition to work in class, students will work closely with a faculty member in order to gain first-hand knowledge, including class observation, of practical aspects of creative and academic instruction.

This class will focus on preparing graduate students for teaching at the college level. This will include the following:

- Preparing to find a college teaching job
- Applying, interviewing, and presenting for the job
- Preparing classes/assignments
- Teaching, critiquing, and grading assignments
- How the college teaching profession works, including academic politics and expectations

Learning Outcomes:

Upon successful completion of this course students will be able to:

- Recognize basic classroom protocol, including syllabi, rubrics, grading, lectures, projects, and critiques
- Outline professional practices of members of faculty, especially regarding employment and the tenure process
- Identify and compare different teaching styles and methods
- Evaluate curriculum and formulate assignments
- Generate cover letters, CVs, and teaching statements
- Prepare and practice teaching and creative presentations and critiques

Texts:

None required. Links to outside resources and additional materials will be provided by the instructor.

Required Software/Hardware:

You will need to print materials to bring to class almost every week, please use a lab if needed and do not use class time to print
Word Processing (Word preferred)
Spreadsheet program (Excel preferred)
Presentation software such as Powerpoint or Keynote
Adobe Acrobat for making pdfs

D2L:

We will be using D2L in this course. To log on, go to <https://d2l.depaul.edu/> and enter using your campus connect login and password. Once you are logged on, click on the course link and you will find links to the syllabus, course outline, and submissions folder.

Grading:

5%	Job Search
5%	Cover letter
10%	CV plus revision
10%	Teaching Statement
10%	Faculty Meeting and Observation
5%	Faculty Observation notes
10%	Assignment Assignment
10%	Syllabus
10%	Critique
10%	5 Minute Teaching Presentation
15%	10 Minute Teaching Presentation

Grading Scale

A=100-93 A-=92-90	A indicates excellence
B+=89-88 B=87-83 B-=82-80	B indicates good work
C+=79-78 C=77-73 C-=72-70	C indicates minimum satisfactory work
D+=69-68 D=67-63 F=62-0	D work is unsatisfactory in some respect
	F is substantially unsatisfactory work

Assignments and Exercises – Class Work Assignments must be handed in on time. I will not accept late work. Do not use class time to finalize your projects.

Special Accommodations: If you have any special considerations please see me.

Content Changes – Depending on time factors, the assignments projected for the term may require slight alteration or rescheduling. I will contact you via email with any deviations from the syllabus. Please ensure that mail sent to the email address that you provided to the school is readily accessible.

Zoom Policies

The DePaul [Code of Student Responsibility](#) applies to online behavior as well as in-person or classroom behavior. The following are policies for the course meetings with Zoom:

- General – Sign in with your preferred first name and last name. If you do not have access to a computer or smartphone with internet access, call into class. This is not optimal; try to locate an internet-enabled device to use for this course. Please stay engaged in class activities. Close any apps on your device that are not relevant and turn off notifications.
- Video – Turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. You may elect to turn off your video if you have limited internet

bandwidth, no webcam or if you're unable to find an environment without a lot of visual distractions.

- Audio – Mute your microphone when you are not talking if you are in a noisy environment. We have a small class, so I'd like to keep our mics open whenever possible. Be in a quiet place and turn off any music, videos, etc. in the background.

Class Outline:

Class 1 Monday 1/2

IN CLASS:

Introduction to the course

Getting to know us

A teaching discussion

Introducing teachers for observation

Academia's infrastructure

ASSIGNMENTS:

Job Research

There are several sites on our course D2L links page for searching college jobs. Take a look at them, most importantly UFVA, Vitae, Higher Ed Jobs, and CAA. Use search terms and the site filtering to identify 5-10 jobs that you think you'd like to have. If possible try to find at least one job that would fit each of these categories:

- Two jobs you realistically qualify for (or will when you graduate)
- A job you could realistically apply for in 3 years
- A dream job

Make Pdfs of the 4 listings above and upload them to the submission folder.

