

FILM/ANI 560 GRADUATE TEACHING SEMINAR

Winter 2021 | Th 5:45-9:00 | Zoom (synchronous)

Instructor: Wendy Roderweiss Office: CDM 513

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

Type of Instruction: Virtual Workshop, Zoom Lectures

Course Management System: D2L

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

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

Prerequisites: None

This syllabus is subject to change (Document date 12/27/20)

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 MFA 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

Texts:

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

Required Software:

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 Thursday 1/7

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 or more 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 listings 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.

Class 2 Thursday 1/14

Curriculum Vitae
Tenure discussion

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.

Class 3 Thursday 1/21

Workshop of Cover letters and CVs

Finalize which professor you will be observing

Teaching Methods and Philosophies

Rubrics

ASSIGNMENTS:

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

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.

Teaching Observation of an SCA Faculty Member

Faculty Bios

Review the full-time faculty bios and pick three that you would like to observe. We will finalize who you will observe next week.

This is a 4-part assignment

1. Set up a zoom meeting to interview your professor before observing their class. 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 any questions you had from observing them. 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 an 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 Thursday 1/28

Workshop Teaching Philosophies

Assignment Assignment in groups

ASSIGNMENTS:

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-administrative/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 Thursday 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 Thursday 2/4

Presentation of Assignments

Syllabus discussion

ASSIGNMENTS:

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.

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

Class 6 Thursday 2/11

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

Discussion about Creative Presentations, Filmmaker's statements etc.

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 Thursday. 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 to this folder then submit a URL.

Class 7 Thursday 2/18

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 highly recommend choosing a subject from your target class. Check out past syllabi from the classes for lecture subjects. 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 one you can eventually expand into your 10 minute presentation if you choose.

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 own.

Class 8 Thursday 2/25

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:

- 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 screen sharing, sound video, etc, make sure you know how to work them.

Class 9 Thursday 3/3

IN CLASS:

5 minute presentations Pt 2

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 screen sharing, sound video, etc, make sure you know how to work them.

Class 10 Thursday 3/10

10 minute presentations Pt 1

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 screen sharing, sound video, etc, make sure you know how to work them.

Class 11 Thursday 3/17

10 Minute presentations Pt 2

Additional Policies and Information:

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 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

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. More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>.

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>

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 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.

Online office hours Faculty should be accessible to students using Zoom, Skype or other similar platforms for the duration of the office hours. Faculty must be accessible on the designated platform for the duration of the office hours.

Faculty Resources Available from the Dean of Students Office

The online classroom https://offices.depaul.edu/student-affairs/resources/faculty-staff/faculty-questions/Documents/Faculty_Resources_Online_Classroom.pdf

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>

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. Students complete the evaluation online in [CampusConnect](#).