Focusing on the role of media, particularly the film medium, in making the world accessible to us, this course will cultivate our abilities to watch and write analytically about the film and other related media objects. We will learn to define, identify and analyze various kinds of cinema (fiction, documentary, etc.), different genres (horror, Western, etc), and narrative components (script, plot, point of view). In so doing, this course aims to familiarize students with the technical language used to discuss films and helps them adopt technical terms in order to analyze the assigned movies. In this course, we will explore various aspects of film aesthetics including mise-en-scène, cinematography, editing, and sound design and will learn to use terminologies pertinent to each aspect of filmmaking as well as locate and discuss these elements in particular films. Lastly, the course will situate its exploration of aesthetic concepts in a historical and cultural frame, analyzing aesthetic perception as a culturally and historically contingent phenomenon.
GOALS AND EXPECTATIONS
This course aims to:
• improve your ability to identify and define the main elements through which film is analyzed, including space, time, light, color, motion and sound
• cultivate your ability to explain the significance of different aesthetic elements that form the film experience
• strengthen your ability to use the terms specific to film aesthetics
• give you the means of analyzing these elements individually and collectively
• deepen your awareness of the cultural contexts through which cinema has emerged as an aesthetic form

REQUIRED TEXTS

For a reduced price, use the following link to purchase the book:
https://www.campusebookstore.com/integration/AccessCodes/default.aspx?
bookseller_id=254&Course=CINE+260M%2fENG+260M&frame=YES&t=permalink

Then, redeem your code via the following link:
https://ncia.wwnorton.com/ebook-movies7

All movies are available on Kanopy or on Canvas.

To access Kanopy, please follow the steps below:
https://library.uoregon.edu/ > Collections > Databases A-Z > Kanopy > Login with your DuckID

COURSE REQUIREMENTS
Attendance and Participation (14%): Attendance is required. You cannot take the course without attending it, even if you submit all the assignments. You may miss three sessions of class for any reason. Additional absences will each lower your course grade by ¼. For example, the first additional absence after two absences will reduce a B- to a C+, the second additional absence will reduce a B- to a C, and so on. Please notify me ahead of time if you must miss class, will be late, or leave class early.

As the percentage might indicate, this is not an easy grade. Your grade for participation will be determined by your (1) attendance habits, (2) level of preparedness (✓: completion of reading/watching assignments prior to class meetings, attending class with annotations and notes on assigned readings, and having spent time thinking on course material with at least two select passages/scenes), (3) level of engagement (✓: attentive listening to peers and the instructor, and active and meaningful participation in class discussions), and (4) in-class (group) work contribution.

Midterm and Final Quizzes (24% total, 2 with 12% each): You will be given a midterm and a final quiz on the vocabulary we pick up during the term. These two quizzes are specifically designed to demonstrate your ability to synthesize our readings, lectures, and discussions in the form of term identification and main point summary. The midterm and final quizzes may include multiple choice, short-answer and essay questions.
InQuisitive (14% total, 7 with 2% each): InQuisitive tests are a set of self-assessments that should be completed at home before the reading is discussed in class. These tests demonstrate that you have done the reading and are ready to discuss the text. You can access InQuisitives on Canvas under the Assignments tab using the passcode you receive once you purchase the digital copy of the book.

Reflections (12% total, 6 with 2% each): I will divide you into six groups in week 2, and you will be working with the same groupmates throughout the term. After watching the movie in class each week, you are asked to write a reflection of 250 words on your own group’s discussion board on Canvas by the following day’s noon. Feel free to further respond to your groupmates’ reflections on the same thread. Your completion grades will be decided based on your thoughtful participation in written reflections on Canvas. You will be given a prompt.

In-Class Group Activities & Presentations (15%): After we watch the film together and you post your reflections on Canvas, you will return to class next session to reconvene with your fellow group members and present on your reflections to the class as a whole group. Each group will present on one film during the term. You will be given a prompt.

Sequence Analysis (20%): This is comprised of close analysis and shot list. Prompt and further instructions will be provided two weeks in advance.

