DEPAUL UNIVERSITY | SCHOOL OF CINEMATIC ARTS

WINTER 2024
SCRW 101_202 | Screenwriting for Majors
TUES 1:00PM – 4:15PM
LEVAN 304 - Lincoln Park Campus
Instructor: Kat O'Brien | Email: kobrie55@depaul.edu
Office Hours: **Please email for appointment** |LPC 304 / ZOOM: MON & TUES 11:30AM-1PM
Please do not hesitate to email or engage during office hours with questions or concerns.

SCWR 101 SCREENWRITING FOR MAJORS

Description: This course introduces digital cinema majors to dramatic writing for motion pictures. The topics covered include theme, plot, story structure, character, and dialogue. Emphasis is placed on telling a story in visual terms. Films and scenes examined in this class will highlight creators and characters from a wide range of diverse backgrounds and intersectional identities.

Prerequisites: None

General Content Warning: This course recognizes that to engage with media is to engage with historic and ongoing problematic representation, as well as the ways that harmful representation impacts students in different ways. Therefore, any course content displaying racist, sexist, homophobic, transphobic, and otherwise violent or socially violent material will be made known in writing prior to viewings, so that students may make informed decisions about their mental and emotional health and well-being. Students may inform the professor of any material that they cannot engage with to find a suitable alternative.

Course Outcomes: In addition to completing several writing assignments students are expected to develop, outline, and write a short screenplay.

Learning Objectives
- employ standard screenplay format
- identify elements of scene craft, character development, and narrative structure
- demonstrate expanded visual writing skills
- identify how diverse backgrounds and perspectives uniquely affect story and character development
- apply a work-flow process to their creative writing
- produce original writing projects on a deadline
- revise their writing based on feedback from the professor and their peers
- evaluate the work of their peers and formulate helpful feedback

Required Software
Final Draft or comparable screenwriting software (e.g. Celtx, Highland (only for Mac), Writer Duet, Fade In). Adobe for PDF annotations accessed via Preview/Mark Up Tools (Mac) and Adobe/Comments (Windows).
All assignments must be saved as PDFs for submission (D2L does not read screenwriting software).

Required Textbooks:
- The Tools of Screenwriting by David Howard and Edward Mabley ISBN-10: 0312119089
- The Hollywood Standard by Christopher Riley ISBN-10: 1932907637

Texts and Films:
Instructor will assign additional readings and films to view. Some films may be viewed in class, others may be recommended for viewing at home.

Read Screenplays! Find classics and fresh faves here:
https://gointothestory.blcklst.com/script-download-links-9313356d361c
https://www.nyfa.edu/student-resources/10-great-websites-download-movie-scripts/
https://indiefilmhustle.com/free-screenplays-download/
https://indiefilmhustle.com/tv-pilot-scripts/

D2L: You will be using D2L in this course. To log on, go to: https://d2l.depaul.edu/d2l/orgtools/CAS/Default.aspx and enter using your campus connect logon and password. Once you are logged on, click on the course number link and you will find links to the syllabus, course outline, discussion forums, and weekly assignments.

WEEK 1 | TOPIC: INTRO TO SCREENWRITING

January 9
LECTURE: Course Overview, Intro to Screenwriting
WORKSHOP: Cinematic Storytelling
ASSIGNMENT 1: Scene Exercise 1 – Setting the Scene due Week 2

READING:
Tools of Screenwriting: About Screenwriting and Basic Storytelling (3-40)
The Hollywood Standard: Forward, Introduction, and Quick Start Guide(through page 27)

WEEK 2 | TOPIC: CHARACTER

January 16
LECTURE/WORKSHOP: Character Development
ASSIGNMENT 2: Scene Exercise 2 – Introducing the Main Character due Week 3

READING:
Tools of Screenwriting: Characterization (63-65), Planting & Payoff, Elements of the Future (pages72-76),
Visuals (88-90)
The Hollywood Standard: Shot Headings (29-62), Direction (63-80)

WEEK 3 | TOPIC: STORY ESSENTIALS

January 23
LECTURE/WORKSHOP: Story Essentials: Goals, Conflict, Stakes, Tension
ASSIGNMENT 3: Scene Exercise 3 - The Improvised Movie due Week 4

READING:
Tools of Screenwriting: Protagonist, Conflict, Obstacles (43-49*),* Activity & Action (81-83), Dramatic Irony (68-70),
Dramatic Scene (91-94), Exposition (60-62)

