

FSEM 1111- 27 • FALL 2017
Using our BRAINS:
An Interdisciplinary Study of Zombies in Popular Culture

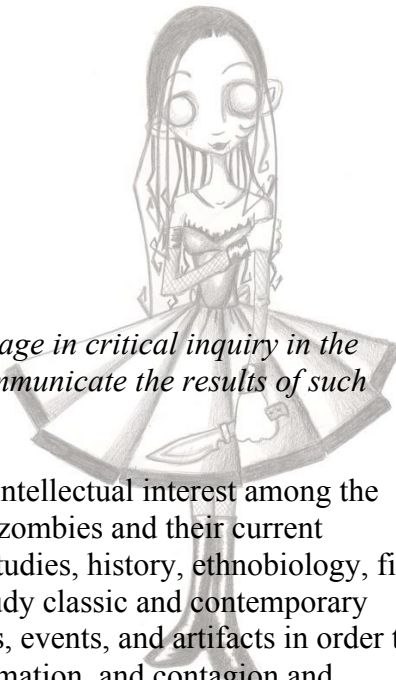
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COURSE DESCRIPTION

Students who successfully complete FSEM will be able to engage in critical inquiry in the examination of concepts, texts, or artifacts and effectively communicate the results of such inquiry.

Zombies may be mindless, but they have sparked significant intellectual interest among the living for decades. This course will examine the evolution of zombies and their current popularity from a variety of perspectives, including cultural studies, history, ethnobiology, film studies, literary analysis, psychology and sociology. We'll study classic and contemporary films, fiction, academic writings, and pop culture publications, events, and artifacts in order to trace the types and origins of zombies through Voodoo, reanimation, and contagion and explore how these different incarnations manifest cultural concerns about colonialism and race, the dangers of science, and the implications of capitalism and consumer culture. We'll also learn how to survive a zombie apocalypse, make our own zombie movie, and tackle the contradictions of a culture that produces the scariest zombies ever as well as the most humorous and benign versions of these monsters. Please note that this class is not for the squeamish, as we will read and watch texts that include graphic violence. Remember also that all students are expected to keep their brains and use them throughout the course.

REQUIRED MATERIALS

Texts

Most readings will be posted to Blackboard or available elsewhere on the web. You are responsible for downloading them ahead of time so you can read them and refer to them in class even if the wireless is acting up. Many students find it easier to read complex texts in hard copy; you can print all readings in the library or dorms. You also need to purchase a copy of [*World War Z: An Oral History of the Zombie War*](#) by Max Brooks.

Supplies

Laptop (Bring it charged, every class)

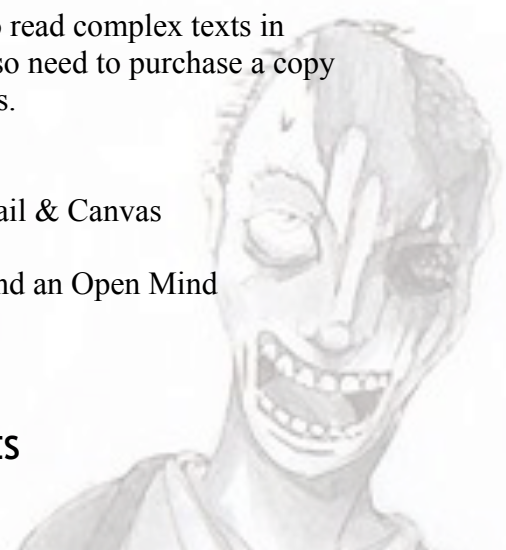
Pencil/pen

Notebook

Regular access to email & Canvas

Google Account

A Positive Attitude and an Open Mind



COURSE REQUIREMENTS AND POLICIES

Course Grading Scale

A	930-1000	B-	800-829	D+	680-699
A-	900-929	C+	780-799	D	630-679
B+	880-899	C	730-779	D-	600-629
B	830-879	C-	700-729	F	<600

Assignments and Grading

Specific requirements and criteria for individual projects will vary, and we'll discuss them in class, but in all cases my evaluation of your work will consider content and development, organization, style, format, and mechanics (in that order). You'll have the opportunity to revise one formal assignment for a higher grade at the end of the term. If you ever have a question about my comments or a grade you have received, be sure to talk to me.

Writing Log and Workshops	200
Film Review	150
Critical Essay	200
Five Learning Portfolio Entries	150
Video Participation and Reflection	200
Final Portfolio	100

Writing Log and Workshops

You are expected to attend and actively participate in every class meeting. Each of you will maintain a Writing Log on Google Drive where you will share in-class writing and informal assignments with me. We'll also do peer workshops in class, and you'll get credit for providing constructive feedback. You will receive a weekly score for these activities based primarily on completion and engagement, with less rigid expectations for style, editing, etc.

Learning Portfolio

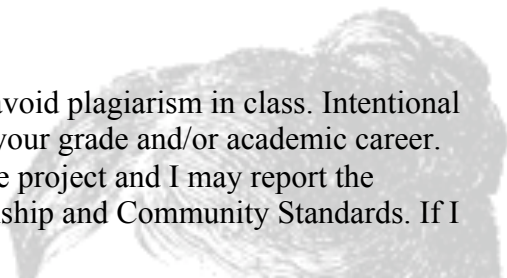
Throughout the term, you will develop an electronic Learning Portfolio to showcase final drafts of your film review, critical essay, and movie work along with five reflective entries that share some other aspect of your learning and/or campus experiences. We will workshop each formal assignment in class or conferences before you add them to your portfolio, and you will frame your work with clear navigation, thoughtful reflection, and personal style. At the end of the term, you can polish all work for your final portfolio.

Late Work

You will have ample notification of due dates for each assignment, so your work must be received on the due date. I will deduct one third of a letter from the assignment grade (e.g., from an A to an A-, A- to a B+, etc.) for each day that your work is not turned in. I know that life happens, so in cases of extreme extenuating circumstances (say, you get trampled by a herd of buffalo or the ground opens up and swallows your dorm) we can work out an extension.

Plagiarism and the DU Honor Code

We will discuss intellectual property, fair use, and how to avoid plagiarism in class. Intentional plagiarism is evil and can have negative consequences for your grade and/or academic career. Just don't do it! If I catch you, you will receive an F for the project and I may report the incident to the Director of Writing and the office of Citizenship and Community Standards. If I



don't catch you, Karma will. To learn more about DU's policies on academic misconduct, visit www.du.edu/honorcode.

