Contact Info:
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If you have a general question about the class, your first step should be to look at the Course Forum to see if I have already answered it. If your concern isn't already addressed there, post your question and I will usually respond within 24 hours. If I take too long in responding, or if it is a question of a personal nature, then feel free to contact me directly.

The best way to contact me, at any time of day, is to email me through Canvas mail. I check this e-mail address several times a day, so, at any reasonable time of day, you can usually get a response from me within two hours - if it is clear that a response is called for.

Course Objectives: At the end of the course, students should have demonstrated the ability to:

- Construct standard, mainstream interpretations of several American films using terms and concepts related to film narrative.
- Discuss gender issues within the context of race, social class, and sexuality.
- Identify gender stereotypes in mainstream American films and analyze how they shape our perceptions and behaviors.
- Evaluate the myth of the passive movie viewer by comparing interpretations of several American films from a variety of gender perspectives.
- Appraise how faithfully a film or its characters portray a gender perspective the student viewer recognizes or has experienced.
- Apply concepts from gender theory to films to construct alternative (non-mainstream) interpretations.

Required Texts and Materials: To make things simple, all of the films we watch and discuss this quarter will be available to stream from Netflix with some occasional clips from Youtube. You will need to subscribe to Netflix streaming for the duration of this course to successfully keep up with the class. If you don't currently subscribe to Netflix, you can get their streaming service for free for the first month and then subscribe for the remaining two months of the class at $8 per month.

I hope that you will find many of our films enjoyable, but I know that you will find some of our texts challenging. I expect that you will approach all films in this class by trying to understand each film in its own context as well as being able to productively articulate your own thoughts and feelings about it. Even if you find something boring, confusing or even offensive at first, I hope that your response will be to re-engage with it, ask questions about it, re-watch it, roll it around in your head, and write about what you don't understand or what bothers you on the discussion board. When all else fails, watch the film again. Even if you think you understand the film perfectly, watching it (or parts of it) again will often yield different interpretations, expanded understanding, and deeper insight.
**Course Overview:** The HUM 107 work week runs from Sunday to Saturday, and will sometimes begin with a comprehension or gateway quiz to unlock the discussion forums for that week. I recommend that you take the quiz once even before watching the film so that you know what to look for and jot down notes while watching the film. This will make sure you master the quiz (with a 3.5 out of 5) by Sunday or Monday so that you have plenty of time to post the 5 or 6 paragraphs you need each week to succeed in the class. Passing the quiz early is especially important if you are moderating a forum that week. On weeks with no comprehension quiz, you will try to get your best score on a concept quiz before it closes at midnight on Saturday.

In the middle of the week, I may ask you to watch a short documentary clip or read a short article to supplement our discussion. Every Thursday, you can attend class from 5:30 to 7:30 pm either by coming to room D108 on campus or logging into Blackboard Collaborate where you can participate in discussions about that week's film and become more familiar with some of our concepts. If these sessions don't fit into your schedule, you can make them up by listening to the recordings and submitting the pass phrase to prove that you listened to them. Apart from that, there are three major assignments, which will be due in week 3, week 6, and 9.

Although there will be suggested deadlines for individual forums, the only firm deadlines are the assignment deadlines, the quiz deadlines, and the weekly forum contribution deadlines every Saturday night, so, if you get a good start each week on Sunday by posting a few initial paragraphs on the forums, you can do some reading and log on a couple of times during the week to master the next quiz, and then wrap up your forum posts by responding to other students on Saturday and listening to the previous week's synchronous sessions.

**Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Quiz and Survey</td>
<td>20</td>
</tr>
<tr>
<td>Comprehension and Concept Quizzes</td>
<td>110</td>
</tr>
<tr>
<td>Discussion Board Forums</td>
<td>510</td>
</tr>
<tr>
<td>Moderating a Forum</td>
<td>40</td>
</tr>
<tr>
<td>Synchronous Sessions</td>
<td>90</td>
</tr>
<tr>
<td>Assignment 1: Visual Representation of Gender in Mainstream Film</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 2: Glossary Terms and Concepts Scavenger Hunt</td>
<td>80</td>
</tr>
<tr>
<td>Assignment 3: Gender Analysis of a Film You Like</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

**Participation:** Participation in the class is also very flexible. If you contribute best by writing, then you really only need to listen in during Synchronous sessions (or listen to the recordings) and contribute an extra paragraph each week to the forums. If your forum posts tend to be thin and insubstantial, then you'll want to participate more fully in the Collaborate/classroom sessions. If you tend to get lower grades on concept quizzes and assignments, then you might want to do a little extra on both to make up the lost points. Even though it is fairly easy to earn extra credit by doing a bit more here and there, I am usually pretty careful not to let students maintain more than 100% total in the class even if they do extra in every facet of the class because I don't want students approaching the end of the quarter with 120% and feeling like they
can skip the last week (missing an entire week would severely limit your maximum grade despite your point total, as discussed below). So, if you are going above the requirements on both Collaborate and Forum participation, and you don't need the extra points to make up for quizzes and assignments, then you are doing it solely for personal edification.

**Synchronous Sessions:** Collaborate is a program designed for real-time interaction between instructors and students. I will hold 2 one hour long class discussions on Collaborate every Thursday during our classroom session, which is open to any student who would like to attend. Full participation in each session will earn you 10 points: 5 points for being present and demonstrating that you have read the text, and up to 5 points for participation (for a possible 20 points if you stay for both hours on Thursday). In order to participate in the session online during regular Thursday sessions, you will need to log in at the beginning of class and be able to listen through speakers or headphones. A headset with a microphone can be more convenient, but it isn't necessary. Most students type their questions and responses.

If you are not able to participate in as many sessions as you would like, you can earn 5 points by listening to recordings of each session that I will post in the “Collaborate Session Recordings” Module. This will also be important because lecture materials from the sessions might show up in quizzes. Unfortunately, Canvas does not tell me when you listen to a recording, so you'll need to post the secret phrase (or three specific things you learned from the session) to the session assignment drop box to get credit for it.

The synchronous sessions are a fairly essential part of the class, and I hope you will find them valuable enough to participate beyond this 80 point obligation even if it is only by listening to the recordings. However, in order to encourage you to do at least that much, I have made earning at least 60 points through the Collaborate sessions a requirement for getting an A in the class. You'll need at least 50% (40 points) in Collaborate to earn a B or better. (You can earn 40 points simply by participating in two full class sessions or listening to 8 of the 20 session recordings, so this is not a huge obligation.) There are 200 points available here if you fully participate in every session, so that's a possible 120 points of extra credit.

It is important to know that Collaborate is a java application that pops up in a new window. In order to run it successfully, you will need to make sure that your java software is updated and that you can set your browser to allow some pop-ups if it tends to block or filter them automatically. Currently, all links to future recordings will link you directly to the Blackboard Collaborate page. Once I have recorded that session, that link will move to the left and the link will take you directly to the recording.

If this still seems confusing, please watch this video tutorial: [http://youtu.be/205TRnQrjII](http://youtu.be/205TRnQrjII)

**Discussion Forums:** The bulk of your grade this quarter will come from Discussion Forums. Each week we will have from 2 to 4 discussion forums to which you should contribute at least 5 paragraphs. Additionally, you need to make sure you post at least one paragraph to each forum every week or you will earn a penalty of -5 for each forum that you fail to contribute to before it closes (which might be as early as Sunday).