WEEK 4 | TOPIC: WRITING THE SCENE

January 30
LECTURE/WORKSHOP: Dialogue & Scenic Structure
ASSIGNMENT 4: Scene Exercise 4 – Writing a Complete Scene due Week 5

READING:
Tools of Screenwriting: Dialogue (84-87)
The Hollywood Standard: Dialogue (81-102), Transitions, Punctuation (103-111)Special Pages (131-139)

WEEK 5 | TOPIC: IDEATION

February 6
LECTURE/WORKSHOP: Ideation
ASSIGNMENT 5: Three Ideas – Brainstorm Notes due Week 6

READING: *Tools of Screenwriting:* Premise, Main Tension, Theme, Unity (49-59),Outlining, Plausibility (76-80),
Tools of Screenwriting: Rewriting (95-97)

WEEK 6 | TOPIC: PITCHES AND LOGLINES

February 13
LECTURE/WORKSHOP: Quick Pitches and Loglines
ASSIGNMENT 6: Short Script Quick Pitch and Logline due Week7

WEEK 7 | TOPIC: OUTLINE

February 20
LECTURE/WORKSHOP: Outline and 5-Point Structure
ASSIGNMENT 7: Short Script Outline due Week 8

WEEK 8 | TOPIC: FIRST DRAFT WORKSHOP

February 27
LECTURE/WORKSHOP: Story Meetings & Table Reads
ASSIGNMENT 8: First Draft of Short Screenplay due Week 9

March 5
LECTURE/WORKSHOP: Story Meetings & Table Reads
ASSIGNMENT 9: Revised Draft of Short Screenplay due Week 10

WEEK 10 | TOPIC: FINAL DRAFT STORY MEETING

March 12
LECTURE/WORKSHOP: 1x1 Story Meetings via Zoom
ASSIGNMENT 10: Final Draft of Short Screenplay due Week 11 / Finals Week

NO CLASS WEEK 11 | FINALS WEEK – CLASS DOES NOT MEET – FINAL SCRIPTS ARE DUE
Our class does not meet Week 11, during Finals Week. In lieu of a Final Exam, you should revise your Final Draft (Assignment 10) based on feedback from the Weeks 9 or 10 workshops. Upload it for grading no later than **Tuesday March 19 at 9AM** via the corresponding Dropbox link on D2L for a grade adjustment. ***I will not be able to grade late submissions***. Thank you for understanding.

ASSIGNMENTS
Specific guidelines for each assignment will be provided on D2L in your Submission Folder. Some of these assignments will simply be graded as "completed" or "incomplete". These are formative evaluations where you are being evaluated on whether you attempted the assignment. Other assignments are summative and will have a rubric connected to them so that you can understand how you will be graded, evaluating your understanding of the assignment.

Scene Exercises
Assignment 1 | Setting the Scene
Assignment 2 | Main Character Intro
Assignment 3 | Improvised Movie
Assignment 4 | Writing A Complete Scene

Story Development
Assignment 5 | Three Ideas – Brainstorm Notes
Assignment 6 | Short Script Quick Pitch & Logline
Assignment 7 | Short Script Outline

Short Script Drafts
Assignment 8 | Short Script Draft 1
Assignment 9 | Short Script Revised Draft 2
Assignment 10 | Short Script FINAL Draft 3

Please save files as a PDF, and use your last name and the Assignment number. YourName_Assignment1.pdf
Please be sure to read the submission file in full. There, you will find a template for a self-assessment that is to be completed with each assignment. Please add your own self-assessment as a comment on each assignment that you submit.

Grading
Late work will be graded but will not be eligible for creative notes and feedback. Each assignment (A1-A10) is worth 10% of your grade. Each assignment is worth 10 points and I use the Grading for Equity 4-point system to evaluate your work based on your demonstration of the learning goals.

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+=69-68, D=67-63, D-=62-60, F=59-0. A indicates excellence, B indicates good work, C indicates satisfactory work, D work is unsatisfactory in some respect, F is substantially unsatisfactory work.

Scene Exercises (A1 – A4)
Each exercise should be turned in with a self-assessment checklist whether the assigned criteria for each assignment as posted in D2L is met. These are formative assessments, each worth 10 points. Rubrics are designed to evaluate student understanding of standard submission practice, standard format, and scenic elements.
Story Development (A5-A7)
Each exercise should be turned in with a self-assessment checklist for the assigned criteria for each assignment as posted in D2L is met. These are formative assessments, each worth 10 points. Rubrics are designed to evaluate student understanding of standard submission practice, standard format, and story elements.