Attendance and Participation

During class time, we will cover a lot of material and we will do in-class writing, group work, and other activities that will be difficult or impossible to replicate outside of class. This is not a lecture course; you are expected to participate in class discussions and group work. Therefore, your daily attendance is very important to your success in this course. The only exceptions are university-recognized excused absences, for which you must submit appropriate documentation. DU students are granted excused absences from class if needed for observance of religious holy days but should contact instructors to make alternate arrangements during the first week of class. [See DU's religious accommodations policy](#) for information and a list of religious holidays. Work missed due to excused absences must be made up within a week, and it is your responsibility to find out what you've missed. Work missed due to unexcused absences/tardiness may not be made up.

Course Etiquette

I believe that the classroom atmosphere should be relaxed, but not too relaxed. You should be polite and respectful to your fellow students. For example, it's cool to bring a drink or small snack to class, but don't stroll in with a full McDonald's feast. Please keep food and drinks away from computers and other equipment. We will use laptops in class a lot. During class time, I expect you to use your computer for class purposes only! Check your email, IM friends, or gamble away your financial aid on your own time, thank you. Cell phones must be silenced before class. If yours rings, we'll shame you. ;)

General Policies for the University Writing Program are posted at <http://www.du.edu/writing/firstyear/policies.html>

Inclusive Excellence

I am committed to fostering a learning community that supports each individual's development as a writer, student, and citizen by respecting differences and finding common ground. We will encourage honest inquiry and constructive criticism but won't tolerate mean-spirited discourse or offensive behavior. If at any time during the class, you think that your peers or I are being disrespectful to you or anyone else, or if you think we've left out important perspectives in our conversations, please bring this up in class or discuss it with me after class or in office hours.

Campus Resources

Conferences/Office Hours

I will do everything that I can (within reason) to help you succeed in this course. My office hours are a chance for you to meet with me for individual discussion, guidance, help with drafts, etc. Feel free to schedule a conference or just drop by if you have any questions,

concerns, suggestions, or ideas you'd like to talk about. If you do schedule a conference, I fully expect you to attend or notify me *in advance* if you can't be there.

Writing Center

(<http://www.du.edu/writing/wrc.htm>)

The Writing Center supports and promotes all kinds of effective student writing: class assignments, personal writing, professional writing, and multimedia projects. The Center invites students in all classes, at all levels of writing ability, and at any stage of the writing process.

Research Center

(<http://library.du.edu/research/research-center.html>)

The Research Center offers expert guidance through the research process:

- From refining a topic → to finding and evaluating relevant sources → to creating a bibliography.
- A consultation session can ease anxiety about a project or paper and teach research and evaluation skills for life-long learning.
- One-on-one research consultations are available to current DU students, faculty, and staff at any stage of the research process

The Health and Counseling Center

(<http://www.du.edu/health-and-counseling-center>)

The Health and Counseling Center provides many medical and mental health services, with a variety of doctors, nurses, therapists, and social workers on staff. All University of Denver students, part-time or full-time, undergraduate or graduate, can use these services.

Learning Accommodations

(<http://www.du.edu/disability/dsp>)

If you qualify for academic accommodations because of a disability or medical issue, please bring me a Faculty Letter from the Disability Services Program (DSP) so we can address any accommodations that will improve your comfort and ability to succeed in this course. DSP is located on the 4th floor of Ruffatto Hall, 1999 E. Evans Ave. Call 303.871.2372, visit <http://www.du.edu/disability/dsp>, or see the Handbook for Students with Disabilities. Matters pertaining to your disability and accommodations will be handled in the utmost confidence.

FSEM 1111-27 • Fall 2017 Daily Schedule

Subject to change as needed.

Date:	In Class:	Assignment:
W 9/13	Discuss Lecture and remaining questions from Discoveries Read and Discuss King Essay Discuss Museum findings	Read Bishop Introduction and “New South, New Immigrants, New Women, New Zombies”
F 9/15	Discuss Reading Haitian Zombies and Racism View <i>White Zombie</i> and <i>I Walked with a Zombie</i> excerpts Portfolio Creation & Intro Due	Read <i>Passage of Darkness</i> excerpts Watch <i>The Serpent and the Rainbow</i> (1985)
W 9/20	Opening Reflection Due Intro Choice Entries Discuss Reading and Film	Read “Little Violette” and “Wings”
F 9/22	Discuss Readings Zombie Children/Zombies for Kids Discuss Portfolio Choice Entries	Read “Herbert West—Reanimator”
W 9/27	Reanimator reading discussion and clips	Write Choice Entry One
F 9/29	Watch & Discuss <i>Night of the Living Dead</i> Portfolio – Choice Entry One Due	Watch <i>Dawn of the Dead</i> Read “The Dead will Shop the Earth” and “Zombies and the American Social Contract”
W 10/4	Discuss Reading & Zombie Politics Watch <i>Day of the Dead</i> and <i>Diary of the Dead</i> Clips	Watch <i>28 Days Later</i> Read <i>Cracked</i> articles
F 10/6	Watch <i>Return of the Living Dead</i> Clips	Draft Critical Essay Read Bishop Comedy chapter
W 10/11	<i>Critical Essay Workshop</i> Discuss <i>28 Days Later</i> and Biological and Mathematical approaches Discuss Epidemic zombies	Revise & Edit Essay
F 10/13	Critical Essay Due Intro Film Review Assignment Mid-term Reflection Mid-term Feedback Zombie Humor Watch <i>Zombieland</i> and <i>Shaun of the Dead</i> excerpts	Watch <i>Warm Bodies</i> excerpts Read Bishop Ch. 9
W 10/18	Discuss Humanized Zombies Watch <i>Graveyard Alive</i> and <i>iZombie</i> excerpts Watch Short Films	Monday Portfolio - Mid-term Reflection Draft Film Review
F 10/20	<i>Film Review Workshop</i> Graphic Novels <i>Walking Dead</i> Excerpts and Discussion Walker Stalkers Discuss Film Project	Revise and Edit Film Review; add to blog Brainstorm script ideas; write pitch Write and Post Film Pitch by Monday at 6 pm Vote on Film Pitches by Tuesday at 6 pm
W 10/25	Portfolio – Film Review Due Discuss Review trends and how we can apply	Read <i>Zombie Survival Guide</i> Excerpts and look at web links

