

## Guidance for Guest Speakers

### PLANNING YOUR PRESENTATION

We've invited you to share some of your work – either an in-depth look at a single, delimited project, or an overview of your recent work and related interests. In the process of sharing your work, we hope you'll address the following:

- Do you consider your work to be part of a particular academic, creative, or professional tradition? What, or who, has inspired you?
- How do you develop ideas for new projects, and how do you hone those initial ideas into feasible tasks?
- Discuss any *methods* you use in your research or creative or professional work. We hope to impress upon students that research is not exclusive to academic pursuits, and that work in all sectors requires reflection on appropriate methods. Do you conduct interviews as part of your professional work? Focus groups? Discourse analyses? Mixed methods for market research? If the MA program offers methods courses that match your preferred methods, please reference these courses.
- Discuss any *grants, fellowships, prizes*, or other accolades or forms of support you may have received, and share with students how you applied, or were nominated, for these honors.
- Mention any *professional organizations* or interest groups you belong to, and address the benefits of membership.
- List some of the professional resources – magazines, journals, publishers, listserv's, etc. – and local venues or institutions – archives, screening series, galleries, lecture series, etc. – you find most useful.
- Refer students to New School courses – either your own or those taught within our program or in other grad programs – that would allow students to explore in greater depth the topics you address in your presentation.

By **AUGUST 27**, please send Shannon, for inclusion in the syllabus:

1. a **title** for your presentation;
2. a **list of required readings, films, audio or video works, websites**, etc., you'd like the students to read/review/watch/hear *before* class; please include **complete biographical references** (the E-Reserves staff requires this);  
*Tips for Selecting Readings/Screenings/Listening Exercises:* Choose texts or resources that have been inspirational to you. These needn't be canonical, or even academic, texts, since "Media Studies: Ideas" will introduce students to scholarly work in the field. You might even choose texts from *outside* our field. "Understanding Media Studies" is intended to expose students to the breadth of the field and its myriad points of entry and sources of inspiration. Because these readings are only one component of students' weekly responsibilities, we'll need to keep the readings relatively brief, i.e., no more than 50 pages.
3. **copies of all your required readings** (pdf's are preferred, but you can also submit hard copies, and we'll have them scanned and posted on E-Reserves; please make sure to include copies of title and copyright pages) **and any other required media materials** (e.g., audio and video files that aren't available online) that students will need to access before class; and
4. a **recommended activity and/or discussion questions** for the online discussion sections: Are there particular questions you'd like the students to reflect on after completing your required readings and watching your presentation? Could you develop a simple exercise that helps them apply the material you've presented to their own graduate education or careers?

*We don't need your lecture materials until the day of your presentation; see "On the Day of Your Lecture," below.*

## LECTURE LOGISTICS

- Our class is 110 minutes long – but *you needn't fill the entire time*. Students in UMS will also be participating in weekly online discussion sections; the lecture is thus only *part* of their weekly instruction. You're welcome to use the entire class, but please don't feel compelled to do so.
- Please keep in mind that we'll be *recording* these presentations for our online-only students. We recommend that you organize your presentation into a few **15- to 20-minute segments**, so we can create natural breaks in the recordings. And please make sure to reference any examples in your presentation materials (e.g., your PowerPoint or handouts), so the online students can follow along. You'll be submitting this material to the UMS Fellow *before* your presentation; see below.
- The videorecording will necessitate that you **remain relatively stationary** during your talk. If you're a "walker-and-talker," please be prepared to stay close to the podium!
- The class will meet in Tishman Auditorium, so we'll have access to all of Tishman's projection and public address equipment (and an on-site technician) to play your **DVDs and CDs**. I've also requested that a New School Mac laptop be delivered each week. If you plan to use a slide presentation, please prepare it in Microsoft **PowerPoint**; the New School laptops don't contain Keynote.
  - Please **number your slides** (PowerPoint allows you to do this easily, through an "Insert Slide Number" command), and refer to these numbers occasionally throughout your presentation, so online students can follow along on the slides as they watch the video.
  - Please write Alessia Giustiniano ([giusa160@newschool.edu](mailto:giusa160@newschool.edu)), our UMS Technical Associate, with any **special A/V requests** at least two weeks in advance of your presentation.

## A DAY OR TWO BEFORE YOUR PRESENTATION

- Please submit to Alessia Giustiniano and Shannon **copies of any media that we need to play or project** from the balcony in Tishman. You can deliver these materials to Alessia or Shannon, or place them in Shannon's mailbox, up until 4pm on the day of your presentation.
- Please send Alessia and Shannon the following materials *prior to your presentation (that is, up until 4pm on the day of your talk)* – although we'd prefer earlier submissions, so we can make sure all files are functional):
  1. your **PowerPoint** or other presentation file, if you're using one; and
  2. any relevant links, handouts, or other **materials you use or reference in the lecture**, so online students can refer to these materials as they view the video of your presentation.

All materials will be posted within 24 hours of the class meeting.

## Guidance for TA's

- Create a welcoming space for the development of small communities, and foster links between your discussion group and the larger first-year cohort, Department, and New School communities.
- Helps students to identify and reinforce links among the required readings, the lectures, the discussions, and the class exercises.
- Help students to appreciate the relevance of research, method, and other conventions of academic practice to their own work – whether that work is academic, artistic, business-oriented, etc.
- Assess students' writing skill and familiarity with the conventions of academic writing. If you note any problems, please refer students to the Writing Center as soon as possible.
- Confirm that students have a basic familiarity with the research resources of the New School's library consortium, and relevant resources throughout New York
- Assess students' ability to set realistic goals and develop feasible research or production plans.
- Identify students' interests, and refer them to faculty or graduate courses that will likely help them to pursue those interests.

### Course Logistics

- Use the head “announcement” on the front page of your section's Blackboard site to provide the week's agenda and some “wayfinding” cues to help students navigate the site. Remind students to visit the *lecture's* Blackboard site (CRN 6760) to review the lecture, if they weren't able to attend in-person. Then, direct them to the appropriate discussion thread within your Blackboard site. Remind them of any upcoming due dates. Be sure to remove old announcements, and update regularly.
- Look through the “Control Panel” of your course to see what kinds of course variables you're able to manipulate. One feature that I commonly turn “on,” is that disallowing students to create new threads. Having too many concurrent threads can overwhelm students, and make it very difficult for *you* to manage the discussion.
- Try to include a multimedia feature – e.g., an embedded audio or video file – in one of your early posts, and try to do so regularly. This reminds students that they can enliven the discussion with nontextual material.
- Provide clear instructions to students for submitting their assignments: Should they email them to you as an attachment? Should they submit them via the Digital Dropbox in Blackboard? Aim to return all assignments within one week of submission.
- Consider creating a separate, permanent thread for “Relevant Sites and Events”; encourage students to share announcements for upcoming media-studies-related shows or exhibitions, or to discuss those they might have seen. In short, try to provide a “non-academic” socialization forum where students can discuss, and get to know one another, without the expected formality of the regular class discussion. In order to include those students who might not be based in New York, encourage them to share happenings in their area. Post links to archived talks or conferences that *all* students can attend or review.
- If managing a discussion among 20 students proves unwieldy, consider breaking them up into groups for some lessons, and changing the group composition regularly so students get to meet different classmates. You can review the Blackboard tutorial to find instructions for setting up separate group areas.
- If there are any questions you can't answer, any situations you don't know how to handle, or any issues on which you need advice, please do not hesitate to contact me.