Short Script Drafts (A8-A10)
You will submit three drafts of a short script that is to be no longer than 5 pages. The rubric will be posted in D2L and will be guiding students towards a summative final assessment, evaluating students' mastery of the course

objectives. Students will be asked to submit a self-assessment for the screenplays that is a summative evaluation of the course learning objectives:

- employ standard screenplay format
- identify elements of scene craft, character development, and narrative structure
- demonstrate expanded visual writing skills
- produce original writing projects on a deadline
- revise their writing based on feedback from the professor and their peers

Some things to keep in mind:

- Show don't tell. Show don't tell. Show don't tell. Show don't tell.
- Spelling, grammar, and punctuation count - proofread your work, proofread itagain, and then proofread it one more time just to be sure.
- Standard screenwriting formatting is required.
- You must include a properly formatted cover page.
- Re-read your narrative for clarity - it may be a good idea to have a friend lookover the script as well.
- Action description should be lean - only revealing what can be heard/seen onscreen.
- Develop a clear beginning, middle, and end.
- Avoid exposition-heavy dialogue - Always ask yourself, "Is there a way I cancommunicate this information visually?"
- Don't wait until the last minute. It takes time to develop a solid narrative - youwon't be able to do it in one night and achieve the grade you want.

Additionally, for Draft 2 and Draft 3 (FINAL):
Revisions should read as a marked improvement overyour first effort. Correcting typos and making small tweaks is not a rewrite.

- Use notes you received from the instructor, workshops, and your own self-evaluation to craft your revised draft. Get outside opinions if you can.
- Characters, dialogue, and scene work should be completely redone and enhanced.
- Spelling, grammar, and punctuation count even more. Proofread again.

Our class does not meet during Finals Week (Week 11). Your FINAL (A10) is due no later than **Tuesday March 19 at 9AM** via the corresponding Dropbox link on D2L for a final evaluation. I will not be able to grade late submissions. Thank you for understanding.

POLICIES
Attendance | COVID Precautions
Attendance and participation are mandatory. Out of respect for our campus public health, ***please do not come to class if you feel under the weather or have any COVID symptoms.*** There will be ample opportunity to make up class participation in an async/online format as needed to facilitate our collective, safe, in-person interactions and ensure that all students can participate in class.

Participation
You may be called upon to discuss various topics storytelling, screenwriting, and evaluation of peer coursework during class and in async, online discussions and written feedback.

Workshops
By enrolling in this course, you agree to share your ideas and writings with the professor and other students in the class. You must acquire express written consent from any writer in the class should you wish to share their work with someone who is not enrolled in this course. Feedback is an essential part of the writing process, and essential to this coursework in preparing our written work for public review. When you offer feedback, please be sure to adhere to the following workshop guidelines. We must respect each other, our collaboration, and the work at hand. Be truthful, but sensitive when giving notes. Be prepared to solve problems insteadof just pointing them out.

Workshop Feedback Guidelines
- First and foremost, a workshop is about the piece of writing, not the writer. Both the writer and those critiquing the piece need to keep in mind that the goal is to make the writing the best it possibly can be.
- Workshops are never destructive. They are constructive. Writing is never "bad." The writing is addressed so that it can get stronger.
- Always start with something that is working in the piece.
- Then go on to the aspects that are not yet fully developed or that are not quite working yet.
- The writer must stay quiet during the workshopping of her or his piece.
- If the majority of the readers agree on a particular element of the piece that is working or not working, listen. If the readers are completely divided, it simply may just be a matter of opinion.

- The writer should always listen, but ultimately must trust their gut. The writer's name will be on the page when all is said and done.
- All people must have time to participate for each writer. No single person should dominate the conversation.
- The writer may speak and ask questions at the end of the workshop.

Creative Subject Matter
As this is a creative writing course, controversial subject matter may enter into the conversation.Students have the right to express themselves artistically in their writing and address challenging issues. If you become uncomfortable with a conversation for personal reasons, you may be excused for the remainder of that class without penalty. Inclusion of individuals from the class, or direct personal attacks on members of the class will not be tolerated in course material. If you feel that you are being individually targeted by material written or discussed in class, please inform the instructor as soon as possible.