Every week I will evaluate your total contributions based on the following rubric:
• 2 points for each substantial paragraph about the film provided at least one of them was posted before the suggested deadline in each forum.
  ◦ 1 additional point if those paragraphs are grammatically correct, focused, coherent, and avoids excessive padding
  ◦ 1 additional point if those paragraphs stick closely to the film and contribute materially to the discussion without straying off topic
• 2 points for each of those paragraphs that are thoughtful, appropriate responses to another student's post
• 3 points for each of those paragraphs that constructs a mainstream interpretation of the some part of the film that supported by evidence from the film
• 3 points for each of those paragraphs that proposes an alternative interpretation or analysis using evidence from the film
• 2 points for each of those paragraphs that correctly uses film vocabulary and/or gender concepts in the analysis of a film (partial credit for a worthy attempt)
  ◦ 1 additional point if those concepts or terms are used to explain an original observation about the film
• 2 points for each of those paragraphs that incorporates or responds to ideas discussed in synchronous sessions or mini-lecture announcements or synthesizes (combines) ideas from several other posts to develop a more complex interpretation of the text
• Up to 10 additional points if the student thoughtfully compares the ideology of the film to the student's own world view about gender

Not all of your paragraphs will do all of these things, obviously, but a good combination of them should allow you to earn 10 points per paragraph. Additional paragraphs, or particularly effective paragraphs, will allow you to earn up to 15 extra points per week provided you overall score is not already at 100%.

Also note, plagiarism of any kind, from outside sources or from other students, will not be tolerated and will very likely result in a failing grade for the class.

Moderating a Forum: In addition to posting to forums every week, once during the quarter you and at least one other student will monitor and moderate one of our discussion forums this quarter. To earn the full 40 points, moderators should make an effort to pass the comprehension quiz early (if there is one), make some thoughtful observations about the film in response to the prompt, ask some provocative questions, and then they should check back periodically and keep the conversation moving by responding to threads, asking questions, and correcting any misreadings that pop up during the week. Moderators should also attend synchronous sessions and summarize their notes from the session to help merge those two conversations together. These tasks can be divided up in whatever way seems to work best to you and your partners as long as it all gets done and everyone contributes in roughly equal measure.

If your group covers its moderating duties effectively, your efforts will automatically count as two fully scored paragraphs (for a total of 20 points) for that forum, but then you’ll need to make up the rest of your normal discussion points on the other forums that week.
You can sign up to help moderate a forum through the “Scheduler” tab in the Canvas Calendar. Select “Moderate a Forum” and then scroll through the weeks until you find the due date for the forum you want to moderate; then click on the box next to it that says “Available,” click “Reserve” on the dialogue box that pops up. You are now a moderator on that forum, and if you click on the box again, you can even see who else is moderating with you so that you can coordinate your efforts through Canvas Mail.

This video will show you how: [http://youtu.be/cy03tAA46hQ](http://youtu.be/cy03tAA46hQ)

**Quizzes:** Quizzes will come in two varieties: comprehension and concept. Comprehension quizzes (also known as Gateway quizzes) will open a week before modules in which we discuss one of our major works and will need to be mastered (70% or 3.5 out of 5 points) before you gain access to those modules, but you will have unlimited number of attempts. They will consist of fairly straightforward questions about the content of the readings. Your first comprehension quiz will be over the syllabus to make sure you understand how the class works, and mastering it (11 out of 15) will unlock module 1. *Answers to Gateway quizzes will be released Friday at 5 pm, so you will still have time post even if you are completely stymied.*

Concept quizzes require that you apply some of our literary concepts to any text that we have read since the last concept quiz, including the readings for the current week. At the end of the quarter, there will be a slightly more comprehensive concept quiz that could conceivably look back on any of the readings for the quarter. Each new concept quiz will open as soon as the previous one closes, but you will only have 25 attempts at each one to get your best score. Answers to Concept quizzes will be released the morning after they close. Your first concept quiz will be over the glossary terms and the week 1 readings.

After the first week, you will typically only have to worry about one quiz per week, either a Gateway quiz, which remain open indefinitely, or a Concept quiz, which will close Saturday at midnight of the module in which the text was discussed. In any case, the best practice is to start taking them as soon as they open: the Gateway quizzes to help you focus your reading and to make sure the modules open in a timely manner, and the concept quizzes so that you can get help on from the Course Forum or the synchronous sessions before they close.