Teaching Observation

Review the full-time faculty bios and pick three that you would like to observe. We will finalize who you will observe in two weeks. Note: they cannot be a professor that you have had in the past. I encourage you to cross the animation/film and television boundaries.

Class 2 Monday 1/9

Curriculum Vitae

Tenure discussion

Rubrics

ASSIGNMENTS:

The Basics of Cover Letter Writing

<http://chronicle.com/article/The-Basics-of-Cover-Letter-/46259/>

Using the two realistic jobs you found last week, read the article on writing a cover letter and write a letter that is personalized for both jobs. The letters can share material but should not be duplicates of each other, each should be personalized to the institution/job. The letter shouldn't exceed one page. Submit as pdf to the submission folder and have it ready to send to your classmates during workshop. We will break into groups to edit and revise each other's letters.

CV Standards – CAA

<http://www.collegeart.org/guidelines/visartcv>

Create a CV using the materials presented in class and the CAA CV Standards as a guide. Complete as thoroughly as you can, as if you were applying for a job. Submit as pdf to the submission folder and have it ready to send to your classmates during workshop. We will break into groups to edit and revise each other's CVs.

Teaching Observation

Review the full-time faculty bios and pick three that you would like to observe. We will finalize who you will observe next week. Note: they cannot be a professor that you have had in the past.

Class 3 Monday 1/16

Workshop of Cover letters and CVs

Finalize which professor you will be observing

Teaching Methods and Philosophies

Job Interview expectations

Guest Speaker?

ASSIGNMENTS:

A) Revise your CV based on the feedback from class and resubmit as PDF.

B) Read "How to Write a Statement of Teaching Philosophy"

<http://chronicle.com/article/How-to-Write-a-Statement-of/45133/>

And use the Teaching Philosophy Rubric from class

Write a personal teaching philosophy that expresses your views on the subject. Try to identify what you feel passionate about. It should be 1-2 pages long. Submit as pdf to the submission folder and have it ready to send to your classmates during workshop. We will break into groups to edit and revise each other's statements.

C) Teaching Observation of an SCA Faculty Member

This is a 4-part assignment

1. Set up a meeting to interview your professor before observing their class. This should be thorough, ask them about their teaching experience, philosophy and methods and insights. What are their goals in the classroom? How would they define a good teacher vs. a bad one? How is teaching in a creative discipline uniquely challenging/different? What wisdom can they impart?
2. Observe their class taking notes while you observe. What sorts of teaching methods do they use? What is their demeanor? Did their level of organization impact the class? What were students reactions to them? Were the students engaged? What was your reaction to them and the class and material being presented?
3. Meet with the professor after the class to follow up on your observations. Try and do this right after class if possible so the experience is fresh for both of you.
4. Write 1-2 pages of notes on your meetings and observation of the instructor. You will use these notes as the basis for our group discussion. You should have them for reference, and upload them to the submission folder. This doesn't need to be a formal paper, but show respect for your classmates by taking the time to organize and edit your thoughts. Week 6 you will share with the class what teaching methods they use and what you found interesting, important, different, noteworthy (good or bad).

Class 4 Monday 1/23

Workshop Teaching Philosophies

Assignment Assignment Part 1 in groups

ASSIGNMENTS:

Assignment Assignment Part 2

In class we divided into groups. Each group met and came up with a hypothetical course that included material they all considered within their ability to teach.

Each group then came up with a set of Four Student Learning Outcomes for their course:

<https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx>

<https://oie.gsu.edu/assessment-and-review-academic-and-adminstrative/academic-assessment-and-review/assessment-manual/writing-meaningful-student-learning-outcomes-slos/>

And using Blooms Taxonomy

Each of the group members chose one Learning Outcome and will design an assignment/project that would help students achieve their Learning Outcome. For Monday everyone must submit a detailed assignment description and a Grading Rubric for their assignment. The assignment description should be less than a page long, but the description plus rubric could be about a page and a half maximum (it doesn't need to be this long, but it shouldn't be longer). Submit as pdf to the submission folder and have it ready to send to your classmates during workshop.