	those to our films Grouping and Brainstorming	Film development work
F 10/27	Discuss Survivalism, “Waking the Undead,” CDC site Film Studio and rehearsal	<i>World War Z</i> – 1-44 Read Reflection Article
W 11/1	Discuss Reading, Narrative Strategy International Zombies Film Work Prop/costume/make-up requests	<i>World War Z</i> – 54-67, 73-83
F 11/3	Discuss Reading/ Different kinds of 'control.' So depressing! Zombie Games Portfolio – Choice Entry Two Due 11/6	<i>World War Z</i> – 83-89, 121-130, 137-146, Film work
W 11/8	Discuss Reading/Common Sense & Classism Film Work	<i>World War Z</i> 105-111, 159-168 Film work
F 11/10	Discuss WWZ/Media, Mental Illness Film Work	Complete ALL video production work Draft Reflection
W 11/15	Final Film Editing and Feedback	Write Film Contributions and Reflection Letter
F 11/17	Film Screening Party Reflection & Portfolio Workshop Portfolio - Video Reflection Assignment Due at Midnight 11/18	Revise and edit Reflection Complete Portfolio Polishing
T 11/21	Final Portfolio Due at Midnight	Celebrate!

Formal Assignments

Critical Essay

Synthesis and application of critical frameworks are important skills for college writing, so we'll start practicing now. For this short essay assignment, you will respond to one of the prompts below:

Option A

In the texts we've read and viewed so far, the zombie masters or creators have rather different reasons for controlling the living or reanimating the dead, from the sentimental to the scientific. Discuss the rationale for creating zombie(s) in several texts. How do these reasons affect how we view the zombie masters/creators and their zombies? Which characters/reasons seem most ethical and most unethical?

Option B

We've discussed racism and sexism as threads in the evolution of zombie films. How do Romero's films continue and subvert/challenge racial or gendered stereotypes in earlier zombie media? Refer to specific examples from one or more of Romero's films and compare/contrast with previous films (perhaps even his own). Based on what you've seen in more recent zombie films/TV, do you see a trend toward better representations of women or different racial groups or do sexism and racism linger?

Option C

In *28 Days Later*, Jim represents an Everyman trying to survive in far from everyday circumstances. In doing so, he acts on a range of drives, needs, desires, and more noble human motives. Read Webb and

Byrnannd’s “Some Kind of Virus” pp. 83 – top of 89 and apply their discussion of these concepts in an analysis of the film. When is Jim most like a zombie and why? When is he most human and why? Does this film teach us anything about human nature?

Option D

The plot of *28 Days Later* presents us with competing views of communitarianism through the protagonists and the military troop. Drawing on critical concepts from our reading, particularly Murray’s article about the “American Social Contract,” examine the dynamics within both groups and in the interactions between the two. How does the film represent the competing values of individualism and communitarianism? What about benefits and drawbacks of different types of communities? What morals or messages do you draw from these representations?

For all options, you should include specific examples from two or more films and/or readings, but draw on fictional and critical texts to support your own claim(s) or interpretation. In other words, don’t just summarize! The final writing should be about three pages long, double-spaced in MLA format. Your audience is your classmates and professor, so you can write in a fairly conversational style, but your prose should be clear and well edited. Submit your work to the Google Docs; title it with your last name and which option you selected. We’ll do a workshop in class and then you can revise and edit before Friday at midnight. When you’re ready for me to respond, you’ll add "Revised" to the title of the essay in Drive.

Draft for Workshop – October 11 at noon

Revised Essay for Dr. C – October 13 at midnight

Film Review Blog Article

There are SO MANY zombie films out there, and we can only cover so many together in class. That’s why we’ll share the adventure of watching more zombie films and writing review articles for our class blog: [Brains on Film](#). You are welcome to review any zombie movie except for those we’ve watched as a class. I’ve posted a list in Drive, so you can claim one of those or add your own.

Your primary audience for the review is your classmates, but you should also imagine outside readers who are interested in thoughtful commentary on film. Therefore, when you refer to assigned readings or films, be sure to include the full title, director/author, and year. In keeping with the online genre, try for a concise but engaging style and include specific examples. Your article should be about 750-800 words and include each element below. You don’t need to cover these in any particular order; for example, you might find that interweaving the standard and critical review elements works well for your discussion.

1. A rating on the Five-Brain Scale for overall quality.



2. Standard review elements, with evaluations of

- Plot
- Writing/Dialogue
- Acting
- Make-up and Special Effects
- Any other notable features

3. Critical Review Elements, including

- Connections to/applications of assigned readings
- Connections to texts/films assigned or shown in class
- Your assessment of the film’s contribution to the zombie canon

4. Links to the film's IMDB entry and a trailer or clip if available.
5. Information about how/where it can be viewed.
6. You may also include stills/photos or embedded videos.

You'll post a draft of your review article to Drive before class on October 20 for workshop, and the revised version in Drive and on the blog will be due October 25.

Group Film Project

For the final project, the class divided into two groups to produce short films. All students wrote and voted on film pitches and completed 'talent scout' surveys to facilitate group creation and assigning roles. The films were completely student-written, directed, acted, costumed, etc. At the end of the process, students completed a reflection and we had a screening party.

Film Pitch

Every film we've watched started as a rough idea that was refined, shared with others, and then produced. For this assignment, you'll play the role of an aspiring filmmaker trying to convince a group of local talent to participate in your indie film. Imagine this as the body of an email and write a substantial paragraph or two to help them understand your vision. Your description doesn't need to be overly detailed but should give us a foundation to work with. Consider:

- What is the overall plot?
- Serious, funny, or a bit of both?
- What kind of zombies are we dealing with in terms of origin, abilities, and appearance?
- Who are our heroes? Are there any non-zombie villains?
- What style/narrative structure is used?
- What current cultural issues and fears are represented?
- Is there anything else that makes your film unique?

Add your description to the Film Pitches document on Google Drive **by 6 pm on Monday, October 23.**

I will review and synthesize the pitches—looking for overlap in style, major plot elements, etc.—and combine ideas when it makes sense. I may further narrow based on the feasibility of the project, variety, originality, etc. Then, I will post the link to a form where you'll be able to anonymously vote on anonymous pitches, indicating which you'd like to see and work on. **Please complete that survey by 6:00 pm on Tuesday, October 24** so that I can process the results and we can work on logistics in class Wednesday.

