

Film and Media Analysis

FAMS 240-003 Spring 2022
University of South Carolina

Professor: Dr. Mark Minett

Email: minett@mailbox.sc.edu

Office Hours: Email to set up Zoom Appointments

Course Meetings: Tuesdays and Thursdays 1:15-2:30 in Gambrell 124

ACADEMIC BULLETIN DESCRIPTION: Interpretation of film, television, and digital media, with particular attention to describing, analyzing, and writing arguments about the design of media works and their cultural impact.

Carolina Core AIU: Aesthetic and Interpretive Understanding

PREREQUISITE: None.

FULL COURSE DESCRIPTION: This course introduces students to the analysis of film and related media. In doing so, it seeks to upend the ways in which many of us were likely trained to interpret and understand the value and significance of moving image media. Rather than primarily looking for hidden symbols that reveal clues to a given media text's take on life's profundities we will consider abstract thematic significance as just one of a larger set of aims that moving image media may be designed to pursue. And rather than focusing on a narrative media text's subject or storyworld as the object of our analysis, we will instead ask questions about how the viewer is guided to comprehend and respond to the subject through the use of concrete techniques within specific contexts. To accomplish this, in the first part of the course we will develop both a specific vocabulary and a conceptual framework for the large scale and moment-by-moment description and analysis of a media text's design and plausible effects. The second part of the course will focus on key questions asked about how moving image media relate to reality, to one another, to their industrial and cultural contexts, and to their audience's sympathies and desires. While the first and second parts of the course will focus largely, but not exclusively, on narrative feature films, the final part of the course will build on the concepts and questions we have established but broaden our focus to include other modes of filmmaking and other media, including television, new media, and experimental and documentary media. Successful completion of the course will require regular, thoughtful attention to assigned viewing, reading, lecture, and class discussion.

Warning about graphic and controversial materials: *This course includes vivid material some may find objectionable due to representations of violence, nudity, sexuality, language, and controversial subjects.*

This syllabus is a guideline for the course and is subject to change with advance notice.

LEARNING OUTCOMES: At the end of the course students should be able to . . .

1. Describe aspects of audiovisual form such as cinematography, editing, mise-en-scène, sound design, and narration. (Assessed by Shot Breakdown, Formal Analysis Assignment, Genre Analysis Assignment)
2. Analyze how audiovisual form functions (its purposes, effects, meanings, and uses) in particular examples. (Assessed by Response Assignments, Formal Analysis Assignment, and Genre Analysis Assignment)
3. Evaluate how, and with what consequences, screen media shapes social norms and expectations. (Assessed by Response Assignments and Genre Analysis Assignment)
4. Create logically sound, evidence-based written arguments that address the learning outcomes above. (Assessed by Response Assignments, Formal Analysis Assignment, and Genre Analysis Assignment)

REQUIRED COURSE MATERIALS: *All course materials (readings and screenings) comply with copyright/fair use policies. In addition to the books, articles, and screenings listed below students will be required to have access to a computer with internet access.*

Books: Bordwell, David, Kristin Thompson, and Jeff Smith. *Film Art: An Introduction*. 12th ed. New York: McGraw-Hill, 2019. Be sure to use the right edition!

Links to other Readings in the course calendar and to Screenings provided via Blackboard.

SCREENINGS AND GENERAL TECHNOLOGY REQUIREMENTS: Course screenings can be streamed from within the Screenings area within Blackboard. These materials cannot be downloaded, and you must have access to the Internet in order to view them. To view screenings, to participate in learning activities, and to complete assignments you will need:

1. Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear screenings.
2. Reliable Internet access and a USC email account
3. A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard)
4. Microsoft Word as your word processing program, or a program with the capacity to save or export files into the .docx file format.
5. Reliable data storage for your word processing program
6. Computer skills that include using keyboard/mouse, accessing the Internet, sending/receiving email, creating/saving/retrieving computer files, and using word processing software
7. Access to your Office 365 account, which is available to students free of charge and allows students to access their suite of apps and to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email

through a web browser, choose Settings (top right corner), and select software.

