

writing about cinema

course information

Course Code: CINE 303 GW (03)

Schedule: Fall 2018, Mondays 9:30 AM - 12:15 PM

Location: Creative Arts Building, Room 112

instructor contact information

Instructor: Dr. Katherine (Katie) Morrissey

Pronouns: She/Her

Office: FA 422

Office Hours: Mon/Tue 1-3 PM (and by appointment).

(Review protocol for [Meeting With the Professor](#))

Email: kmorrissey@sfsu.edu (Review class [Email Policy](#).)

course information

About the Course

This course focuses on persuasive writing and the advanced analysis of films and cinematic form. Over the course of the semester, we will focus on developing your analytic writing and effective practices for researching and analyzing films. The focus of this class is not on the mechanics of your writing. Instead, the goal is for you to develop nuanced analyses of media and to effectively communicate your thinking to others. Over the course of the semester, the class will address a range of genres for discussing and analyzing media. You will produce a film review, a short film essay, a digital project, and you will expand your first essay into a longer film analysis. The class also requires you to reflect on your writing and work practices and to collaborate with your peers to workshop and revise your work.

GWAR Requirements

This course fulfills your Graduation Writing Assessment Requirement. In order to receive GWAR credit you must have completed Second Year Writing Composition (ENG 214) or an equivalent with a grade of C- or better. You must also receive a grade of C or better in this class.

SYLLABUS QUICKLINKS

[course information](#)

[instructor contact information](#)

[course information](#)

[About the Course](#)

[GWAR Requirements](#)

[Learning Outcomes](#)

[texts and materials](#)

[Important Captioning &](#)

[Accessibility Note](#)

[assignments & grading criteria](#)

[Final Grade Calculation](#)

[Grading and Assessment](#)

[Attendance & Participation \(10%\)](#)

[Class Projects \(60%\)](#)

[Project Development](#)

[Assignments \(20%\)](#)

[Reflective Writing](#)

[Assignments \(10%\)](#)

[important class & university policies](#)

[Class Attendance Policy](#)

[Work Submission](#)

[Requirements](#)

[Late Work](#)

[Email](#)

[Technology in the Classroom](#)

[Content Warning](#)

[Accessibility](#)

[Student Disclosures of](#)

[Sexual Violence](#)

[steps for success](#)

[Our Weekly Schedule](#)

[If you need to miss a class](#)

[If you need to meet](#)

[regarding grades/drafts](#)

[Dealing with technology](#)

[important sfsu resources](#)

[LCA's Advising Resource](#)

[Center](#)

[Learning Assistance Center](#)

[\(LAC\)](#)

[Campus Academic Resource](#)

[Program \(CARP\)](#)

[iLearn Support](#)

Learning Outcomes

- Students will develop individual active/present viewing practices for screening media to aid in their analysis of media objects.
- Students will recognize that each media object is itself a type of text with an industrial, technological, and cultural context. Students will differentiate between the various methods used to research media in an academic context and employ these methods in their media analyses.
- Students will recognize and produce forms of writing and analysis common to cinema-related professions (including formal, critical, theoretical, historical, genre-based, and national approaches). Students will employ these genres deftly and appropriately within their writing.
- Students will differentiate between types of sources and their roles in research and analysis (including primary and secondary sources; periodical articles, peer reviewed journals, and various types of books; and various types of internet sources). Students will assess different sources and utilize them appropriately.
- Students will engage with writing as a process. Students will utilize a range of standard academic and professional writing practices (including drafting, peer review and workshopping, revision, and reflection).
- Students will conduct research and produce writing that contributes to the discipline of cinema studies. Students will articulate why their lines of inquiry matter and how their work is relevant to this audience.

texts and materials

In this course our primary text is your writing. You will regularly read, comment on, and reflect on both your writing and that of your peers. Since this is a writing-driven course, we spend less class time looking at films. Instead, you will be responsible for identifying and accessing the films you wish to work with over the course of the semester. At times, you may be asked to bring pieces of these films in to share with the class.

Class readings will be uploaded to our [iLearn](#) course site. Feel free to save, print, or read these materials online. There will be materials I expect you to print and bring to class. I will tell you about these ahead of time. Please note: You are responsible for testing files and ensuring you can open/access them prior to deadlines.

Class screenings (of films, TV shows, digital texts, games, etc.) are a regular part of this class. Generally, any media you are assigned by me will be uploaded/linked on our iLearn site or screened in class. However, most of your screenings will happen on your own time and using

media you have purchased/rented/borrowed individually. This means you may need to purchase some of these materials for yourself, either as physical DVDs or as digital files. You are responsible for planning ahead, testing files/links, and ensuring you have access to the materials you need in order to complete work on time.

