

DC 298 INTERNSHIPS IN PRODUCTION & POST PRODUCTION
SPRING QUARTER 2014
WEDNESDAYS 1:30 – 3:00 OR ONLINE

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Office Hours: W 9-11,
R 1 – 2 (Cinespace)

PRE-REQUISITE: Approved Internship.

COURSE DESCRIPTION:

This internship course offers students the opportunity to gain professional experience, industry contacts, and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, game development, motion graphics and interactive media are possible.

Students must be employed at least 10 hours a week for 10 weeks (100 hours minimum) in a cinema, animation or game-related work environment (experiential component). Most internships will require more than a 10-hour weekly commitment. Students attend a weekly 1.5 hour seminar (instructional component) concurrently with their employment. This course satisfies the Junior Year Experiential Learning Requirement.

COURSE OBJECTIVES:

The course helps students synthesize academic work with their experience outside the classroom through reading, film viewing, reflection, discussion and research. Students will:

- identify their personal learning goals and how the internship experience affects their entrance into the workforce;
- pinpoint their strengths and weakness as an individual working within a creative team toward a shared goal;
- determine the direction of their careers by researching a similar career path and identifying the skills and steps necessary to accomplish their goal;
- integrate real world feedback on their skills through hands-on experience;
- problem solve ethical dilemmas that arise in a creative environment;
- reflect on how their skills can be used to further DePaul University's commitment to public service.

THIS COURSE IS NOT SELF-PACED.

JYEL LEARNING GOALS:

Students will:

- apply particular concepts from readings, lectures, etc. to an analysis of lived experiences in the settings provided by the course;
- use the experiences provided by the course to construct and articulate the impact of their experience on their understanding of course content;
- demonstrate an understanding of the ethics appropriate to their experiential placement;
- use their new understanding to make decisions and solve problems related to the course, whether at the setting provided by the course, or in other assignments.

CODE OF CONDUCT:

Your coursework is an extension of your internship. As in the professional world lack of decorum, lateness, absences, and missed deadlines will not be tolerated. The same codes of conduct expected of you in the workplace – fulfilling obligations, active participation, showing up on time and prepared to class and treating others with respect - will apply in the course. Students not meeting these expectations will be given a verbal warning. Should unprofessional behavior persist, each successive warning will result in a one-letter grade reduction of the overall course grade. Three warnings will result in failure of the course.

This course is based on interns' discussion of course readings and practical experiences. The success of the class depends on each intern's preparedness and ability to discuss the weekly topics.

Should you encounter problems at the job site, please contact the instructor immediately for confidential guidance and support in solving the problem.

GRADE BREAKDOWN:

| | |
|--|-----|
| Reflection on <i>Jiro Dreams of Sushi</i> | 10% |
| Write up of class exercise | 5% |
| Resume | 10% |
| Mock Interview | 10% |
| Ethics Reflection Paper | 10% |
| Informational Interview Proposal | 5% |
| Informational Interview Report | 10% |
| <i>In Dreams</i> Quiz & Reflection | 10% |
| Online Discussion/F2F Participation | 20% |
| <i>Fast, Cheap and Out of Control</i> reflection | 10% |

A = 100 – 93, A- = 92 – 90, B+ = 89 – 88, B = 87 – 83, B- = 82 – 80, C+ = 79 – 78, C = 77 – 73, C- = 72 – 70, D = 69 – 60, F = 59 – 0.

WRITING OBJECTIVES:

Students will complete 4-5 reflective writing assignments and one informational interview report, totalling approximately 10 pages.

TEXTBOOKS (ADDITIONAL READINGS SUPPLIED BY THE INSTRUCTOR):

Jamie Fedorko *The Intern Files*

Additional handouts will be provided by the professor.

Online students should purchase the book at Amazon or MBS Direct.

SYLLABUS**WEEK 1****Online Discussion: 3/31 – 4/6**

4/2 Introduction. What is the nature of work?

[] Read the syllabus & intro email thoroughly due 3/31

[] Take the syllabus quiz due 3/31

****100% needed on syllabus quiz to unlock the rest of the module****

[] Subscribe to the FAQ discussion board due 3/31

[] Subscribe to News Items due 3/31

[] Start the discussion board 3/31

[] Read John Cage's 'Some Rules for Students and Teachers'

[] Screen *Jiro Dreams of Sushi* on coltube

[] Work on *Jiro Dreams of Sushi* reflection paper 4/9

WEEK 2**Online Discussion: 4/7 – 4/13**

*******Start thinking about who you want to interview*******

4/9 What Do You Want Out of a Job? In-class exercise and write-up.

[] Start the discussion board 4/7

[] Read Fedorko Part II (Chapters 7 – 11) 4/8

[] Prep cards for 'job wants' exercise 4/9

- ☐ Complete 'job wants' exercise 4/9
- ☐ Write-up results of 'job wants' exercise 4/9

WEEK 3

Online Discussion: 4/14 – 4/20

4/16 Resume writing. Introduction to Cover Letters and The Importance of Graphic Design. What do you see? What do employers see?