Film Participation and Reflection

As we conclude production of your videos, I'd like for you to reflect on your process and product. Your grade for this project will be based on your efforts on the film and the quality of your reflection. Answer each of the questions below thoroughly and thoughtfully—a solid paragraph or two per question.

1. What roles did you play in the production and what did you contribute to the film? Consider both your intellectual and material or practical contributions. I don't need a blow-by-blow of a two-hour editing session, but provide enough detail to capture the time and effort you expended and where we see your impact in the film.
2. How did your group apply ideas from our shared readings and films as you created your video? Which texts inspired you most? What tropes does your film continue? Which does it challenge? How did your film include cultural commentary?
3. What are your two favorite things in/about the film you've created? Why?
4. Given the time, expertise, and/or budget, what are the two main things you would change about the film and why?
5. What are your biggest takeaways from this experience? What have you learned, and how might that transfer to future academic and/or professional projects?

Answer these five questions in a thorough and thoughtful way. I'm your primary audience, but this reflection will also accompany a link to your video in your final portfolio. You will submit this reflection to Drive by midnight on November 18.

In addition, I will have you complete a form with a couple of questions about group collaboration and any suggestions for improving the video sequence.

The reflection is due at Midnight on 11/18.

ePortfolio Initiative

My class participated in the FSEM ePortfolio Initiative led by Kara Taczak and Megan Kelly. All students in the program completed an introductory and final reflection. In addition, my students completed a mid-term reflection and two 'choice entries' that asked them to capture and reflect on campus activities using the liberal education framework we designed collaboratively during the first week of the quarter.

Liberal Education Framework: In-Class Discussion and Reflection

Together, we read:

Essential Learning Outcomes – <https://aacu.org/leap/essential-learning-outcomes>

Description of High-Impact Practices – <https://www.aacu.org/leap/hips>

Description of Common Curriculum – <http://www.du.edu/uap/common-curriculum>

Description of FSEM Program and Goals – <http://www.du.edu/fsem>

We discussed the values and goals of liberal education and how high-impact practices and specific programs at DU can help them reach those goals. We settled on the following foci for their work in this class and in the first year. I asked them to reflect on this liberal education framework in completing their formal assignments, reflections, and choice entries throughout the term.

What essential elements do we see across these documents that we can use as a framework for your learning and reflection this year?

- Inquiry and Analysis
- Written and Oral Communication
- Positive Teamwork and Collaborative Learning
- Exposure to differing cultures and perspectives

Which HIPs can you accomplish in the first year?

- FSEM
- Common Intellectual Experiences
- Collaboration
- Writing

Reflection: Beginning of the Quarter Assignment

Audience

Yourself and your instructor

Genre

Letter to one's past self (e.g. 14 year old gearing up to begin high school). This means that you'll set up the letter *as* a letter including a greeting, a salutation, and a signature. Many letters, as you may know, are not formal – they are casual and conversational, and your purpose is to inform, enlighten, and reflect. This letter is that type of letter.

The page length should be as long as it needs to be, but do know that to explore the questions below fully...it'll take time. Please do your best to combine the questions so that you aren't responding in a Q/A style; it should read like a letter.

Rhetorical Situation/Purpose

This letter is reflective in nature, which means you are going to be looking backwards so that you can move forward and onward. Reflection is an important part of the writing and learning process – it helps you to understand why you made the choices that you did; it helps you become a more effective writer and learner; it helps you become more in sync with yourself as a writer and learner, and it helps you begin to understand what you should be transferring from one learning situation to the next. To develop content for your letter, answer some of the questions below, which follow a common reflective heuristic pattern.

Look backward: what previous knowledge/experiences/learning do you bring to this course? Where did it come from and what can you explain about it? These can include out-of-class types such as those that come from friends, clubs, vacations/road trips/abroad trips, service learning and so on. Think through how the various knowledge/experiences/learning help create who you are, as a learner, a student, and a member of this community, in this particular moment.

Look inward: what decisions have led you to this FSEM? What decisions lead you to DU more generally? Why types of risks/challenges/successes have you taken to lead you here?

Look forward: what are some ways you might imagine your prior knowledge/experiences/learning helping to inform this class? How might you imagine building on it? Be specific. What do you hope to learn in this course? What kind of expectations do you have for the course and for yourself as a learner in the course?

Look outward: what do you believe you are going to learn and/or take away from the course? How might you envision the course informing other parts of your life both in-and-out of school? Be specific.

The goal of this letter is establish your “prior knowledge”—the knowledge/experiences/learning that have helped inform who you are as a student, as a learner, and as a member of this community—so that you can build on it. By writing a letter to your past self, you are attempting to evoke a type of mindfulness: by connecting to your past self so that you can eventually build on it to move successfully forward.

ePortfolio Choice Entry Options (Choose Two)

During Discoveries week, we discussed some of the values of a liberal arts education and the common curriculum at DU. Peruse the links below, which explain DU’s core and FSEM goals as well as descriptions of outcomes and practices promoted by the American Association of Colleges and Universities.

Essential Learning Outcomes – <https://aacu.org/leap/essential-learning-outcomes>

Description of High-Impact Practices – <https://www.aacu.org/leap/hips>

Description of Common Curriculum – <http://www.du.edu/uap/common-curriculum>

Description of FSEM Program and Goals – <http://www.du.edu/fsem>

As a class, we’ll decide which values and outcomes are most important and feasible to pursue in your first year. We will select a handful to serve as a framework for our inquiry and reflection. Because your time at DU consists of more than what we do in class, you’ll write two ePortfolio Choice Entries based on other aspects of your educational experience based on two of the prompts below.

For all options, your article/entry should be about 2 pages. Your audience continues to be other students and professors, but otherwise the style and organization are up to you.

Capture and reflect on a DU campus/community event.

Use text, pictures, audio and/or video to capture your experience of an event on campus. This can be anything from an athletic event to a lecture to a club meeting. Describe what it was like, what you learned, and how DU campus events like this one contribute to your college experience and our values/outcomes.

Capture and reflect on an off-campus (but educational) outing or event.

Use text, pictures, audio and/or video to capture your experience of an experience **off campus**. This can be anything from a reading, performance, or trip to a museum to volunteer work or a camping trip. Describe what it was like, what you learned, and how off-campus experiences like this one contribute to your college experience and our values/outcomes.

Present and reflect on an assignment from another course.

Include the final product with a reflective short essay and/or annotations explaining what you learned from the project and how it relates to our liberal education framework.

Present and reflect on an assignment or learning experience from high school.