Software Alert! In this class we will be using computers to do our own digital media work. If you do not already have access to video editing software and you don't want to utilize a SFSU computer lab you may need to purchase software that you can use at home. (This is rare. It will depend on the type of digital project you want to do and on your own technology setup.)

Important Captioning & Accessibility Note

Our class will look at different kinds of media. As a general policy, I work with SFSU's captioning service to caption any media assigned. However, as we look at your peer's work, some of these materials may be more accessible than others. If you need or simply prefer captions— many of us do!— you're welcome to talk with me about arranging for supplementary materials/support for anything that isn't automatically captioned. Whatever the situation, let me know at the start of the semester, so we can plan accordingly.

assignments & grading criteria

Final Grade Calculation

- Attendance & Participation 10%
- Project Development Assignments 20%
- Major Projects 60%
- Reflection Assignments 10%

Grading and Assessment

With the exception of assignments marked "complete" or "incomplete," all grading adheres to a standard 100 point scale:

A	90% or higher (A+ = 100-98; A = 97-92; A- = 91-90. Same ranges apply to all grade levels.)
B	89 - 80%
C	79 - 70%
D	69 - 60%
F	59% or lower

For a more extensive discussion of the types of work required to earn various grades, see the [Grading and Assessment Handout](#).

Attendance & Participation (10%)

Discussion, workshops, and peer feedback are central to this class. That means that participation is critical to your success in this course. Participation is not just about being present and awake in class. Your participation grade takes into account all your contributions in class, on iLearn, and during workshops. Participation also includes your overall preparation for/participation in class discussions and activities.

It is important that you come prepared and ready to share your work, questions, ideas, and insights with the rest of the class. We want to hear your voice! If you are regularly unprepared for class, do not participate, and/or miss assignments this will seriously impact your grade. Using technology in class for non-class related reasons will also impact your grade.

→ Related Information: Review [Class Attendance Policy](#).

Project Development Assignments (20%)

Class projects are broken up into stages over the course of the entire semester. This means that there are 1-2 project development assignments due each week. These assignments include a range of writing, reading, and research activities. They are designed to a) help you prepare for class and b) to help you and your peers develop your projects outside of class. Many of these assignments will be used during class and most are not individually evaluated and commented on. Instead, project development assignments are simply marked complete/incomplete. You receive credit for doing them in full and for staying on track with your project development.

Given the nature of these assignments, they are most valuable to you when done on time. Typically, it isn't practical to turn them in late. However, life happens. All students may miss 3 project development assignments, no questions asked.

→ Related Information: Review [Work Submission Requirements](#) and [Late Work](#) policies.

Class Projects (60%)

Our major projects will consist of:

1. **Film Review (10%)** - A 300-500 word review with images/clips.
2. **Essay #1: Formal Analysis (15%)** - A 900-1200 word essay with images.
3. **Video Essay Project (15%)** - An adaptation of Essay #1 into a digital form.
4. **Essay #2: Expanded Analysis (20%)** - A 1800-2100 word essay with images.

These projects will be discussed in more detail during the semester. See the individual assignments for full details/requirements.

Not tech savvy? Don't panic! We will spend time in class prepping for and working on the digital projects. The weekly assignments will help you build your skills. Also, I hold drop-in hours in my office to offer you a space to work and to help with troubleshooting. The digital project assignment is designed to accommodate different levels of technical skill, from the first-timer to the more tech-savvy.

Reflection Assignments (10%)

Regularly reflecting on your individual writing, research, and work practices is a critical step in your personal growth as a thinker and communicator. Without taking some time to think about what we do, how we do it, and what's working, we can't learn and grow! Given that, you will be asked to complete several short reflection assignments over the course of the semester. These assignments are designed to help you process and move forward. Like the Project Development Assignments, these are simply marked complete/incomplete. You receive credit for doing them thoughtfully and in full.

Given the nature of these assignments, they function best when completed on time. However, all students have 48 hours to turn these in and get half-credit.

→ Related Information: Review [Work Submission Requirements](#) and [Late Work](#) policies.

important class & university policies

Class Attendance Policy

Your success in this class relies heavily on the active participation and presence of **all** students in the class. For you to succeed, we all need to collaborate with you on a regular basis. That also means everyone needs to be awake and on time! If you are sleeping in class or are more than 10 minutes late, you will not be marked absent, however, you will lose one participation point.

Attendance is a critical component of the course. However, life happens. Everyone can miss two classes, no questions asked.

If you have **serious and compelling reasons** for missing additional classes, you might be permitted to continue on in the course. However, this needs to be determined on a case-by-case basis. In these circumstances, you should contact me as quickly as possible to discuss the situation and whether it qualifies as serious and compelling.

Work Submission Requirements

Most of your work this semester will be submitted on iLearn. It's important that we use file and style formats that are accessible to everyone in the class. We will discuss file formats in class to determine which ones we need to use. If you ever have questions about converting files, please see me or ask Information Technology Services.