Resources for creating assignments:

<https://resources.depaul.edu/teaching-commons/teaching-guides/Pages/default.aspx>

<https://resources.depaul.edu/teaching-commons/teaching-guides/assignment-design/Pages/default.aspx>

Rubrics:

<https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/Pages/default.aspx>

<http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/AssessmentToolsResources/rubrics.php>

Class 5 Monday 1/30

Presentation of Assignments

Syllabus discussion

ASSIGNMENTS:

- A) Using the course that you created for the last assignment, complete a syllabus for the course. Look at the example syllabi that I provided to decide on what style you will use but you must include everything on the syllabus checklist on d2l. You should include all of the required elements and a week by week breakdown of what will be covered in the course, as well as how it will be evaluated. You may use the assignments created for your course by the group, but put them into the context of the course at large. If you want to create other graded elements, such as quizzes, exams, discussions, readings etc. you are welcome to do so. Please submit a pdf file.

B) Finalize your teaching observation notes for next week's discussion.

Class 6 Monday 2/6

Discussion of teaching observations (Must have visited a class before this date and organized your notes for presentation)

FERPA and Academic Integrity

Critique set up

ASSIGNMENTS:

Film for Critique

I will ask some of you to submit a film (live action or animated) or screenplay for our Critique experience on Monday. The film should be no more than 8 minutes long. The screenplay should be no more than 10 pages. If you can't upload it then submit a URL.

Class 7 Monday 2/13

In-class critique session of films and/or scripts

ASSIGNMENTS:

Prepare and give a 5 minute teaching presentation on the subject of your choice. You cannot use any visual aids other than yourself. You may use notes or note cards (a good idea). The presentation should be at least 4 minutes and 30 seconds, and you'll be cut off if you go much longer than 5 minutes.

If you're planning on applying for a FILM, or ANI adjunct position I recommend choosing a subject from your target class. Check out past syllabi from the classes for lecture subjects. However, you can present on anything you want as long as it fulfills the following: The teaching presentations are to see candidates' organizational and presentation skills, as well as knowledge of the subject. Choose a topic you feel something about, and if you wish, one you can eventually expand into your 10 minute presentation.

Here's a process that I use: think of everything you can relating to the specific subject and make a written list. Organize your list chronologically (if applicable) and by subject. Try talking through the list, adding details, against a clock. Edit out the less important parts to get your time down. Think of ways to personalize the subject with your own experience, and how it might relate to students. When you get it to around 5 minutes try it out loud in front of a mirror. It's embarrassing, but helpful. Try it out in front of a friend/partner/classmate and get feedback. You won't be behind a table or podium, so practice what you'll do with your hands. You don't need to memorize, but the more you practice the more comfortable you'll feel.

It helps to watch others present, because you can then think about ways to improve your presentation.

Class 8 Monday 2/20

IN CLASS:

5 minute presentations Pt 1

ASSIGNMENTS:

Using the experience and feedback from your 5 minute presentation, apply those to your 10 minute presentation and know that you will have a few minutes more for questions. You should make use of some of the following if applicable:

- Whiteboard notes
- Powerpoint/Keynote presentation
- Film clips
- Software demonstration

We will be going in two groups. The tech prep is YOUR responsibility, just as it will be when you interview for a teaching job. If you have a tech need, like sound and video, lights etc, make sure you know how to work them.

Class 9 Monday 2/27

IN CLASS:

5 minute presentations Pt 2

Start of 10 minute presentations

ASSIGNMENTS:

Using the experience and feedback from your 5 minute presentation, apply those to your 10 minute presentation and know that you will have a few minutes more for questions. You should make use of some of the following:

- Whiteboard notes
- Powerpoint/Keynote presentation
- Film clips
- Software demonstration

We will be going in two groups. The tech prep is YOUR responsibility, just as it will be when you interview for a teaching job. If you have a tech need, like sound and video, lights etc, make sure you know how to work them.