- ☐ Schedule Informational Interview this week
- ☐ Start the discussion board 4/14
- ☐ Read Fedorko Part III (Chapters 12 – 16) 4/15
- ☐ Watch resume writing lecture 4/16
- ☐ Work on revised resume due 4/23

WEEK 4:

Online Discussion: 4/21 – 4/27

4/23 The Artist in the Workplace. How can students merge their creative and responsible selves? Introduction to Informational Interviews.

- ☐ Email Shayna the name and date for Informational Interview With An Industry Professional 4/21
- ☐ Start the discussion board 4/21
- ☐ Read Delmore Schwartz *In Dreams Begin Responsibilities* 4/22
- ☐ Take quiz on *In Dreams Begin Responsibilities* 4/22
- **80% needed on syllabus quiz to unlock the writing assignment prompt**
- ☐ Write reflection on *In Dreams Begin Responsibilities* due 4/30
- ☐ Work on Informational Interview Proposal With Questions due 4/30
- ☐ Submit Revised Resume 4/23

Week 5:

Online Discussion: 4/28 – 5/4

4/30 Interview Skills: How to prepare, what to expect.

[] Schedule a phone or face-to-face interview during week 6 with Sarah Highstone 4/28

** I must receive confirmation from Sarah that you have an interview scheduled for next week**

[] Start the discussion board 4/28

[] Read Fedorko Part IV (Chapters 17 – 21) 4/29

[] View Interview Skills lecture 4/30

[] Submit Revised Resume (if applicable) 4/30

[] Submit Reflection Paper on *In Dreams* 4/30

[] Submit Informational Interview Proposal With Questions 4/30

Week 6:

Online Discussion: 5/5 – 5/11

5/7 Mock Interviews – no in-class meeting

[] Start the discussion board 5/5

[] Work on Interview with an Industry Professional Report 5/7

[] Complete mock interview with Sarah Highstone before 5/10

Week 7:

Online Discussion: 5/12 – 5/18

5/14 The Non-Traditional Career Path.

[] Start the discussion board 5/12

[] Screen *Fast, Cheap and Out of Control* (Morris, 1996, 82 mins) 5/14

[] Submit Interview With an Industry Professional 5/14

[] Submit reflection on *Fast, Cheap and Out of Control* by 5/21

Week 8:

Online Discussion: 5/19 – 5/25

5/21 Ethics in creative fields.

[] Start the discussion board 5/19

[] Read: Handout

[] Screen *The Wonderful, Horrible Life of Leni Riefenstahl* (part 1) 5/21

[] Work on Ethics Reflection Paper

[] Submit Reflection on *Fast, Cheap and Out of Control* 5/21

Week 9

Online Discussion: 5/26 – 6/1

5/28 Ethics in creative fields.

[] Start the discussion board 5/26

[] Read Fedorko Part V & Conclusion (Chapters 22 - end) 5/27

[] Screen *The Wonderful, Horrible Life of Leni Riefenstahl* (part 2) 5/28

[] Submit Ethics Reflection Paper 5/28

Week 10

Online Discussion: 6/2 - 6/8

6/4 What Do I Want To Be When I Grow Up?

[] Start the discussion board 6/2

[] Screen *Salesman* on coltube 6/4

COURSE POLICIES:

In addition to the DePaul University course policies (see student handbook), the following policies apply to this course:

DESIRE TO LEARN – The course uses D2I to post notes and assignments. Please visit <https://d2i.depaul.edu> and use your campus connect ID to enter the site. Films must be accessed on another website. Please log in to

coltube.cdm.depaul.edu using your campus connect information. From the pull down menu on the left, choose the term and class to access the films.

STUDENT RESPONSIBILITIES – Each student is responsible for their time management and meeting the expectations stated on the syllabus and checklists. The instructor is not responsible for reminding students of assignment deadlines.

ONLINE LEARNING – Online learning takes more maturity, focus and self-motivation to do well than a face-to-face class.

DEADLINES – Late work will not be graded. Students are responsible for uploading their work to d2l before the dropbox closes, regardless of circumstance. To be crystal clear: Assignments must be uploaded to d2l regardless of power and internet outages, the clock on your computer, your work schedule, etc, etc.

Do not wait until the last minute to upload your work since the site may be slow due to high volumes of traffic. It is recommended that you upload your work with enough time to get yourself to a library or other location where you can upload.

You will not be eligible for an 'A' in the class unless you turn in all assignments.