If possible, include the original text, or otherwise summarize what you did and learned. How does that experience connect or compare to your college learning experiences? What you would do differently now?

Capture and reflect on another learning experience related to liberal education values and outcomes

Maybe you’ve had some transformative or mind-blowing experience that doesn’t seem to fit one of these categories. That’s awesome! Run your idea for an entry by me first, though.

Reflection: Conclusion of the Quarter Assignment

Audience

Your peers, your instructor

Genre

Letter to your future self

Rhetorical Situation/Purpose

Reflection allows us the opportunity to process knowledge/experiences/learnings and then apply them to concurrent and future situations. Through reflection, we can come to an understanding and interpret what we have learned. This quarter, on several occasions, we have used reflection in this way; in this final assignment you will return to this definition of reflection.

The page length should be as long as it needs to be, but do know that to explore the questions fully...it'll take time. Please do your best to combine the questions so that you aren't responding in a Q/A style – it should read like a letter.

Please begin by rereading your opening letter to your past self. Then, develop content by answering the questions below.

Look backward: What do you wish you would have known coming into this course? Into college? How did your previous knowledge/experiences/learnings help or hinder your ability to learn and grow in this course? What kind of out-of-class knowledge/experiences/learnings influenced your learning in this course?

Look inward: Why types of risks/challenges/successes have you taken within this course? Within this quarter? How have these risks/challenges/successes impacted you as a learner, a student, and as a member of the DU community?

Look forward: Where have you already used the knowledge/experiences/learnings from this course? How might they inform future knowledge/experiences/learnings?

Look outward: Where do you see yourself in four years? Who will you be as a learner, a student, and as a member of the DU community? How did this course play a part in molding these identities?

The goal of this letter is to move yourself forward based on what you learned within this course, within your first quarter at DU, and within the last ten weeks more generally. Please remember to think about the knowledge/experiences/learnings that have helped you re-imagine, revise, and/or build upon your prior self and that now help you to understand who you are as a student, as a learner, and as a member of this DU community. By writing a letter to your future self, you are evoking a specific type of mindfulness again: figuring out how to successfully transfer your learning forward.

FSEM ePortfolio Checklist

You may arrange the elements any way you see fit, but your final portfolio should contain:

- Critical Essay
- Film Review
- Student Film Link and Reflection
- For each formal assignment, an Author's Note as the file description or at the top of the post that includes:*

- 1-2 sentence summary of the assignment/task/genre
- 1-2 sentence summary of your topic/thesis/approach
- Your favorite thing about the piece
- One key take-away from the project
- Opening Reflection
- Mid-Term Reflection
- Closing Reflection
- Choice Entry 1 – Retitled
- Choice Entry 2 – Retitled
- Clear Site Title, maybe with a cool subtitle
- ‘About Me’ Page, revised and edited
- Appropriate images (your own pictures, film stills, campus media) for each section and/or assignment

‘Clean Up’ all files for presentation

Make sure your correct URL is on our list in Drive.

Due November 21st at 9:00 AM

Course Evaluation - University of Denver

Term: Fall Quarter 2015_8, courses ending 11/13-11/23

Course: FSEM 1111-27: First Year Seminar

Instructor: Campbell, Jennifer

Responses: 15 out of 19 (78.9%)

Question	Statistics											
	N	Response Rate	Mean	Std. Dev.	Median	Min/Max	Strongly disagree (1)	Disagree (2)	Disagree more than agree (3)	Agree more than disagree (4)	Agree (5)	Strongly agree (6)
<i>I did my part to learn as much as possible in this course.</i>	15	78.9%	5.67	0.49	6.00	5.000 / 6.000	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%
<i>I found this course to be academically challenging.</i>	15	78.9%	4.87	0.92	5.00	3.000 / 6.000	0.0%	0.0%	6.7%	26.7%	40.0%	26.7%
<i>The academic skills that I gained in this course will help me to be more successful in future courses at DU.</i>	15	78.9%	5.27	0.88	5.00	3.000 / 6.000	0.0%	0.0%	6.7%	6.7%	40.0%	46.7%
<i>Writing at a college level was emphasized in my first-year seminar.</i>	15	78.9%	5.53	0.92	6.00	3.000 / 6.000	0.0%	0.0%	6.7%	6.7%	13.3%	73.3%
<i>Quantitative reasoning at a college level was emphasized in my first-year seminar.</i>	15	78.9%	4.80	1.47	5.00	1.000 / 6.000	6.7%	0.0%	13.3%	6.7%	33.3%	40.0%
<i>Critical thinking at a college level was emphasized in my first-year seminar.</i>	15	78.9%	5.53	0.92	6.00	3.000 / 6.000	0.0%	0.0%	6.7%	6.7%	13.3%	73.3%
<i>Presentation and argument at a college level was emphasized in my first-year seminar.</i>	15	78.9%	5.07	1.03	5.00	3.000 / 6.000	0.0%	0.0%	6.7%	26.7%	20.0%	46.7%
<i>The course experience provided an inclusive environment for learning.</i>	14	73.7%	5.50	0.76	6.00	4.000 / 6.000	0.0%	0.0%	0.0%	14.3%	21.4%	64.3%
<i>The course experience enhanced my respect for multiple perspectives.</i>	14	73.7%	5.43	0.94	6.00	3.000 / 6.000	0.0%	0.0%	7.1%	7.1%	21.4%	64.3%
<i>I learned a great deal in this course.</i>	14	73.7%	5.43	0.94	6.00	3.000 / 6.000	0.0%	0.0%	7.1%	7.1%	21.4%	64.3%
<i>Overall, this is an excellent course.</i>	14	73.7%	5.64	0.84	6.00	3.000 / 6.000	0.0%	0.0%	7.1%	0.0%	14.3%	78.6%
<i>My first-year seminar instructor provided advising to prepare me for winter quarter registration.</i>	15	78.9%	5.67	0.82	6.00	3.000 / 6.000	0.0%	0.0%	6.7%	0.0%	13.3%	80.0%
<i>My first-year seminar instructor was helpful as a mentor.</i>	15	78.9%	5.60	0.91	6.00	3.000 / 6.000	0.0%	0.0%	6.7%	6.7%	6.7%	80.0%
<i>My first-year seminar instructor was readily available to meet with me.</i>	15	78.9%	5.73	0.80	6.00	3.000 / 6.000	0.0%	0.0%	6.7%	0.0%	6.7%	86.7%
<i>My first-year seminar instructor was easy to contact outside of class.</i>	15	78.9%	5.53	0.92	6.00	3.000 / 6.000	0.0%	0.0%	6.7%	6.7%	13.3%	73.3%
<i>My first-year seminar instructor showed interest in my academic progress and plans.</i>	15	78.9%	5.60	1.30	6.00	1.000 / 6.000	6.7%	0.0%	0.0%	0.0%	6.7%	86.7%
<i>Overall, this is an effective instructor.</i>	15	78.9%	5.73	0.80	6.00	3.000 / 6.000	0.0%	0.0%	6.7%	0.0%	6.7%	86.7%
What are the strengths of the course and instructor?												

