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### THTR 645.01: Graduate Design Seminar III

Alessia Carpoca

University of Montana - Missoula, [alessia.carpoca@mso.umt.edu](mailto:alessia.carpoca@mso.umt.edu)

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**Syllabus THTR 645**  
**Graduate Design Seminar III, 3 Credits**  
**F 12:40-2:00 pm**  
**PARTV Seminar Room**

**Instructor: Mike Monsos**  
**McGill 215**  
**Phone #:**  
**Office Hours:**

### **Course Description and Objectives**

This course is designed to prepare graduate students to become effective faculty members in the colleges and universities of the twenty-first century. Students enrolled will actively participate to a full recruiting process for a faculty position at college level and learn all necessary steps to obtain that job. There will be guest during some of the class sessions and feedback on teaching techniques and both guests and other faculty will provide interview skills from CVPA.

### **Required Texts and Materials**

Text and materials will be provided through Moodle. Some of the recommended reading:

"Academic Job Application Checklist," Mary Corbin Sies, University of Maryland at College Park

"Developing a Teaching Portfolio," Ohio State University

"How to Produce a Teaching Portfolio," Peter Seldin, Pace University

"Writing a Philosophy of Teaching Statement," Ohio State University Faculty and TA Development

### **Class Policies**

Attendance- This is a graduate level lecture, laboratory and presentation class. You are in charge of your time and are responsible for attending class. You are responsible for being prepared for discussion, collaboration and presentation at every class meeting. Failing to meet these responsibilities will greatly decrease your learning potential as well as your grade.

Tardiness-A person is considered as tardy if they are not in class when class begins. Repeated tardiness will not be tolerated.

Grading-Each project will receive letter grades based on a 100-point system. Letter grades will be assigned and averaged to reach the course grade. Grades: A, B+, B, C+, C, C-, D+, D, D-, and F.

Students with Disabilities-Students with disabilities and special needs should see the instructor.

*The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.*

### **Academic Misconduct and the Student Conduct Code**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

All Theatre & Dance students must have an in-depth knowledge of the practices and procedures outlined in the School of Theatre & Dance *Student Handbook*. The *Handbook* is available online at <http://www.umt.edu/theatredance/about/handbook>. There is inherent risk involved in many Theatre & Dance classes as they are very physical in nature. Please proceed through class, shop time, or rehearsal with caution. Always be mindful of your personal safety and the safety of others. Students participating in class/shop/rehearsal/performance do so at their own risk. Due to safety considerations, at **no** point during a student's time spent in class or serving on a production (in any capacity) should non-enrolled persons be guests of that student **without my consent**. Presence

of such unauthorized persons in a class, shop, or any backstage/off-stage area will negatively affect a student's grade.

### **Grading Policies**

Your grade will be based upon the demonstration of the following:

- An ability to meet all deadlines and requirements for the course.
- Preparation for assignment as evidenced by knowledge gained from previous assignments, organization of work, and timely execution of research projects.
- Student's flexibility in relationship to ongoing work and criticism of work.
- Quality of skills developed in presentation and interpersonal communication.

### **Tentative Class Schedule**

<b>Week 1</b>	First Class Meeting- Introduction- Discussion: Teaching at different Institutions. Assignment to be completed by Friday Sept 16 <sup>th</sup> : find a job offer you would like to apply, prepare cover letter, cv and portfolio for it and bring to class.
<b>Week 2</b>	<b>CVPA retreat</b>
<b>Week 3</b>	Present your job application. Discussion: Interview process
<b>Week 4</b>	Job applications reviewed by committee. If you pass you will get a phone interview time tba
<b>Week 5</b>	Phone Interviews (there will be guests)
<b>Week 6</b>	Feedback on phone interviews
<b>Week 7</b>	Discussion the onsite visit. Assignment: class to teach for onsite visit
<b>Week 8</b>	Teach a 25 minute class
<b>Week 9</b>	Feedback on the class you taught
<b>Week 10</b>	On site interview (there will be guests)
<b>Week 11</b>	Contracts and bargaining
<b>Week 12</b>	Assessment outcome how to
<b>Week 13</b>	<b>Thanksgiving</b>
<b>Week 14</b>	Assessment outcome draft
<b>Week 15</b>	<b>Finals</b>