Class 10 Monday 3/6

10 minute presentations Pt 2

ASSIGNMENTS:

Using the experience and feedback from your 5 minute presentation, expand your presentation to 10 minutes and know that you will have a few minutes more for questions. You should make use of some of the following:

- Whiteboard notes
- Powerpoint/Keynote presentation
- Film clips
- Software demonstration

We will be going in two groups. The tech prep is YOUR responsibility, just as it will be when you interview for a teaching job. If you have a tech need, like sound and video, lights etc, make sure you know how to work them.

Class 11 Monday 3/13

10 Minute presentations Pt 3 If needed

COURSE POLICIES AND ADDITIONAL INFORMATION:

Covid 19 Health and Safety Precautions: Starting April 11, 2022 masks will no longer be required in classrooms and labs, but are still encouraged and recommended. If you need one, masks are available at a limited number of first-floor desk areas near building entrances.

Civil Discourse: DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Preferred Name and Gender Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at <http://policies.depaul.edu/policy/policy.aspx?pid=332>

Respect for Diversity and Inclusion: At DePaul, our mission calls us to explore “what must be done” in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions, and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

Changes to Syllabus: This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

Online Course Evaluations: Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable. As you experience this course and material, think about how your learning is impacted.

Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Academic Integrity and Plagiarism: DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of

academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.

Academic Policies: All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at:

<http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

Copyright Statement: The materials provided by the instructor in this course are for the use of the students enrolled in the course. Copyrighted course materials may not be further disseminated.

Withdrawal: Students who withdraw from the course do so by using the Campus Connection system at <http://campusconnect.depaul.edu>. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Retroactive Withdrawal: This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval. College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

Excused Absence: In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/forms.html>. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

Incomplete Grades: An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

Students with Disabilities: Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

Loop Campus - Lewis Center #1420 - (312) 362-8002

Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students can also email the office at csd@depaul.edu

Students who are registered with the Center for Students with Disabilities are also invited to contact me privately to discuss how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term. Our conversation will remain confidential to the extent possible.

Writing Center: I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in

your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing for more information.

Dean of Students Office: The [Dean of Students Office \(DOS\)](#) promotes student learning and ethical decision making in an inclusive and validating environment. Utilizing a comprehensive approach to student advocacy that is informed by DePaul's Catholic, Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents and community partners to support students in reaching their academic and personal success. The Dean of Students Office is primarily responsible for administering and adjudicating violations of the Code of Student Responsibility at DePaul University. Additionally, the office provides the administrative withdrawal and absence notification process, and can help students identify campus and community resources in times of personal and/or family crises and medical emergencies.

University Counseling Services

- Free, goal-focused, collaborative, short-term, confidential, individual, and group counseling services for DePaul's students.
- Brief Screening & Consultations (BSC) over the phone.
- Drop-in Emergent Care Services during office hours (Monday to Friday: 10 am to 4 pm).
- Collaboration with faculty, staff, family, and friends who want to support student care.
- Psychoeducational workshops and presentations for a variety of topics including adaptive coping skills, stress management, effective communication, relationships, time management, mindfulness, etc.
- Assistance with community based referrals for therapy and psychiatry services.

To speak directly to a therapist 24 hours a day, 7 days a week, students should call 773-325-CARE (2273) and Press "1" when prompted.

To schedule an on-campus brief screening and consultation, students should call 773-325-CARE (2273) during regular business hours and Press "2" when prompted. More info can be found here: <https://offices.depaul.edu/student-affairs/about/departments/Pages/ucaps.aspx>

The Help Desk: The Help Desk provides technical assistance via phone, email and web for current DePaul students, faculty and staff. The Help Desk supports computers, network access, telephones, email accounts, and university instructional and administrative software. They can troubleshoot and resolve hardware and software related issues with both the Mac and Windows operating systems. Visit <https://depaul.service-now.com/sp> to get help.

Emergency Plan: An emergency can occur at any time, suddenly and without warning. Proper planning is essential to minimize the impact of any emergency on the university community, operations and facilities. The following link provides detailed information on Emergency Evacuation and Fire Alarm [safety](#). The University will use the DPU Alert to announce school closing or other emergencies. In the event of an emergency evacuation, the primary outdoor assembly area for CDM will be Grant Park (Southeast corner of Jackson and Michigan Ave).