GRADING RUBRIC
Attendance and Participation: 14%
Midterm Quiz: 12%
Final Quiz: 12%
InQuisitive Tests: 14%
Reflections: 12%
In-Class Group Activities & Presentations: 15%
Sequence Analysis: 20%
Anonymous Midterm Survey: 1%

COURSE POLICIES
Accessibility: I am committed to the principle of universal learning. This means that our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaecc@uoregon.edu.

Academic Honesty: Academic dishonesty will not be tolerated in this course or at this university. All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Cheating on quizzes will be considered as an instance of academic dishonesty. Any instance of academic dishonesty will result in an automatic failing grade for this course and will be reported to SCCS. For more information about the consequences of academic dishonesty or “misconduct,” refer to the Student Conduct Code on the Student Life website. Please also see me if you have any questions about your use of sources, or about this policy.
Assigned Reading and Participation: This class is based around active discussion. To ensure that class time is used productively, you are expected to have completed the assignments for class and come prepared to discuss the material. Discussion is a major component of this course, and you cannot discuss a text without having read/watched it.

You are asked to participate fully in class activities that will include discussions, in-class writing, and/or small group work. Note that attendance alone does not guarantee participation points. Full and informed involvement in all of these activities will count toward your participation grade. Students inadequately prepared will lose participation points. If you have any documented barrier to your active participation in class, please see me in first week of classes for necessary arrangements. I will reward students who approach discussion in an enthusiastic, informed, and collegial way. Both your fellow students and I will appreciate informed opinions, critical insight, a willingness to take a few risks, and respect for others. I will occasionally set small in-class activities which will also count towards your participation grade. Absences and coming to class unprepared will count against your participation grade. Negative or hostile comments or attitudes will also count against your participation grade.

Use of Technology in Classroom: Insofar as it is for course-related purposes, I am sympathetic toward the use of technology in classroom, including for the purpose of reading the articles of the book on your laptops. You may use your laptops, tablets, e-book readers to have access to class materials or for note-taking purposes; however, cell phones must be turned off and put away before the beginning of class at all times. If I notice your engagement with electronic devices for any other purpose, you will be counted absent (can be without verbal notification). During our film screenings, both laptops and phones must be put aside.

Generous Readers: This course challenges you to be both generous and critical readers. Your “healthy skepticism” about the limitations of any given theoretical perspective should not prevent you from appreciating its contribution; you should assume that there is something of value for you to learn from each of the readings, and attempt to understand what problem the writer is trying to solve. You are also expected to develop your skills in identifying and summarizing theoretical arguments, differentiating between main and subordinate points. With respect to films, generous reading means watching with the assumption that all details are significant.

Observance of Religious Holidays: Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined by the teacher.

DACA: "There is no ambiguity…about the importance of continuing DACA. My view of morality dictates that young people, many of whom were brought here as infants or toddlers, must be allowed to remain in the United States to learn, work, and make a life for themselves. The United States is their home. To uproot them would be wrong. Period." —President Schill 9/4/2017

Your resource for DACA-related issues is Justine Carpenter, director of Multicultural and Identity-Based Support Services, who is the campus point-person in support of undocumented and DACA students. She can be reached at 541-346-1123 or justcarp@uoregon.edu. For additional information on the UO's support for DACA students, please visit the UO DREAMers Workgroup website. Should an immigration official ask for information about a UO student, please immediately contact the Office of the General Counsel at 541-346-3082 or gcounsel@uoregon.edu.
Gender-Based Violence: Any student who has experienced sexual assault, relationship violence, stalking, coercion, and/or sexual harassment is encouraged to seek help. Please visit https://safe.uoregon.edu for information. In addition, the UO Ombuds office (541 346-6400 or ombuds@uoregon.edu) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or another member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” that will help us create a safer campus. As your instructor, I can also reassign work partners and make other necessary accommodations.