- The course really allowed me to consider topics and perspectives that I wouldn't have otherwise considered and the instructor was very engaged with the class and genuinely cared about the students.
- The course is based on unconventional subject matter but it's theories and symbolism can be applied to our life. It's an incredibly interesting topic. The instructor made the classroom environment very enjoyable and something to look forward to each time we had class. The instructor facilitated meaningful discussion and allowed for the introduction of many different perspectives.
- The way it is presented is fun and exciting, and the professor really enjoys the topic.
- The course and the instructor were both challenging enough to give a good first college class experience without being too overwhelming. The instructor was always very helpful when it came to help on our essays or during registration time.
- This course has an extremely interesting topic and presents it in a very academic way. People might not think you wouldn't learn beneficial skills in a zombie class, but the professor slipped in techniques that will benefit my college career while still promoting a fun environment.
- She is easy to talk to and understands the concerns that I had with advising.
- The professor bonded with the students very well. Good grader and gave lots of input.
- She really likes zombies
- Best class and professor
- Very good instructor, interacted, interesting and actually cares. Also has activities outside of class that are really fun.
- This course is one of the most rewarding things I have ever been a part of. The organization was awesome! I never felt lost, I always felt engaged, and I always included the serial comma.
- Jennifer is a wonderfully skilled editor, mentor and teacher. She uses zombies to teach her students how to be successful in College
- It was fun.
- LOVE THIS COURSE AND ITS MATERIAL ALL OF IT IS AMAZING

What are the weaknesses of the course and instructor? What improvements can you suggest?

- I wouldn't say there are any weaknesses. Suggestions for improvement, though, would be to allow more time for the Analysis and Response Papers because they ended up being a substantial part of the class grade but we only ended up having two days to write a couple of them when they were assigned on a Tuesday and due on Thursday. More time on these would be helpful. The advising/conference sessions for our papers were also immensely helpful (much more helpful than the conferences with other students in class and the workshops) so making more time for conferences, especially with the first one or two papers would be really helpful and would better inform the students about what the professor expects for the papers.
- I don't believe there were any weaknesses, I really enjoyed taking this course!!!
- Sometimes we spent too long on one subject. There aren't really any improvements that could be made.
- Sometimes we stayed on a topic for too long and it kind of got boring. Other times, we would get off track because a topic was very interesting. The paper assignments weren't always evenly spaced — sometimes we would have a weekend to write a paper, sometimes we would basically have one night.
- There are a number of people in the class who were very passionate about zombies and talked all the time. Near the end of the course the professor got better at telling these students to be quiet for a few questions and allow other students to share their unique opinions. My recommendation is to make sure that the students who aren't zombie experts can still get a word in because sometimes their ideas provide the most useful insight.
- none
- The time that the students had to write essays was uneven and were given with little time to write.
- At the end of the quarter she hit us with a really hard paper! there was no progression of assignments!
- none
- No weaknesses
- include something on "Thriller"!!
- None
- Assignments were given too soon to when they were due.
- More *group* discussion

Overall, how would you evaluate this course?

- This was a great course! I would definitely recommend it to others.
- I loved this course. It certainly encouraged me to think about our society in ways I hadn't before, especially in how our entertainment reflects society. Definitely a great FSEM, I hope it will be offered in the future!
- I loved this course. It was my favorite class of the quarter.
- This was a good introductory course. The out of the box topic kept me interested and allowed me to have more freedom and creativity with my writing than I might have in other, more close ended, topics.
- This is an amazing course, and I hope that future students have the opportunity to take it.
- This was a very fun course but I still learned a lot about critical thinking and writing at a college level.
- I love the course. Great professor, great content, happy students!
- 3
- best
- I would take this course again if I could.
- This course is informative on zombies, society, and culture. We did not just learn about zombies, but also current issues and debates that cause people to feel uncomfortable that arises in zombie media which is extremely relevant to the world we live in today; Dr. Campbell is a wonderful teacher and I wish she could teach all my courses; please convince her to teach this course again
- This was my favorite class all quarter!
- It was good.
- Very well

There were: 18 possible respondents.

	Question Text	N	Top Two	Avg	Str Disagree	Disagree	Disagree More	Agree More	Agree	Str Agree
1	I did my part to learn as much as possible in this course.	17	88%	5	6%	0%	0%	6%	59%	29%
2	I found this course to be academically challenging.	17	82%	4.94	6%	0%	0%	12%	53%	29%
3	The academic skills that I gained in this course will help me to be more successful in future courses at DU.	17	88%	5.12	6%	0%	0%	6%	47%	41%
4	Writing at a college level was emphasized in my first-year seminar.	17	88%	5.24	6%	0%	0%	6%	35%	53%
5	Quantitative reasoning at a college level was emphasized in my first-year seminar.	17	88%	5.12	6%	0%	0%	6%	47%	41%
6	Critical thinking at a college level was emphasized in my first-year seminar.	17	94%	5.29	6%	0%	0%	0%	41%	53%
7	Presentation and argument at a college level was emphasized in my first-year seminar.	17	94%	5.24	6%	0%	0%	0%	47%	47%
8	The course experience provided an inclusive environment for learning.	17	94%	5.47	6%	0%	0%	0%	24%	71%
9	The course experience enhanced my respect for multiple perspectives.	17	88%	5.35	6%	0%	0%	6%	24%	65%
10	I learned a great deal in this course.	17	88%	5.24	6%	0%	0%	6%	35%	53%
11	Overall, this is an excellent course.	17	94%	5.53	6%	0%	0%	0%	18%	76%
13	My first-year seminar instructor provided advising to prepare me for winter quarter registration. (Campbell)	17	94%	5.59	6%	0%	0%	0%	12%	82%
14	My first-year seminar instructor was helpful as a mentor. (Campbell)	17	94%	5.59	6%	0%	0%	0%	12%	82%
15	My first-year seminar instructor was readily available to meet with me. (Campbell)	17	94%	5.59	6%	0%	0%	0%	12%	82%
16	My first-year seminar instructor was easy to contact outside of class. (Campbell)	17	94%	5.65	6%	0%	0%	0%	6%	88%
17	My first-year seminar instructor showed interest in my academic progress and plans. (Campbell)	17	94%	5.59	6%	0%	0%	0%	12%	82%
18	Overall, this is an effective instructor. (Campbell)	17	94%	5.65	6%	0%	0%	0%	6%	88%

