

DR. MEGHANN
MEEUSEN

ENG 2100:
FILM
INTERPRETATION



Summer II 2020

Course Objectives



Contact Info

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Office Hours

Held Digitally or Via
Phone by Appointment

Analytical Thinking: Students will work to develop an ability to engage with film on an analytical level, practicing techniques of review, evaluation, and interpretation with regards to creative choices and thematic meaning.

Terminology and Technique: Students will work to cultivate understanding of terminology associated with formal study of film, including discussion of critical approaches and theories, as well as camera, sound, and visual technique.

Historical/Cultural Context: Students will work to study texts in context, acknowledging and researching both historical and cultural components that impact and frame textual understanding.

Identifying Ideologies: Students will work to interrogate explicit and implicit ideologies of texts, including critical and popular perspectives related to gender, race, ethnicity, disability, and culture in film for young viewers.

Diversity and Multiculturalism: Students will work to explore the importance of diverse and multicultural representation in film, working to develop an evaluative perspective with regards to issues of inclusion.



93%-100% A
distinctive, exceptional,
outstanding work

88-92% BA
83%-87% B
strong, thoughtful work

78-82% CB
73%-77% C
average, complete work

68-72% DC
62%-67% D
problematic, sloppy work

Required Books and Materials

Films Include: *Hugo*, *Where the Wild Things Are*, MGM's *The Wizard of Oz*, *The Wiz*, *To Kill a Mockingbird*, *Marshall*, *Coraline*, *Kubo and the Two Strings*, *Coco*, *Bend it Like Beckham*, *The Great Debaters*, *Into the Spiderverse*

Textbook Requirement: Students will read each week from the course textbook, *Looking at Movies* by Richard Barsam and Dave Monahan (ISBN 978-0-393-26519-4). While the 6th edition is the officially assigned text, earlier and later editions are entirely acceptable.

Film Viewing: In the online version of ENGL 2100, you'll be able to view the films using WMU's mediashare via links in e-learning. However, each film is available for only a 48 hour window of time, so it's important to plan ahead. Some films are also available on Netflix, Amazon Prime, etc; feel free to watch in these venues if you'd prefer.



Quizzes (20%):

11 book quizzes + 9
lecture quizzes, 10 points
each = **200 points**

Discussion Boards (20%):

7 Discussion Forums:
3 posts required per
forum, 10 points each

3 posts per forum x
10 points per post x
7 forums = **210 points**

The final discussion board is listed in e-learning as only worth 20 points (in order total 200 DB points rather than 210), but students can earn 10 additional bonus point by posting 3 times in this board.

Critical Article Handout (20%): 200 points

Midterm Video Analysis Presentation (20%): 200 points

Final Exam (20%): 200 points

QUIZZES (20% of final grade): Students will have regular opportunities to show their careful reading of textbook and lecture materials in short quizzes, utilizing primarily matching format to highlight key terms. Quizzes ask students to note and recount main elements from class materials; they help guide students in their reading and make connections that rely upon careful reading. While students may use notes during a quiz, software blocks the use of other computer windows/browsers while answering quiz questions.

ONLINE DISCUSSION BOARDS (20% of final grade):

Students will discuss class content and relevant readings with their colleagues via an online discussion board. For each module in e-learning, students should read/watch/review ALL materials and post in the discussion boards (typically two forums per module). For each forum, students should contribute an initial post plus at least two responses. For full credit, each post must:

- be at least 150 words in length
- respond to the comments of another student (replies)
- address the discussion board prompt specifically
- quote the book and/or associated online content
- include a question for colleagues that moves discussion forward

CRITICAL ARTICLE HANDOUT (20% of final grade):

Students will sign up for a key term related to a certain week's reading and create a single page handout (double sided encouraged) explaining the concept in an in-depth way, copying this handout to share with the rest of the class.

MIDTERM VIDEO PRESENTATION (20% of final grade):

Students will compose a short piece of formal analytical writing that reviews a film of their choice, focusing on film technique and ideological analysis. Students may present their analysis via video as a mini conference presentation (less than 5 minutes) or they may create a video essay that utilizes sound, movie clips, and other elements to present their ideas in a more filmic way.

FINAL EXAM (20% of final grade): Students will take a final exam including multiple choice and matching questions, as well as a short essay section. Like quizzes, students may use notes, but will not have access to other parts of their computer (other windows/browsers/etc) during the final exam.

Procedures & Resources

Late Work: I do not accept late work. Although I reserve the right to make exceptions to this policy, this is only possible after a discussion with me. If you foresee a problem completing an assignment on time, please contact me at least 24 hours in advance, and we can discuss possible arrangements.

Resources: Please make yourself familiar with the following campus services and policies; if you have any questions, don't hesitate to ask:

- Disability Services for Students www.wmich.edu/disabilityservices
- Division of Student Affairs / Diversity Questions www.wmich.edu/students/diversity
- Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy www.wmich.edu/sexualmisconduct
- Religious Observance http://www.wmich.edu/facultysenate/downloads/MOA0702_religious_observances_final.pdf
- Office of Student Conduct www.wmich.edu/conduct
- Civility Statement http://wmich.edu/sites/default/files/attachments/u370/2016/Civility%20stmt.7-27-16_0.pdf

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or accommodation in this or any other class, please call Disability Services at (269) 387-2116 or visit them at Woodlawn Place. Please don't hesitate to speak with me about ways to meet your needs in this capacity.

Additionally, I am more than happy to discuss ways that this course could better meet any student's needs, and I encourage anyone who is struggling for any reason to contact me. I will do my very best to fairly accommodate all students who express concern in a respectful way.

Academic Integrity: Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found at

<http://catalog.wmich.edu/content.php?catoid=24&navoid=974>.

If there is reason to believe you have been involved in academic dishonesty, you will face academic penalty based on the infraction's severity, which can include a failing grade and/or referral the Office of Student Conduct. Please consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment.

Dr. Meeusen's private phone: 586-651-0289



Inclusivity

In my classroom, all are welcome. We listen to each other, and we practice respect, kindness, and compassion. We seek to understand each other, and we value everyone's perspectives, including (and especially) perspectives of those who are marginalized due to race, gender, sexuality, disability, ethnicity, religion, class, and any other construct that defines a person's sense of self. We strive to critically explore ideologies that prevail in our society, and we seek to consider the destructive nature of power dynamics that perpetuate inequality.

If anyone in the class behaves in a manner contrary to these values, I will respectfully address the behavior directly. I also encourage anyone who feels that these values have been disrespected or violated to respectfully speak up and/or speak with me privately. This includes instances in which my words or actions do not align with this statement of inclusivity, for I acknowledge that we are all human beings who make mistakes, and only in learning about how our behavior affects others can we become more positive members of society. If you have questions or concerns about this statement, please speak to me immediately.