**Assignments:** Three times during the quarter, you will be asked to submit a project outside of the discussion forum structure.

- **The first** assignment is to create a visual project that demonstrates your beliefs about how mainstream American films represent your gender. This can be a power point, collage, diagram, infographic, comic, or video and can be done with a partner.
- **The second** assignment is a group scavenger hunt to collect visual representations, in the form of stills or short clips from movies, of our glossary terms and concepts. Please let me know by the due date of the first assignment if you have any group member preferences.
- **The third** assignment is a visual essay that examines one of your favorite movies using the lens of many of our terms and concepts this quarter. Just like a written essay, this should be organized around a central thesis, but it can take the form of a power point or video and can be done with a partner.
**Grading:** For the most part, your final grade will be calculated as a straight ratio of points earned to points possible and translated into a letter grade based on a fairly generous scale. I have already weighed the grades by giving them a specific point value, so there is no tricky math involved, and whatever the Canvas grade book says on any given day will pretty accurately reflect your actual grade in the class.

However, although you can use extra credit on forums and collaborate sessions to make up for missed quizzes, less-than-stellar assignment performance, or even shoddy work on previous forums, missing an entire module's worth of forums will disqualify you from getting higher than a B in the course. Likewise, you need to listen to at least 12 of the 20 Collaborate recordings (or fully participate in 6 sessions) to qualify for an A/A-, and at least 8 session recordings to qualify for a B. However, if some crisis does make you miss a week or more of class, you can salvage your grade somewhat by completing a 50 point make-up analysis. However, you can't use the make-up assignment to bump yourself to an A at end of a quarter of mediocre work.

Here's a chart of how it breaks down:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Min %</th>
<th>Max %</th>
<th>Min points</th>
<th>Other conditions</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93.50</td>
<td>--</td>
<td>935</td>
<td>Did not miss any modules, &gt;75% in Collaborate, and no Make-up Assignment</td>
</tr>
<tr>
<td>A-</td>
<td>88.50</td>
<td>93.49</td>
<td>885</td>
<td>Did not miss any modules, &gt;75% in Collaborate, and no Make-up Assignment</td>
</tr>
<tr>
<td>B+</td>
<td>85.50</td>
<td>88.49</td>
<td>855</td>
<td>Did not miss any modules, &gt;50% in Collaborate</td>
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<tr>
<td>B</td>
<td>80.50</td>
<td>85.49</td>
<td>805</td>
<td>&gt;50% in Collaborate</td>
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<tr>
<td>B-</td>
<td>77.50</td>
<td>80.49</td>
<td>775</td>
<td>--</td>
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<tr>
<td>C+</td>
<td>74.50</td>
<td>77.49</td>
<td>745</td>
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<tr>
<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>58.49</td>
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**Disability Resource Center:** To learn about our services contact: Claudia Angus; Office 133D, Phone: (509) 527-4543, TDD: (509) 527-4412, E-mail: claudia.angus@wwcc.edu

**Online Student Peer Mentoring:** Students who have completed online classes are waiting to answer your questions and help you figure out how to use Canvas: [http://www.wwcc.edu/CMS/index.php?id=3853](http://www.wwcc.edu/CMS/index.php?id=3853).

**Individual Tutoring:** 509.529.5511 (Walla Walla) 509.758.1772 (Clarkston) WWCC provides individual and group tutoring services in many, but not all, subject areas to students who have demonstrated a need for assistance, and currently have a C grade or lower in the course for which they are requesting tutoring.

**Bilingual Language Assistance Program:** 509.527.3684 (Walla Walla) This program offers individualized instructional support and tutoring in a variety of subjects. If you need a tutor for a college-level class see the tutor coordinator in the Student Development Office. [BLA Website](http://www.wwcc.edu/CMS/index.php?id=1031)