Unless noted otherwise, all work in this class should be formatted using the MLA academic style. If you are unfamiliar with the MLA style, consider purchasing [Diana Hacker and Nancy Sommers' A Pocket Style Manual](#). Alternatively, you can use the free [Purdue OWL MLA Formatting and Style Guide](#). (Be warned, this is a free and much beloved resource, but not always as easy to read as the Hacker and Sommers guide).

Late Work

My goal is to keep everyone in the class on track and to help everyone succeed. Other students will be depending on you for your insights and feedback. In this class, each assignment builds upon the last. To do your best, it is important that you stay on top of this work. However, life happens. I've programmed in some wiggle room to help:

- All students may miss 3 project development assignments, no questions asked.
- If you're running late on reflection assignments, you have 48 hours to turn these in and still get half-credit.
- Major projects have a 5-day window for late-submissions. Every 24 hours, the project grade drops 10 additional points.

If you have a **serious and compelling reason**, you may be eligible for a deadline extension. However, this needs to be determined on a case-by-case basis. In these circumstances, you should contact me as quickly as possible to discuss the situation and whether it qualifies as serious and compelling.

Email

Part of my job is to help students prepare for professional careers. As such, our relationship needs to be a professional one. When you email me, please format your emails accordingly. If you haven't written more formal or professional-style emails before, here's a handy guide: <http://www.wikihow.com/Email-a-Professor>.

During standard working hours (Monday - Friday, 9-5), I generally respond to emails quickly. However, you should always receive a response from me in 1-2 working days. If you email outside of standard working hours, or on the weekend, my reply may take longer.

If you do not receive a reply from me in 1-2 working days, email me again. It's rare, but occasionally an email gets lost in the shuffle or stuck in a spam/junk mail filter. If it's been more than 48 hours, it's totally okay to send a follow up email.

I will frequently use email to contact the class. Make sure you have access to your sfsu.edu email address and check it regularly, even on the days we do not have class. If you don't like to use your SFSU email, remember, you can set up your SFSU email to forward elsewhere. Whatever method you choose, **keep an eye on that SFSU.edu address**. You don't want to miss an important email and goof something up.

Technology in the Classroom

Smartphones, tablets, and computers can be helpful learning tools. We will often use them as part of our work in class. However, use common sense and make smart choices. You don't want to negatively anyone's work or ability to participate. Turn off the ringers on your phones and only use these tools for class-related purposes. It's important that you are creating a space where you and your peers can stay on track. If your devices are causing distractions, I may ask you to put them away and/or leave the class.

Content Warning

During this semester we will be discussing a variety of subjects and looking at materials that may represent beliefs and life experiences that are different than your own. The materials for this course may contain adult material. It is important that we all approach these materials with maturity and that we are respectful of each other's views. If you have any reservations, for whatever reason, about watching, reading, or discussing certain types of content, make sure you contact me during the first week of class.

Accessibility

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The **Disability Programs and Resource Center (DPRC)** is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice: 415-338-2472, video phone: 415-335-7210), or by email: dprc@sfsu.edu.

Student Disclosures of Sexual Violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator.

To disclose any such violence confidentially, contact:

- The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
- Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>
- For more information on your rights and available resources: <http://titleix.sfsu.edu>

steps for success

Our Weekly Schedule

Use our typical weekly schedule to help you plan out your semester. My office hours are Mondays/Tuesdays 1-3pm. Use these times to meet with me, bring drafts, and ask for feedback.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Class Meeting Day Collaboration, workshops, & work sessions. Assignments frequently due Mondays at 8am.	Work Days Time for reading, writing, and research. (Short Term: Prep for next week's class and start drafting next stage of project. Long Term: Ongoing research and planning for major projects.) Assignments frequently due Fridays at 11:55pm.				Back-up Work Days Use them if you need them, relax if you can!	

If you need to miss a class:

- Make sure you still turn in all your work. You don't want to lose assignment credit!
- All assignments are posted on iLearn. Look them up and make sure you're prepared for the next class.
- It's not really possible for me to recap an entire class over email. Make sure you speak with classmates to collect class notes and check on announcements.
- Consider coming to my office hours to review missed material and ask questions.

If you need to meet regarding grades/drafts:

I would love to meet with you to discuss your work. We both need to be prepared for these meetings to be productive. Before we meet, please do the following:

1. Try to give me a heads up if you want to discuss a lengthy draft. I may be able to review the draft before you arrive.
2. Review the relevant assignment(s). This way the particulars will be fresh in your brain.
3. Take time to review the work you want to discuss. If it's graded, review the grading rubric and your feedback. Try to get a sense of what you do and don't already know, this will help guide your questions.
4. When possible, bring a copy of your work and your notes on it. Then, when I give you feedback, I'll be building on what you know, instead of repeating things you've already figured out.
5. Try to bring a list of specific questions about the work and/or your plans to revise it.