8. Ideally, you should also bring to class an electronic device (laptop, tablet, phone) that is capable of accessing Blackboard and Office 365 apps during class

MINIMAL TECHNICAL SKILLS NEEDED: Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, students must have consistent and reliable access to a computer and the Internet. The minimal technical skills students should possess include the ability to:

1. Organize and save electronic files
2. Use USC email and attached files
3. Check email and Blackboard daily
4. Download and upload documents
5. Locate information with a browser
6. Use Blackboard
7. Use Office 365 apps (with guidance from instructor)

COMPUTER AND TECHNOLOGY SUPPORT: Support for computer, technology, and IT-related issues is available through the services offered by USC's Division of Information Technology (DoIT). Information about student resources available through DoIT can be found at: https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/information_for_students/index.php. If you are located in the Columbia, SC area, the Thomas Cooper Library at USC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most public libraries have computers for public use.

Office 365 Support: Office 365 is available to students free of charge and allows students to install and use Word, Excel, PowerPoint, Outlook, OneNote, Forms, Lens, and other apps on multiple devices including PCs, Macs, smartphones, and tablets. Office 365 also includes unlimited cloud storage on OneDrive. If you have not yet logged into Office 365 through your USC account, follow this link for instructions: https://scprod.service-now.com/sp?id=kb_article&sys_id=e17c7d5a132372803f0f50782244b0ae. DoIT's Knowledge Base and your Office 365 account offer helpful information on how to use the suite of Office 365 apps.

COURSE COMMUNICATION: You are required to use your USC email account throughout this course, and you should check it daily. I will be communicating with you regarding grades, assignments, announcements, and schedule changes. Generally, I will reply to emails you send to me within 24 weekday (M-F) hours and will provide feedback on major assignments within two weeks of completion.

COURSE REQUIREMENTS:

All assignments must be completed by the scheduled start of class on the due date!

Shot Breakdown (22.5%): For this assignment, you will be asked to use the vocabulary that we've developed over the first part of the semester to describe an assigned scene from a moving image media work. This assignment is designed to train your eye to the finer points of mise-en-scène, cinematography, and editing and to prepare you for the second written assignment.

Formal Film Analysis (25%): You will be asked to develop a 4-5-page written argument about a patterned use of film style in a moving image media work and to relate the pattern's formal design and functions to the film's broader narrative and stylistic structure.

Genre Analysis (22.5%): You will be asked to employ key concepts from the class to develop an original and compelling 4-5-page written argument about a contemporary moving image media work in relation to genre. Your analysis will also be expected to address questions of form, industry, ideology, and audiences.

Response Assignments and Screening Notes (15% total): These assignments reward you for your consistent and careful attention to required readings and screenings.

- **Response Assignments** will consist of prompts asking you to prepare a one or two-page written response to a reading and/or screening. You should be prepared to discuss your response in-class in order to receive full credit. A grading rubric will be provided with the initial response assignment.
- **Screening Notes** are to be submitted in response to prompts posted on Blackboard for each of the semester's out-of-class screenings. They will be rated either satisfactory (A: 100%), partially satisfactory (C: 75%) or non-satisfactory (F: 0%). You can submit these materials either as a word document (.docx or .doc) or, as legible photos or scans of handwritten notes that have been **compiled into a .pdf** file by using an app like Microsoft Office Lens, Adobe Scan, or Scanbot. Be sure to label these files with your last name and screening or reading title before uploading them (see the file labeling guidelines for written assignments above). These Screening Notes assignments are designed to allow you to demonstrate that you are not just **viewing the material**, but that you are **analyzing it** by applying key concepts from the course to each screening and the sequences it is composed of. Notes can be fragmentary. They do not have to be polished. But they should be link observations of details to specific scenes or sequences from the screening. You might also provide some summary notes/questions at the bottom of your segmentation that are the product of brief reflection on the screening as a whole.
- **Extra Credit Response Assignments:** Successful completion will replace your lowest response assignment or screening notes score.
- **Surveys and Questionnaires:** You will also be asked to complete an introductory questionnaire and mid-term and end-of-course feedback surveys. While your answers won't be graded, completing each questionnaire and survey is required, and students will receive an A (100%) for completion, or F (0%) for failing to submit a response.

