

2F: Class Demonstration

Ece Karayalcin, MFA, Professor of Film, Miami Dade College [00:00:08] I have your formal assignments back. Let's talk about that for a second. After you finished it, or at this point in time, do you feel more comfortable with the format?

Ece Karayalcin, MFA [00:00:19] A lot of students do not like to write, period. And what I emphasize is that it's a skill that you learn. It's as simple as that. A lot of us are not born with it. We learn it. And it takes, it takes practice. As you practice it more and more and you get better at it.

Ece Karayalcin, MFA [00:00:37] This is the first step in our screenwriting. Having said that, it's one of the more important steps that we need to really get into. As we go through the process, I think that skill is going to come to you naturally as we do it over and over again.

Ece Karayalcin, MFA [00:00:53] Nothing is perfect the first time you write it. There is no such thing ever as a first draft being the final draft. You have to go back to it, revise it, not only in terms of the creative aspects of it, but in terms of structure, for instance. Okay, so this is your first draft. What would you do in order to make your second draft better? And these are some of the things that you can do, right?

Ece Karayalcin, MFA [00:01:17] When does he start to change?

Student [00:01:20] When Clara asks. And then for Act II and Act III, does that seem right?

Ece Karayalcin, MFA [00:01:25] Yeah. This will work.

Ece Karayalcin, MFA [00:01:26] If they go back and do it, they see the progression themselves. They see the value of going back and fixing things. So I give them a chance to be able to do that.

Crystal, Student, Miami Dade College [00:01:36] I feel like this is the first time ever that I actually have not had trouble writing things down or writing scriptwise, getting things onto paper.

Emily Moss, DA, Assistant Professor of Music, California State University [00:01:47] What's, what's one? Let's just yell one out, everybody, nice and loud, big voices.

Student [00:01:52] Intonation.

Emily Moss, DA [00:01:53] Intonation. Love it. Boy, if we could get our middle school bands all to play in tune.

Emily Moss, DA [00:01:58] You can have positive feedback, negative feedback. They got the question right. They got the question wrong. A correct response back. I can simply say, "Yeah, that's it. Great job." Positive, nonspecific. But then I can also say, "Great job. I really like the way you said X," or "That's it and I'm, I'm noticing that you drew attention to this particular aspect of it and I'm really glad you said that, that's going to segue us into this next thing."

Student [00:02:28] The only difference between experts and novices is the difficulty of the repertoire they're, they're playing, but not how they express it.

Emily Moss, DA [00:02:36] Excellently crafted answer, that was so good. And what I really liked about it is, you put it in your own words and you really, it sounds like you've internalized this.

Emily Moss, DA [00:02:45] Bringing something out specifically that they said is a great tool that you can use.

Ece Karayalcin, MFA [00:02:49] This assignment is only 10% of your grade. And there's a reason why I did that, right, because it's the first assignment, we are not used to the idea of writing in this way and so on and so forth. We need to go back, fix the mistakes that we had, and then next time around . . .

Ece Karayalcin, MFA [00:03:04] Progression is one of the most important, I think, tools to emphasize for the students. And if I have a student who had gotten a 50 in the first assignment and if I give a similar assignment and he gets a 90, I think that's success.

Pedro Garcia, Professor of Chemistry, Miami Dade College [00:03:19] You have a test on Thursday of next week, yes? Test on the first two chapters. The first one was what? Intermolecular forces. What is polar, what is nonpolar? You're going to have lots of calculations from this chapter, which is on solutions, right? Freezing point, depression, boiling point, elevation, all of those things, okay? You're going to have about 30 questions on that test. Half of it will be math problems and the other half will be theory.

Pedro Garcia [00:03:46] Some of them are trying to go to medical school, pharmacy school, they're trying to be PAs, whatever they're trying to be, I tell them I'm going to help you with that. The exam you need, the entrance exam to that, is what I teach you here.

Pedro Garcia [00:03:57] I'm going to send you a practice test at some point this week and you take it as if it were the test we're going to take in this class. It's not a review. It's meant to show you what I have given in the past. That way you are better prepared for the test.

Pedro Garcia [00:04:10] Failing a test is unacceptable in my class. So they fail a test and everyone has to go see me in my office. You're not going to fail a test and that's it, it's over, no.

Shady, Student, Miami Dade College [00:04:18] He really encourages you to come and see him in the office hours. He makes sure that you know what's necessary and he makes sure that he specifies what's important and what's not.

Pedro Garcia [00:04:28] If I see a student in the street, and they ask me a question, I will answer it. I don't care if I have office hours or not. If you find me in the mall, I will help you with your chemistry questions.

Kristina Ruiz-Mesa, PhD, Assistant Professor & Basic Course Director, Department of Communication Studies, California State University, Los Angeles [00:04:38] How can we together, as a student and as a, as a teacher, make sure that students feel confirmed in their sense of being a student and that they're a good student. And that might not mean that everything comes easily to you. Most often it doesn't.

Kristina Ruiz-Mesa, PhD [00:04:51] What do you think is the number one reason that folks succeed in a class? Mattie?

Student [00:04:56] Putting in the effort?

Kristina Ruiz-Mesa, PhD [00:04:58] If you're struggling with something that doesn't mean you're a bad student, it means that you might need a little extra time. You might need time with the teacher, you might need time with the material or with a tutor. It just means that for that class, you might have to work harder. You might have to put in more time and more effort.

Ece Karayalcin, MFA [00:05:13] What I ultimately want them to feel is the ownership of their work. If they feel that, they usually value it a lot more. It's mine, it's a representation of me, it's an extension of me, and here, world, see it.

Ece Karayalcin, MFA [00:05:30] We'll have you screen the project that you've selected. And then what are the things that we need to address? First one is, why you selected it, right? Why you selected that film.

Student [00:05:42] I chose this because I like how the, the story really starts off very, like, basic and really nothing exciting happens until the end. And I like it when a film kind of takes a 180 and shows you something you didn't expect, so . . .

Ece Karayalcin, MFA [00:05:56] One of the reasons why I ask you, how come you selected this is to recognize for yourself, what makes it special? Why am I drawn to this? So that you can develop that idea more and more, and as you write your own stories, as you develop your own content.

Emily Moss, DA [00:06:12] I'm going to play for you guys a few examples of middle school band performance. This is your band. You're going to listen and make a list of the things that you heard that you want to improve on at the next rehearsal.

Joshua, Student, California State University, Los Angeles [00:06:37] She asked us to listen to it as if it was our own middle school band. It kind of puts us in a real-life setting. You know, if this were your band, what would you do personally or, you know, how would you fix it?

Pedro Garcia [00:06:47] Their success means my success. If they fail, means I failed. I try my best for them to learn and succeed in the future. All I want is for them to come back and say, hey, Professor, I graduated with a PhD or I graduated with a PharmD, or I'm an MD, and they do come back.

Ece Karayalcin, MFA [00:07:05] I sent a link to you, Miami Media Film Market. They have their convention coming up and they have a lot of well-known, well-established names, a bunch of workshops, pitch sessions that it directly relates to what we are doing in our class, right, you're going to pitch your ideas for your final project.

Ece Karayalcin, MFA [00:07:29] Just last semester, one of my students did enter into CinemaSlam Miami Film Festival. Her project that was produced in one of my classes got Best Picture, Best Director, Best Actor, Best Audience Award. And, and her project is now optioned and is going to be made into a feature film. That's the ultimate goal. And here she is, a student who was sitting in their seats a semester ago. So I give them that example and convey to them that this is a possibility just as long as you put in enough work for it. And if they persist on what they are trying to do, they're going to get better and better and better.