

# Global Film, Literature, and Cultures Section 01

## ENGL 117B

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/24/2023

### Contact Information

Instructor:	Faith Kirk, Ph.D.
Email:	faith.kirk@sjsu.edu
Office Hours Link:	<a href="https://sjsu.zoom.us/j/87447902846?pwd=V2RvRUxtdlJPMnd0MHR6VG9ybEdNUT09">https://sjsu.zoom.us/j/87447902846? pwd=V2RvRUxtdlJPMnd0MHR6VG9ybEdNUT09</a>  Passcode: 127388  Every Thursday 10:00 am -11:00 am PST and by appointment
Instructor Office Hours:	
Class Days/Time:	Fridays, 9:30 am -12:15 pm
Location:	<a href="#">Sweeney Hall 413</a>

### Course Description and Requisites

Using films and literary works, students will appreciate and understand the narratives (myths and other stories ) that create and define cultural identity, explore cultural interaction, and illustrate cultural preservation and cultural difference over time.

GE Area(s): V. Cultures and Global Understanding

Prerequisite(s): Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Note(s):All of SJSU Studies courses require completion of the WST and upper division standing.

## \* Classroom Protocols

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Our classroom is a learning environment where everyone's right to explore ideas needs to be respected. There is nothing wrong with disagreement and debate. In fact, saying that you disagree with someone and why you do is crucial for really doing the work of critically thinking. What *is* wrong is being disrespectful to anyone in our class or actively suppressing a colleague's ability to think, collaborate, and write. We will be practicing how to engage with each other with mutual respect.

Please practice self-awareness and respect others when using technology during class meetings, like cell phones or computers. Using technology to look up definitions or to check the time is appropriate. Focusing on your phone while your colleagues are discussing an idea is not.

## ≡ Program Information

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Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](#).

### English Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

### Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

**Department Information:**

**Department Name:** English and Comparative Literature

**Department Office:** FO 102

**Department Website:** [www.sjsu.edu/english](http://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

**Department email:** [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

**Department phone number:** 408-924-4425

## Course Learning Outcomes (CLOs)

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### GE Area V Learning Outcomes

Upon successful completion of an Area V course, students should be able to:

1. Analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
2. Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;
3. Explain how a culture outside the U.S. has changed in response to internal and external influences;
4. Appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.

**Writing Practice:** Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

## Course Materials

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The texts we will be using this semester will all be available to you digitally on Canvas or on widely-accessible media streaming platforms. There is no textbook to purchase for our course.

## Course Requirements and Assignments

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ASSIGNMENT	PERCENTAGE OF FINAL GRADE
Canvas Assignments & Discussions	40 percent
Film Notes ("Plot Segmentations")	15 percent
Two Critical Analysis Papers	20 percent
Visual Analysis Project	15 percent
Final Reflection	10 percent

## Plot Segmentations

Each time you watch in film in class, you will create what is called a “plot segmentation” of the film. A plot segmentation is a method of taking notes that film scholars use to record the events of the film in the order that they occur. When you go to analyze a film after a screening, you will refer to your segmentation to remember the film’s form, or “narration”.

[Note: I have included a sample plot segmentation in our Canvas course for your reference.]

## Critical Analysis Papers

You will be asked to write two Critical Analysis essays this semester and to submit them on Canvas. These brief analyzes are opportunities to make connections between the concepts we have learned and the films we have watched in class.

You will receive a prompt with more specific instructions and requirements before each Critical Analysis is due and we will discuss the expectations fully in class.

## Visual Analysis Project

For this project, you will have two options.

Option 1 is to select a sequence from one of the films that we have watched in class and storyboard an alternate version of that sequence that would create a significantly different effect for viewers. You will need to include a one-page cover sheet with your storyboard describing the original sequence, the choices you made to strategically re-envision that sequence, and why you made those choices. You should cite at least one secondary source in that cover sheet (both in the text and in a works cited entry at the end) that has informed your decisions.

Option 2 is to compose a personal essay in which you explore your own point of view as a spectator and how your POV influences how you see one of the films we have watched in class.

We will discuss this assignment in much more detail after Spring Break.

## Final Reflection

Instead of a traditional final exam, you will have the opportunity to reflect about what you have learned this semester, how you might apply that information in other areas of your academic and work life, and what you would like to learn next.

This reflection will be due to Canvas during our scheduled final exam time. *That means that we will not meet in person during our exam time.* We will discuss the reflection in more detail closer to the due date.

Your Major Assignments meet the following General Education Learning Outcomes and Course Learning Outcomes:

MAJOR ASSIGNMENT	GE LEARNING OUTCOMES	COURSE LEARNING OUTCOMES
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Canvas Assignments & Discussions	1, 2, 3	1, 3
Film Notes	1	1
Critical Analyses	1, 2, 3	1, 3, 4, 5
Visual Analysis	1	1, 3
Final Reflection	1, 2, 3	1, 3, 4

## ✓ Grading Information

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My teaching philosophy is that assessment should always be an **explicit and transparent** process.

This means that:

1. You should always know the expectations for assignments ahead of time.
2. It should be clear to you how you earned your numerical score.
3. You are invited to talk about your grades with me at any time, no questions asked or appointments needed.

With this teaching philosophy in mind, here is the assessment process I have designed for our course:

1. You will see a rubric for each assignment in our course ahead of time so you can plan how to meet the expectations for each task.
2. You will receive a grade and a completed rubric for each task that you submit. For your major assignments, you will receive a grade, a completed rubric, and written feedback.
3. I will be holding weekly office hours on this semester on Zoom. Feel free to join me there, whether you have made an appointment or not, to discuss grades privately. You can also ask me questions after class and via email.

## University Policies

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Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.