

FILM 105 - Foundations of Television
Autumn 2022 – 2023
Section 409
Tuesdays & Thursdays, 1:30 – 3:00 PM
CDM Center, 243 S. Wabash Ave., Room 216
Instructor: Ilisa Aaron
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Office Hours via Zoom: Mondays 10:30 AM – 12:00 PM, starting 9/12 to 11/14, or by appointment (Zoom link on D2L)

Course Description

This course provides an introduction and framework of the history of television production. Evolving story forms will be examined from television's beginnings to the present. Developments in story, production styles, technology, and cultural impact will be analyzed and discussed.

Learning Outcomes

Upon successful completion of this course students will:

- Identify important events in the history of television that propelled its evolution, and/or had a significant impact in society.
- Recognize the basic content production elements of a television show and use that knowledge to create a basic pitch presentation for an original program.
- Compare the structure of various television genres.
- Distinguish the basic principles of the business of television and how they're evolving.

Reading

Required: Mittell, Jason (2010) *TELEVISION AND AMERICAN CULTURE*;
Michael Wiese Productions. ISBN-13: 978-0195306675 ISBN-10: 0195306678

Additional articles and links as needed. Text choice may be subject to change.

Please examine the following websites that report on the newest developments in this thriving industry:

VARIETY, THE HOLLYWOOD REPORTER, DEADLINE HOLLYWOOD

Course Management System

D2L

Course Policies

Assignments:

Reading and viewing assignments are given weekly. All reading assignments must be completed by the date which they are assigned in the syllabus.

All written assignments and quizzes will be submitted online by the due date indicated in this syllabus. Reasonable deadlines are given for completion of each assignment. Late work will be docked a letter grade each day it is late, until an F grade is reached, and no points will be assigned.

There is no final exam for this course. The completion of a formal verbal and written pitch for an original show will serve as your final exam.

Attendance:

Each week’s class consists of lectures and screenings; participation is mandatory. For the purposes of this class, an absence is defined as failing to attend class, arriving 15 minutes late or leaving 15 minutes early. Each absence will result in a reduction in the participation grade; if you are absent more than three times, you fail the course.

Class Discussion:

Student participation in class discussions is part of your attendance/participation grade. Students are highly encouraged to ask questions and offer comments relevant to the day’s topic, or the work that is shown.

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.

Course Lectures/Reading Assignments:

Lecture presentations will occur weekly. The independent reading supplements the lecture presentations. The instructor will reference both the lecture content and the readings in examinations. BOTH SOURCES ARE NEEDED.

Examinations:

Students who do not take exams during the regularly scheduled time will receive a failing grade for exams unless they have contacted the instructor in advance to arrange for a make-up exam.

Grading:

Assignment 1	10 points
Assignment 2	10 points
Quiz 1	10 points
Quiz 2	10 points
Mid-Term Presentation/Pitch Brief	15 points
Final Presentation/Pitch Brief	25 points
Participation	10 points
Peer Review Analysis 1	5 points
Peer Review Analysis 2	5 points
TOTAL:	100 points

Grading Standards:

Letter Grade	Minimum % of Total Points	Letter Grade	Minimum % of Total Points
A	93	C+	78
A-	90	C	73
B+	88	C-	70
B	83	D+	68
B-	80	D	60

Office Hours:

I'm available during the indicated office hours, but you can reach me anytime via email. I return emails within 24 hours, 48 hours on weekends. If you are unavailable during office hours, we can set up an appointment via Zoom.

Important Dates:

<https://academics.depaul.edu/calendar/Pages/default.aspx>

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.

COURSE OUTLINE

Week 1: Sept. 8

Lectures/Discussion: Introductions. Review Course Materials and Syllabus. Why Study TV?

Origin/History of the Medium. The First Transmissions.

Viewing: Details on D2L

Reading: Mittell, Introduction & Chapter 1 pgs. 17-35

Assignment Due Next Week: "TV Moment that Moved Me." Details on D2L. Due TH 9/15

Week 2: Sept. 13, 15

Lectures/Discussion: An Overview of Television Content, Pioneers of the Industry, The Business Side of Television.

