To: Evaluation Committee, Art Dept.
From: Jeremy Galante, Dept. Rep.
Date: October 17, 2019
Regarding: Classroom Observation, Brian Fuller

I observed Professor Fuller's Film and Video II class on Wednesday, October 16 at 3:00. In preparation for the observation, Professor Fuller directed me towards his course website, where I could easily access source material for the class, including extensive resources and articles for his students to reference.

The course began with casual, yet relevant, conversation about films that the students had seen. This discussion seamlessly evolved into updates on their current projects and the objectives for the day. As I listened, I was impressed how easily Professor Fuller eased into the core material of the class, establishing a comfortable atmosphere of open discussion, resulting in student engagement from that point forward.

The class had been divided into two teams, each tasked with creating a short documentary in one semester, a challenging, yet very appropriate project for early filmmakers. Each team had just completed filming interviews for their projects and had transcribed the audio for easy reference as they edited their films. Professor Fuller had further assigned the students to look for themes within each interview. When prompting students to offer their findings, many responded with enthusiasm. Those he called on individually also shared their ideas without hesitation. The two documentary topics, "Polygraph Tests" and "Roller Derby," led to fascinating, and sometimes humorous discussion, but I was most impressed with the maturity and preparedness of the students. It was clear that Professor Fuller had fostered a high level of expectation.

One of the primary lessons was to identify something unique in each interview with the purpose of drawing a strong reaction from viewers. Professor Fuller had a working document projected onto the screen, adding to it as the students spoke. Oftentimes, he utilized Apple Air Play, calling on students to project their own monitors for the rest of the class to see their scripts, films, or relevant websites. Eventually, a number of intriguing themes had emerged from each teams' script, and the students were instructed on how to proceed with this new focus.

Professor Fuller also discussed the candidacy process for the Film track within Cinema. There was an immensely important lesson to be found here as well, as Fuller pointed out what would impress would-be-employers, such as organization, computer competency, consistency in editing, and self-branding. Students were encouraged to view the process not necessarily as a requirement, but to recognize the long-term benefits of general professionalism that could be demonstrated in a LinkedIn profile or business card.

Overall, there was clearly an atmosphere of productive teamwork in the classroom and that students felt comfortable contributing to the discussion. It seemed that the students were sincerely enjoying the class time, which was complimented by Professor Fuller's organization and enthusiasm for the material.

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