DISCUSSION RULES FOR ALL STUDENTS –

- 1) **EVERYONE NEEDS TO PARTICIPATE.**
- 2) **FOCUS ON IMPROVING OVER TIME.**
- 3) **BE PREPARED, WHICH MEANS HAVING DONE THE READING, GETTING ADEQUATE NUTRITION AND REST, GETTING RID OF DISTRACTIONS.**
- 4) **THERE ARE NO 'RIGHT' AND 'WRONG' ANSWERS IN PHILOSOPHY, ONLY LOGICAL OR ILLOGICAL ARGUMENTS. WHAT YOU DON'T UNDERSTAND IS USUALLY THE BEST STARTING POINT FOR DISCUSSION.**
- 5) **CONNECT IDEAS FROM THE COURSE WITH VERIFIABLE OUTSIDE SOURCES.**
- 6) **KEEP THE DISCUSSION FLOWING LIKE A NON-ACADEMIC CONVERSATION.**
- 7) **LISTENING IS A CRITICAL SKILL. DON'T JUDGE, JUST LISTEN.**
- 8) **ENJOY SILENCES. IT IS OK TO HAVE SILENCES TO ABSORB INFORMATION AS LONG AS THE CONVERSATION CONTINUES AFTER A REASONABLE TIME.**
- 9) **THIS IS A SAFE SPACE – WILLINGNESS TO EXPLORE IS MORE IMPORTANT THAN BEING 'CORRECT'.**
- 10) **YOU WILL GET WHAT YOU NEED OUT OF THE CLASS.**

GRADED DISCUSSIONS –

Discussions begin on Mondays and are open until and the following Sunday at 11:59 p.m.

Every student is required to make at least two (2) contributions to each discussion. In addition, the group is responsible as a whole to ensure that all students are brought in to the discussion in a thoughtful way.

- Excellent: Four or more posts that demonstrate excellence in grasping key concepts from readings and weekly recorded session; thoughtfully critique the work of other students; provide ample evidence of support for opinions; readily offer new insights into discussion material.
- Average: Four or more posts that show evidence of understanding most major concepts; is able to agree or disagree when prompted; is skilled in basic level of support for opinions; offers an occasional divergent viewpoint.
- Below average: Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Does not post four or more times per discussion.
- No credit: Shows no significant understanding of material or does not post.

- Points will be deducted for poor spelling and grammar.
- Do not use texting abbreviations or type in all capital letters.
- Extra credit is given to students who thoughtfully encourage those who are normally quiet to participate.
- Each discussion is worth 2 points. There will be 10 threaded discussions. **Remember, discussion is mandatory – it is 20% of your final course grade.**

ATTENDANCE – Attendance is mandatory for face-to-face students. If you arrive after class has started you are tardy. Each student is allowed ONE absence (equal to two tardies) before your grade is affected.

ATTENDANCE FOR ONLINE STUDENTS – Attendance is mandatory for online students and is defined as listening to the in-class discussions and lectures and participating in the online discussion boards. Be aware that d2l tracks your usage.

ILLNESS – Please do not attend class if you are ill (heavy cough, fever, vomiting). If you show up visibly sick, you may be asked to go home. In order to prevent a consequence with the attendance and deadline policies, contact me by email prior to missing a class due to illness and continue to keep me posted until you return. As long as I am aware of your situation and you take an active role in catching up, absences might be excused and extensions might be granted for short-term illnesses. Every situation will be handled according to individual circumstance at the instructor's discretion. Students with long-term illnesses should contact the Dean of Students office to inquire about a medical withdrawal. **Absolutely no consideration will be given for those who request special treatment without advanced notice, even with a doctor's note.**

INCOMPLETES – No incompletes will be given.

ACADEMIC INTEGRITY – Plagiarism on assignments or cheating on exams are serious offenses and earn the student a failing grade for the class. The instructor assumes students in this class know how write research, analytical and reflection papers. All submissions are evaluated for plagiarism.

CONTENT CHANGES – This syllabus may be amended as the course proceeds. You will be notified of all changes. As the quarter progresses, some items may change at the instructor's discretion, but the overall workload will not. Make sure you pace yourself accordingly.

INSTRUCTOR AVAILABILITY – Please email any time you have a question or concern about the class. If you do not hear back from me within 24 hours, it means I did not receive your message so please check the address and contact me again. If you are unable to meet during my office hours, contact me to make other arrangements.

ADDRESSING THE INSTRUCTOR – I prefer for students to address me by my first name, Shayna, which rhymes with 'Dana'.

WRITING ASSIGNMENT RUBRIC – Total of 40% of the course grade. The rubric for writing assignments is as follows:

Excellent (A range):

Goes deep - demonstrates expert understanding of writing topic; shows deep insight, thoughtfulness, honesty and reflection on subject matter; well organized paper; highly skilled writing that flows easily; meets all technical specifications.

Above average (B range)

Demonstrates good understanding of the writing topic; shows some insight into and reflection on subject matter; organized paper; good writing; meets all technical specifications.

Average (C range):

Shows basic understanding of writing topic; film choice is appropriate for the topic and somewhat integrated into the paper; uses proper research methods, correct citation and bibliography format; paper's organization, thesis and writing level shows it is still a rough draft; meets most technical specifications.

Below average (D):

Misrepresents philosophical one or more philosophical arguments or contains confirmation bias; film example tangentially connected to philosophical arguments; sloppy research methods, citation or bibliography format; disorganized paper; thesis unclear or missing; writing level indicates paper is an

early draft; omits bibliography; does not meet minimum page count with standard margins; does not meet technical specifications.

No credit (F):

Does not meet the assignment criteria; paper is unfinished or not turned in; paper is plagiarized in part or in whole.