Instructor	Text Responses
	Question: Overall, how would you evaluate this course?
	My favorite class ever.
	This is one of the best courses ever.
	This course was challenging and made me think and was overall a good intro into how to get into academic writing on a college level.
	It was great. The perfect mix of fun and learning
	This class and professor were both amazing. 10/10
	I really enjoyed it. I'd give it a 9/10.
	I loved this course! I always felt intellectually challenged and stimulated. I feel like I'm coming away from this course a better student and with new interesting knowledge. I wish it was a year long course.
	I enjoyed this class
	It was so much fun and I learned a lot and became a better writer. The professor is amazing
	Great course. The content truly builds on top of one another to create a cohesive course in the study of zombies.
	This course was not too hard, but definitely not too easy either. It was very fun and engaging with little stress resulting from the assignments.
	This course was lots of fun and a good transition into college!
	I really enjoyed learning about zombies in a new light. I'll over-analyze every zombie movie I watch now, but hey, that means this class did its job.
	This course was incredible. Very very good.
	It was a great course and I wouldn't have wanted to take any other FSem.
	Question: What are the strengths of the course and instructor?
Campbell	Dr. Campbell provided a super interesting and engaging environment and class. I wish this course was all year. I would recommend it to everyone. It has been wonderful.
Campbell	The instructor knew how to balance fun and learning. It was just the right amount of challenging
Campbell	The strengths of the course are that it does not overwhelm you too much. It is an informative, intellectually challenging course that has enough regulation to not overwhelm the students with the workload. It is also fun, so that is always a plus. The instructor is amazing. She is kind, informative, and always there for you. She is a fun lady with a good run of the classroom and assignments. She is always on time and is prepared. She is an amazing lady!

Campbell	The instructor is very inclusive and makes sure that all of the students in the class are paying attention and are following the course material. The course is very interesting and the instructor also makes the class intriguing.
Campbell	Jennifer Campbell is an amazing instructor who took a lot of time to get to know all of us. She readily made herself available outside of class for academic help as well as time to just talk about interesting things such as the election. In class she led class discussions in a very effective manner and demonstrated the values of multiple perspectives in writing in order to evaluate critical thinking. Overall an amazing person and professor
Campbell	Dr. Jennifer Campbell is an amazing woman. She motivated us to learn, made class and the topics we covered engaging and fun, genuinely cares about her students and their well being, and overall made the course what it is. Never have I had a more caring and amazing professor. The course challenged me on multiple levels, utilized multiple forms of media, and was engaging. I can't stress enough how much I enjoyed Dr. Campbell and this course.
Campbell	The course was very enjoyable and the instructor made it more so. She was enthusiastic about the content and connected the topics to the real world. She made us think about how zombies as an entertainment are a view into what we value and fear as a culture.
Campbell	She was very good at engaging the class and explaining topics. She kept class interesting and fun.
Campbell	She connects with each student very well and readily offers help on anything from assignments, to health, to other personal issues. She is extremely humorous and lively, making the class an engaging experience. She also constantly makes sure everyone understands what is being taught.
Campbell	Overall, everything worked within the class. From the material we had to read outside of class, to the intellectually driven conversations within class, they all helped form a grand learning experience. Overall, an amazing experience!
Campbell	Learning how to write at a college level and preparing me for the future.
Campbell	I really enjoyed the instructor, she was amazing & helpful. She helped me out when I fell behind, and guided me through registration. She facilitated the process of assimilating to college life, and for that I appreciate her. As a teacher she was equally amazing, and really helped the students, and tried her best to reach out and have us participate within discussions.
Campbell	The course was fantastic as a Freshman introductory course. The instructor was incredibly personable, relate-able, and she gave great advice for life and for school. She was a phenomenal teacher and her teaching style was engaging and easy to understand. I loved her class and it was so much fun I could've sat there for longer than only two hours. Dr. Campbell goes above and beyond the call of duty in terms of her being a fantastic instructor and teacher.
Campbell	a lot of critical thinking, the professor helped us learn to write better and execute our work more efficiently
Campbell	Dr. Campbell and this course challenged me academically both in the classroom and out. Dr. Campbell was also a great person to talk to about first quarter struggles and gave really good advice.
Question: What are the weaknesses of the course and instructor? What improvements can you suggest?	
Campbell	I love this class just how it is.
Campbell	One way to improve would be to introduce the final film project earlier in the course and I think it would also work out well if the whole class worked on only one film instead of 2.
Campbell	While I do not want more writing and this class had enough writing, I kind of wished we went over MLA formatting more in class. MLA is very confusing but important. I think if we went over that more I would be a little more confident. The instructor is amazing. She is always prepared. I'm not sure she has a lot of weaknesses! Her weaknesses never interfered with her teaching or informing the class. I know everyone can improve, but she is so amazing I don't know what she could possibly do to be even more awesome!
Campbell	The only thing i would suggest is giving us a longer amount of time to work on the film
Campbell	Sometimes gets a little sidetracked in discussions but more often than not gets right back on track quickly
Campbell	Maybe make us write in our writing logs before we do our discussion because I know some people rely on that since they don't do their homework.
Campbell	She had none, Dr. Campbell is perfection.
Campbell	Sometimes there were a lot of readings
Campbell	None that I can think of, the course was great. The structure and flow was easy enough to keep up with the course even with my head workload from my schedule.
Campbell	None that I can think of
Campbell	N/A
Campbell	Not really many weaknesses... I honestly can't think of any.
Campbell	The only weakness I could come up with is that we did more on old zombie media than on the new zombie media, but even then, Dr. Campbell made the old school zombie stuff, which would've otherwise been boring, interesting. Dr. Campbell is so amazing, I can't see her needing any improvements to the course.
Campbell	None that I can think of.
Campbell	some of the material was very dry and hard to engage in

There were: 18 possible respondents.