Viewing: Details on D2L

Reading: Mittell, Chapter 1, p35-52 & Chapter 2, p54-64 & 72-86

SUBMIT: "TV Moment that Moved Me" on D2L by start of class TH 9/15

Week 3: Sept. 20, 22

Lectures/Discussion: Fiction: The Television Comedy

Viewing: Details on D2L

Reading: Mittell, Chapter 5, p161-176 & Chapter 6, p213-244 & p248-255

Assignment Due Next Week: "Context and Series." Details on D2L. Due TH 9/29

Week 4: Sept. 27, 29

Lectures/Discussion: Fiction: The Television Drama

Viewing: Details on D2L

Reading: Mittell, Chapter 7

SUBMIT: "Context and Series" by start of class TH 9/29

Assignment Due in Two Weeks: Mid-Term Presentation. Details on D2L. Due Week 6 (10/11 & 13)

Week 5: Oct. 4, 6

Discussion/Lectures: Non-Fiction: Reality Television, Children's Programming, Animation

Viewing: Details on D2L

Reading: Mittell, Chapter 2, p86-97 & Chapter 10

Continue to Workshop Mid-Term Presentation for Next Week

Week 6: Oct. 11,13

Discussion/Lectures: Mid-Term Presentations

Viewing: Details on D2L

Reading: Mittell, None

SUBMIT: Pitch Brief on D2L by start of class on 10/11

DO: Peer Review #1 by 10/14

Assignment Due Next Week: Take Home Quiz #1. Details on D2L. Due TH 10/20

Week 7: Oct. 18, 20

Discussion/Lectures: Social Impact of Television; Representation and Identity on TV

Viewing: Details on D2L

Reading: Mittell, Chapter 8

DO: Quiz #1 on D2L by start of class TH 10/20

Assignment Due Next Week: Take Home Quiz #2. Details on D2L. Due TH 10/27

Week 8: Oct. 25, 27

Discussion/Lectures: Social Impact of Television; Representation and Identity on TV

Viewing: Details on D2L

Reading: Mittell, Chapter 9

DO: Quiz #2 by start of class TH 10/27

Assignment Due in Two Weeks: Final Presentation. Details on D2L. Due Week 10

Week 9: Nov. 1, 3

Discussion/Lectures: News, Politics and TV Regulation; Women Transforming the Industry, A Changing Industry

Viewing: Details on D2L

Reading: Mittell, Chapter 3 & 4

Continue to Workshop Final Presentation for Next Week

Week 10: Nov. 8, 10

Discussion/Lectures: TBD; Final Presentations

Viewing: Details on D2L

Reading: None

SUBMIT: Pitch Presentation and Written Pitch DUE by start of class on TH 11/10

Week 11: Nov. 15 (Last Day of Class)

Discussion/Lecture: Final Presentations

DO: Peer Review #2 by 11/18

REMINDER: Extra Credit DUE 11/22

COVID-19 Health and Safety Precautions

The health and safety of everyone at DePaul depend on the cooperation of all who come to campus. By taking care of yourself, you protect the entire community. DePaul's COVID-19 response plans are based on the latest guidance from the Centers for Disease Control and Prevention, the Chicago Department of Public Health and the university's medical advisor from AMITA Health.

Mandatory protocols must be followed by DePaul students, faculty and staff at all times on both campuses <https://resources.depaul.edu/coronavirus/guidance/health-safety-practices/Pages/default.aspx>.

Respect for Diversity and Inclusion at DePaul University as aligned with our Vincentian Values

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.

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity. More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>.

Posting work on online sites, such as Hero: All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students

who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

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>

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>

Preferred Name & 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>

Students with Disabilities

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

- Loop Campus (312) 362-8002
- Lincoln Park Campus (773) 325-1677
- Email: csd@depaul.edu

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gregory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information.

Anti-Discrimination and Anti-Harassment Policy: It is the policy of DePaul University that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, gender identity, sexual orientation, national origin, age, marital status, pregnancy, parental status, family relationship status, physical or mental disability, military status, genetic information or other status protected by local, state, or federal law in its employment or its educational settings.

View a full description of [DePaul's Anti-Discrimination and Anti-Harassment Policy here](#).

Please note: Students should report any incidents of behavioral misconduct (including harassment) in video conference meetings to their instructor. Any incident of harassment and/or behavioral misconduct that impedes the teaching and learning environment may be reported to the Dean of Students Office for referral to the student conduct process. This includes sharing meeting links, passwords, screenshots, recordings, or other meeting information in a way that could facilitate harassment or misconduct by others.

Student Interaction: Certain assignments may require students to collaborate or critique each other's work. Students are expected to conduct themselves in a professional manner; commentary should be respectful. Students are required to communicate with their partners frequently and execute their assignment responsibilities in a timely manner.

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.