Additional COVID-19 Health and Safety Precautions
Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a mask if asked at all times while indoors on campus; (2) refrain from eating and drinking in classrooms; (3) keep current with their COVID-19 vaccinations or exemptions; (4) stay home if sick; (5) participate in any required COVID-19 testing; (6) complete the online Health and Safety Guidelines for Returning to Campus training; and (7) abide by the City of Chicago Emergency Travel Advisory. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who do not abide by the mask friendly campus requirement may be subject to the student conduct process and will be referred to the Dean of Students Office. Students who have a medical reason for not complying with any requirements should register with DePaul's Center for Student with Disabilities (CSD).

Attitude and Civil Discourse
A professional and academic attitude is expected throughout this course. Measurable examples of non- academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Changes to the 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 work 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 (believable). 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
This course will be subject to the academic integrity policy passed by faculty. More information can be found at http://academicintegrity.depaul.edu/. The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

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
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. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process on my.cdm.depaul.edu/.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Students with Disabilities
Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:
Student Center, LPC, Suite #370
Phone number: (773)325.1677
Fax: (773)325.3720
TTY: (773)325.7296
http://offices.depaul.edu/student-affairs/about/departments/Pages/csd.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

RESOURCES FOR STUDENTS

1. How to use Bluestar to Make Appointments: https://offices.depaul.edu/depaul-central/student-resources/Pages/BlueStar.aspx

2. CDM Academic Advising: https://www.cdm.depaul.edu/Student-Resources/Pages/MeetOurStaff.aspx

3. University Academic Advising: https://resources.depaul.edu/student-success/advising/Pages/default.aspx

4. CDM SCA Tech Support Email: scaavsupport@depaul.edu

5. University Tech Support: https://offices.depaul.edu/information-services/support/Pages/default.aspx

6. Dean of Students Office: https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx

7. Incomplete Request: https://www.cdm.depaul.edu/Student-Resources/Pages/Grading-Policies.aspx

8. Tutoring and Study Help: https://resources.depaul.edu/student-success/tutoring/Pages/default.aspx

9. University Counseling Services: https://offices.depaul.edu/student-affairs/about/departments/Pages/ucs.aspx

10. University Financial Aid Office: https://www.depaul.edu/admission-and-aid/financial-aid/Pages/contact-us.aspx

11. University Student Success Resources: https://resources.depaul.edu/student-success/Pages/default.aspx

12. The Vincentian Assistance Fund: https://offices.depaul.edu/mission-ministry/scholarships-grants-awards/Pages/Vincentian-Assistance-Fund.aspx

Academic and Technical Student Resources

Succeeding as an Online Student

A collection of crowdsourced tips from DePaul students, faculty, and staff include information on finding computer and internet access, staying organized, communicating with instructors, participating effectively in group work, and creating a productive work environment.

D2L Tutorials

For help navigating and use D2L, visit the student tutorials and guides to using D2L. The tutorials and guides provide instructions for doing things such as starting a thread in a Discussion and submitting to a Submission folder.

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 in your success. You can inquire via email at csd@depaul.edu or via phone: +1 (312) 362-8002 or +1 (773) 325-1677.

Students are also invited to contact me privately to discuss your needs and how I may assist in facilitating the accommodations you will require during this course. This is best done early in the term and our conversation will remain confidential.

For information on accessibility issues related to D2L, visit the accessibility section of the D2L website.

Additional Accommodations

This course may include instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

Technology Support

For technical support by email, email helpdesk@depaul.edu. To submit an online ticket, visit the DePaul service portal. For technical support by phone, call DePaul's Help Desk at +1 (312) 362-8765. The Help Desk operates on Central Standard Time and its hours are as follows:

Monday – Thursday: 8 a.m. to 8 p.m.
Friday: 8 a.m. to 5 p.m.
Saturday: 8 a.m. to 4 p.m.
Sunday: Closed

The Help Desk is closed during all University holidays.

For DePaul software information, visit the Student Success Technology guide.

DePaul Writing Center

Writing Center tutors can meet with you online. Writing Center Tutors work with writers on many different projects across disciplines. In each appointment, Writing Center tutors will work with you to collaboratively set an agenda focused on one, two, or three specific topics for revision.

DePaul Library

You can use Ask a Librarian to discuss questions with a librarian via instant messaging. The library also provides Research Guides for any field in which you need to conduct research.

Counseling Services

University Counseling Services are operating on a virtual basis and counselors are available for support, crisis management, consultation and community referrals.

If you would like to be contacted by a counselor please leave a message with University Counseling Services: +1 (773) 325-7779. Their front desk staff are working remotely and will answer your call directly. If they are taking another call, leave a message and your call will be returned within a business day.