Formatting: All formal writing must be typed in 12pt Times New Roman font with 1-inch margins, double spaced, and without extra space between paragraphs. Include a header or a footer that contains your name and page numbers. All work must be properly documented using MLA format including a list of works cited and in-text citations. Information regarding MLA format has been made available by the generous community of scholars at Purdue: http://owl.english.purdue.edu/owl/resource/747/01/ For information on plagiarism and academic integrity, see below. Failure to format and cite sources correctly may significantly lower the assignment or essay grade.

Communication: All course-related material will be available on Canvas, Kanopy, or Swank. Please make sure you keep up with the updates on our course website. Feel free to use my office hours to discuss any class, course, assignment, reading-related issues and questions. E-mailing is only a way of communication for quick questions. I will respond to e-mails within 24 hours except for weekends. That means if you email me on Saturday, you should not expect a response earlier than Monday. For personal communication via e-mail, you will need a University of Oregon email account. I will not be replying to emails that are sent from any other account or that are oblivious to the etiquettes of email communication.

Inclusive Behavior: You are expected to contribute to class by upholding standards of courtesy and respect that are appropriate to professional environments. You will be counted absent in the event of any behavior that is disruptive to the inclusive environment or student-instructor interaction and communication, and disrespectful of the rights of others. In that case, you may be asked to leave the class.

Inclusive Language: We will use each others’ preferred pronouns in this course. In our writing, we will avoid sexist language and terms that are gender specific (chairman, mankind, etc.). We will not use the form s/he. Instead, state both pronouns—he or she, him or her, his or her—or recast the sentence in the plural—they, them, their.
Division of Assignments
All movies will be available on Kanopy and/or Canvas.
Note: I reserve the right to make changes to the screening list.

Week 1: Reading the Image
T. 3/29. Introduction/Syllabus
InQuizitive Chapter 2 due by Sunday midnight

Week 2: Principles of Film Form
T. 4/5. Reading: Looking at Movies, pp 24-48
R. 4/7. Screening: The 400 Blows (François Truffaut, 1959, available on Kanopy)
Reflection #1 due by Friday noon

Week 3: Film Typologies
T. 4/12. Reading: Looking at Movies, pp 56-73
Group Presentation on The 400 Blows
Reflection #2 due by Friday noon
InQuizitive Chapter 3 due by Sunday midnight

Week 4: Genre
T. 4/19. Reading: Looking at Movies, pp 73-101
Group Presentation on A Girl Walks Home Alone At Night
R. 4/21. Midterm Quiz
InQuizitive Chapter 4 due by Sunday midnight

Week 5: Narrative
T. 4/26. Reading: Looking at Movies, pp 108-134
Reflection #3 due by Friday noon
InQuizitive Chapter 5 due by Sunday midnight
Anonymous Midterm Survey due on Canvas by Sunday Midnight
Week 6: Mise-en-scène

T. 5/5. Reading: *Looking at Movies*, pp 146-172
Group Presentation on *Rear Window*

R. 5/5. Screening: *In the Mood for Love* (Wong Kar-Wai, 2000, available on Kanopy)
Reflection #4 due by Friday noon
InQuizitive Chapter 6 due by Sunday midnight

Week 7: Cinematography

T 5/10. Reading: *Looking at Movies*, pp 180-221
Group Presentation on *In the Mood for Love*

Reflection #5 due by Friday noon
InQuizitive Chapter 8 due by Sunday midnight

Week 8: Editing & Sound

T 5/17. Reading: *Looking at Movies*, pp 266-295
Group Presentation on *About Elly*
InQuizitive Chapter 9 due by Wednesday midnight

R 5/19. Reading: *Looking at Movies*, pp 304-331

Week 9: Editing & Sound

T 5/24. Screening: *M* (Fritz Lang, 1931, available on Kanopy)
Reflection #6 due by Wednesday noon

R 5/26. Group Presentation on *M*
Workshop

Week 10: Conclusion

T. 5/31. Final Quiz

R. 6/2. Workshop
Sequence Analysis due on Thursday, June 9th