	Question Text	N	Top Two	Avg	Str Disagree	Disagree	Disagree More	Agree More	Agree	Str Agree
1	I did my part to learn as much as possible in this course.	15	67%	4.47	0%	13%	13%	7%	47%	20%
2	I found this course to be academically challenging.	15	53%	4.67	0%	0%	0%	47%	40%	13%
3	The academic skills that I gained in this course will help me to be more successful in future courses at DU.	15	80%	5.2	0%	0%	0%	20%	40%	40%
4	Writing at a college level was emphasized in my first-year seminar.	15	93%	5.47	0%	0%	0%	7%	40%	53%
5	Quantitative reasoning at a college level was emphasized in my first-year seminar.	15	80%	5.13	0%	0%	7%	13%	40%	40%
6	Critical thinking at a college level was emphasized in my first-year seminar.	15	93%	5.6	0%	0%	0%	7%	27%	67%
7	Presentation and argument at a college level was emphasized in my first-year seminar.	14	57%	4.86	0%	0%	7%	36%	21%	36%
8	The course experience provided an inclusive environment for learning.	14	100%	5.79	0%	0%	0%	0%	21%	79%
9	The course experience enhanced my respect for multiple perspectives.	15	93%	5.6	0%	0%	0%	7%	27%	67%
10	I learned a great deal in this course.	15	80%	5.27	0%	0%	7%	13%	27%	53%
11	Overall, this is an excellent course.	15	93%	5.73	0%	0%	0%	7%	13%	80%
13	My first-year seminar instructor provided advising to prepare me for winter quarter registration. (Campbell)	15	87%	5.53	0%	0%	0%	13%	20%	67%
14	My first-year seminar instructor was helpful as a mentor. (Campbell)	15	100%	5.67	0%	0%	0%	0%	33%	67%
15	My first-year seminar instructor was readily available to meet with me. (Campbell)	15	87%	5.53	0%	0%	0%	13%	20%	67%
16	My first-year seminar instructor was easy to contact outside of class. (Campbell)	15	93%	5.6	0%	0%	0%	7%	27%	67%
17	My first-year seminar instructor showed interest in my academic progress and plans. (Campbell)	13	85%	5.46	0%	0%	0%	15%	23%	62%
18	Overall, this is an effective instructor. (Campbell)	15	100%	5.73	0%	0%	0%	0%	27%	73%
21	the process of creating the ePortfolio was a valuable learning experience. (Campbell)	15	20%	2.6	40%	13%	27%	0%	7%	13%

Instructor	Text Responses
	Question: Overall, how would you evaluate this course?
	nothing
	I think this is an excellent course
	This course was an extremely fun class to take, but it was almost a review of the writing skills I learned in high school. We also skipped around from learning material related to the course and writing reflections that had nothing to do with the subject matter. It would have been beneficial to make the class more cohesive.
	good
	GREAT
	It was fun and I learned a lot. The assignments were always challenging but not too difficult or stressful and I always got really helpful feedback. While making the movie is fun, it would be nice if the groups were smaller. Even then, I would have preferred to learn more about zombies and surviving the apocolypse instead.
	I enjoyed the topic of the FSEM, struggled a bit with reflections
	Would recommend it
	I loved it. I looked forward to coming this class because it was a time to express our views and discuss course material. Also helped to learn more about the culture and different aspects of a subject
	Question: What are the strengths of the course and instructor?
Campbell	she really cares and listens to her students. explains the lesson very well
Campbell	Professor was always willing to talk about anything, and I felt really comfortable being in the class. She graded fairly and was interested in the learning of her students.
Campbell	Everything about the instructor was awesome
Campbell	It's an interesting subject that the instructor clearly has a lot of passion for. We never really stayed on one subject for longer than we needed to and the way we went through subjects made sense. The feedback I got on my assignments was incredibly helpful.

Campbell	fair and strong
Campbell	JCamp rules
Campbell	She really seems like she cares about everyone's success as well as health. Mom 2.0
Campbell	interested in our views showed material relating to us and our interests (films/ books) helped us to think about subjects through writing logs let us to revisions to get better grades I liked the films we had to made to show what we learned
Campbell	Keeps you intrested during class
	Question: What are the weaknesses of the course and instructor? What improvements can you suggest?
Campbell	nothing
Campbell	I don't have any improvements or suggestions
Campbell	I suggest organizing the course a little better so the reflections and writing assignments not related to the course don't interrupt the learning of the students. I also had a considerably more amount of work in this class than I had for any of my other courses, which isn't necessarily a bad thing.
Campbell	There's a lot of unnecessary writing in my opinion
Campbell	E portfolio
Campbell	G
Campbell	I would perfer if we were doing something other than the movie. It doesn't really seem to have much to do with anything we learned and groups are kind of large. If we weren't limited to just film, but we could make things comics or short stories or guides instead and there were 3 or 4 groups instead of two, that would be neat. It would have been nice just to read and discuss more of World War Z and surviving the apocolypse.
Campbell	Maybe being a little more strict on class attendance, lack of attendance seemed to hinder some class activities
Campbell	None i can think of
Campbell	dont do portfolio, saw it as a waste and not something to learn from make us get off our computers when don't need them cause we all get distracted talk more about the relevance of books to movies
	Question: should all FSEM classes require an ePortfolio? Why or why?
Campbell	It didn't seem to help or be important at all
Campbell	no. waste of time
Campbell	No . They were terrible.
Campbell	No. I still don't understand how they benefit me. Is it supposed to be an organization thing, having all my stuff im the same spot? I can handle that on my own. Is it about presenting myself? The instructor told us that high-up people might see them, but then what? It doesn't sound like anyone would ever contact us about our portfolios or ask questions. The assignments related to our portfolios were nice, but I don't see the point of making a public blog for them.
Campbell	No I didn't like the ePortfolio at all
Campbell	It interrupted the class and it was kind of tedious to write reflections. I feel like I do that normally in my own time. I also don't see how I'm going to use it in the future. It was an interesting idea, but I don't see how it relates to my major as an accountant.
Campbell	I don't think it's necessary to creat e an e-portfolio because there's no purpose to it . I don't think I will be using it for my future resume.
Campbell	No they seem pointless and take to much time
Campbell	No because we will most likely not use them again and no one will see them anyway unless we tell them we made one the only things we would post are assignments from class but not use outside
Campbell	No, it didn't help me with anything and I don't plan on touching it after this quarter