In case of an urgent or life-threatening emergency, please call Public Safety +1 (773) 325-7777, 911, or Advocate Illinois Masonic Behavioral Health Services Crisis Line (if you are in Chicago).

Office for Academic Advising Support

The Office for Academic Advising Support (OAAS) is open for online advising appointments.

Any student who is undeclared or thinking about changing or adding a major or minor is welcome to meet with an OAAS advisor via Zoom to discuss your options and interests. Please email AdvisingSupport@depaul.edu for assistance scheduling an appointment or with any other advising question.

Career Center

The DePaul Career Center offers a range of career services, available virtually, including personal career advising, career-skills workshops, mentoring, networking, and job and internship opportunities.

Dean of Students

The Dean of Students Office provides many services to help students adjust to college. They also have resources for students who experience difficult situations, such as illnesses or family issues, and they offer support options for a variety of circumstances.

The Dean of Students Office is accessible for live questions, referrals and assistance via a virtual office using Zoom. The virtual office will be staffed Monday-Friday from 9 a.m. to 5 p.m. (CST). You can also request an appointment by calling 773-325-7290 or by emailing deanofstudents@depaul.edu. In cases of emergency, please call the Department of Public Safety at 773-325-7777.

DePaul student support links from Associate Dean Lucia Dettori:

- Center for Students with Disability: https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx

- Center for Students with Disability Main Contact Greg Moorehead: gmoorehe@depaul.edu

- Dean of Students Office: https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx

- Students in crisis services: https://offices.depaul.edu/student-affairs/support-services/Pages/emergency-protocols.aspx

DePaul Central

DePaul Central provides services to help student manage registration, academic planning, financial aid, and payment processes.

Use their services by calling +1 (312) 362-8610, emailing finaid1@depaul.edu or dpcl@depaul.edu, or by joining the DePaul Central Zoom Lobby for assistance from 9 a.m.-12 p.m. (CST) (10 a.m. - 12 p.m. on Wednesdays).

Monday, Tuesday, Thursday, Friday Zoom Lobby
Wednesday Zoom Lobby

Please also see DePaul Central's step-by-step instructions on how to use Campus Connect.

Policies

- Academic Integrity
- Academic Calendar with Add/Drop Dates
- Undergraduate Student Handbook
- Graduate Student Handbook

D2l Student Settings

This page contains instructions for customizing and managing notifications in D2L, and adding a profile picture to D2L.

Get Course Notifications

Notifications from D2L can help you to stay connected to your courses and on track with course work. You have a few options for receiving and managing notifications in D2L. You should select the option for receiving and managing notifications that will work best for you.

Get Course Notifications via the Pulse App

The Pulse app provides an easy view of course calendars, readings, assignments, grades, and announcements. The Pulse app will also allow you to receive push notifications from your courses. The Pulse app sends push notifications for all types of D2L activity; for example, a push notifications is sent when a News item is published, a new grade is updated, a new item in Content is published, and feedback is published via a Submission folder.

Instructions for Downloading and Using the Pulse App

1. In the top right of D2L, select your name to open the menu.
2. Select **Notifications**.
3. Select **App Store**, if you have an iOS device, or **Google Play**, if you have an Android device.
4. Follow the on-screen instructions to install the app on your device.
5. On your device, open the Pulse app.
6. Search for and select **DePaul University** as your institution.
7. Log in with your Campus Connect user ID and password. You will see a list of your classes.

Get Course Notifications via Email

When subscribing to notifications via email, you select the notifications that you receive. Instant notifications are the recommended type of notifications, and you can further determine the items you would like to be notified of via email.

Instructions for Subscribing to Instant Notifications via Email

1. In the top right of D2L, select your name to open the menu.
2. Select **Notifications**.
3. Navigate to the "Instant Notifications" section.
4. In the "Email" column, select the items you would like to trigger notifications via email. (If a box is already selected, then you are already to subscribed to that type of instant notification.)
5. Select **Save**.

Add a Profile Picture

Adding a profile picture can enable a greater sense of community among course participants. When you add a profile picture, it will appear next to your name in the Classlist and in Discussions.

Instructions for Adding a Profile Picture to D2L

1. In the top right of the course homepage, select your name to open the menu.
2. Select **Profile.**
3. The user profile page will open. Select **Change Picture**.
4. A pop-up box will appear. Select **My Computer.**
5. Select **Upload**.
6. Select the image from your computer.
7. Select **Choose.**
8. The image name should be displayed. Select **Add.**