Our meetings won't be productive if you don't prepare. Make sure you take the time to do this. Otherwise we may need to reschedule.

Also, keep in mind, **grades are not negotiable.** To be ethical and fair to everyone, grades are determined based on how well you've met or exceeded the assignment requirements. Typically, grades can only be adjusted if an error has occurred.

Dealing with technology:

- Make sure you're testing out technology and troubleshooting issues ahead of time.
- If you run into problems with iLearn, [contact iLearn Support](#) ASAP.
- Leave yourself time to export/upload files. Exporting/uploading at the last minute leaves you open to tech problems and missed deadlines.
- If you run into serious and unavoidable tech issues, contact me ASAP. Depending on the circumstances, I may be able to work with you on a deadline extension.

important sfsu resources

LCA's Advising Resource Center

The Advising Resource Center (ARC), in SFSU's College of Liberal & Creative Arts, provides multiple support services to students. At the ARC, you can get information about general education, requirements for your degree, and about learning resources.

To get started, make an appointment by calling (415) 338-1486, emailing achieve@sfsu.edu, or visiting HUM 112. ARC is open Monday–Friday 9am to 5pm.

Learning Assistance Center (LAC)

The LAC is a faculty-run tutoring center located in HSS 348. LAC offers tutoring in reading, writing, math, sciences and study skills. Their tutors can help you develop your academic skills, discover patterns and see connections between concepts, figure out what you know, and what you still need to learn.

Due to their hours, LAC is often called the “daytime option” for academic support. LAC is open Monday - Thursday 9 am - 4 pm and Fridays 9 am - 12 pm. To utilize LAC, visit HSS 348, call (415) 338-1993, email lac@sfsu.edu, or go to <http://lac.sfsu.edu>.

Campus Academic Resource Program (CARP)

CARP is a student-run academic support program that seeks to provide resources and support services for students of all disciplines. CARP offers free tutoring and workshops for all SF State undergraduates.

Due to their hours, CARP is often called the “nighttime option” for academic support. CARP is open Monday - Thursday, 4 - 8pm and Fridays 11 am - 2pm. To utilize CARP, visit HSS 344, call (415) 405-0971, email carp1@sfsu.edu, or go to <http://carp.sfsu.edu>.

iLearn Support

If you are having problems with iLearn, contact their help desk:

Hours: Monday through Friday, 8 am to 5 pm

Email: ilearn@sfsu.edu

Phone: (415) 405-5555

Text (SMS): (510) 545-3276 or (510) 5-ILEARN

Finally...

Remember that this syllabus and the course calendar are subject to some change over the course of the semester. Always defer to the most recent version of the syllabus and course calendar. These are kept current on our iLearn site.

Whew! Did you read all that? If so, now you're ready to get started! 😊

course calendar

Topic	Date	Assignments & Activities
	Week of 8/27	8/27 - Introduction to the Class; In-Class Reflection 9/1 - R1 Due
Film Reviews	Week of 9/3	9/3 - Labor Day, No Class 9/4 - 9/9 Make sure you're working on FR1
	Week of 9/10	9/10 - FR1 Due
	Week of 9/17	9/17 - FR2 Due, In-Class Workshop 9/21 - Film Reviews Due
Formal Analysis	Week of 9/24	9/24 - Reading on iLearn, FA1 Due, In-Class Reflection 9/28 - R2 Due
	Week of 10/1	10/1 - FA2 Due
	Week of 10/8	10/8 - FA3 Due
	Week of 10/15	10/15 - FA4 Due, In-Class Workshop 10/19 - Formal Analysis Due
Digital Project	Week of 10/22	10/22 - In-Class Reflection, Video Essays Begin 10/26 - R3 Due
	Week of 10/29	10/29 - VE1 Due 10/29 - CLASS MOVED ONLINE. 11/2 - VE2 Due
	Week of 11/5	11/5 - VE3 Due
	Week of 11/12	11/12 - Veterans Day, no class. 11/13 - VE4 Due 11/15 - VE5 Due, Online Workshop

	Week of 11/19	Fall Break, no classes. 11/25 - VE Due
Expanded Analysis	Week of 11/26	11/26 - EA1 Due; In-Class Reflection 12/1 - R4 Due
	Week of 12/3	12/3 - EA2 Due
	Week of 12/10	12/10 - EA3 Due; In-Class Reflection 12/14 - EA4 Due
	Week of 12/17	12/17 - EA5 Due; Final Workshops 12/18 - VE Revisions Due 12/21 - EA Due 12/22 - R5 Due (NOTE: Saturday deadline)

If necessary, this schedule may be modified. Always defer to the “live” version on iLearn.