Participation (15%): Simply being present in class is not sufficient to receive a passing participation and attendance grade. In addition, you must come to class prepared to access course materials and activities. You should demonstrate that you are engaged by tending to the lecture (rather than an electronic device), taking and referring to your notes, staying awake, etc. You must also consistently make informed and meaningful contributions to class discussion and workshops. You will regularly be asked to upload to Blackboard worksheets you or your small group complete during in-class workshops. Asking informed questions meant to clarify course concepts is encouraged and is considered to be meaningful participation. Participation grades of A will be reserved for students who consistently demonstrate preparedness and engagement and make consistent meaningful contributions to classroom discussion. Students who consistently demonstrate preparedness but participate intermittently will receive a B. Students who are inconsistently prepared and participate only rarely will receive a C, and those who are rarely prepared and make only one or two contributions to classroom discussion or who fail to participate at all will receive a D or an F.

GRADING SCALE AND DISTRIBUTION: Scores will be posted in Blackboard. Students are strongly encouraged to check their scores in Blackboard regularly.

Grading Scale:

A: 90-100%
B+: 85-89%
B: 80-84%
C+: 75-79%
C: 70-74%
D+: 65-69%
D: 60-64%
F: 0-59%

Grade Distribution:

Shot Breakdown	22.5%
Formal Film Analysis	25.0%
Genre Analysis	22.5%
Response Assignments and Screening Notes	15.0%
Participation	15.0%
	100%

Failure to submit any of the three major course assignments will automatically result in a failing final grade for the course. Please also note that your grade in each category and your overall final grade may be modified as a result of your failure to follow the Guidelines for Student Conduct outlined in Part 3 of the syllabus.

DISABILITY SERVICES: The Student Disability Resource Center (SDRC) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are

encouraged to contact me to discuss the logistics of any accommodations needed to fulfill course requirements (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1705 College Street, Close-Hipp Suite 102, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations at <https://www.sa.sc.edu/sds/> or by phone (803-777-6142).

PART 2: COURSE SCHEDULE

Note: The course schedule is based on the University of South Carolina guideline that a 3-credit course should minimally require an average of 7.5-9 hours of work (including class time) per week (2.5-3 hours of work per credit hour). You should, therefore, expect to spend, on average, the equivalent of roughly 5-6.5 hours per week on the course outside of class, including the time you spend working on major assignments. Keep this in mind as you review the course schedule.

Unit 1: Formal Design

Module 1 – Introduction to Film and Media Analysis

1.1 // January 11 // Introductions, Syllabus, and Meanings and Experiences

Review: “About Your Course” materials in Blackboard, especially Syllabus and Course Schedule

1.2 // January 13 // Meanings, Experiences, and *The Silence of the Lambs*

Screening and Notes: *The Silence of the Lambs* (Jonathan Demme, 1991, 118 min.)

Reading: Bordwell, Thompson, and Smith – Chapter 1: Film as Art: Creativity, Technology, and Business

Introductory Questionnaire Due! (available on Blackboard)

Module 2 – Foundations for Analyzing Film and Media Form

2.1 // January 18 // Principles for Analyzing Film and Media Form

Reading: Bordwell, Thompson, and Smith – Chapter 2: The Significance of Film Form

2.2 // January 20 // Analyzing Film and Media Form and Narrative Form

Reading: Bordwell, Thompson, and Smith – Chapter 3, pgs. 72-86 and 97-99

2.3 // January 25 // Narrative Form and *Parasite*

Screening and Notes: *Parasite* (Bong Joon Ho, 2019, 132 min.)

Review: Formal Analysis Assignment Instructions

Module 3 – Mise-en-scène

3.1 // January 27 // Introduction to Mise-en-scène

Reading: Bordwell, Thompson, and Smith – Chapter 4, pgs. 112-140

Screening and Notes: *Out of Sight* (Steven Soderbergh, 1998, 123 min.)

3.2 // February 1 // Mise-en-scène and *Out of Sight* continued

Reading: Bordwell, Thompson, and Smith – Chapter 4, pgs. 140-158

Review: Shot Breakdown Assignment Materials

Mise-en-scène Workshop

Module 4 – Cinematography

4.1 // February 3 // Introduction to Cinematography

Reading: Bordwell, Thompson, and Smith – Chapter 5

4.2 // February 8 // Cinematography and *Do the Right Thing*

Screening and Notes: *Do the Right Thing* (Spike Lee, 1989, 120 min.)

Cinematography Workshop

Module 5 – Editing

5.1 // February 10 // Introduction to Continuity Editing

Reading: Bordwell, Thompson, and Smith – Chapter 6, pgs. 216-252

Editing Workshop Part One

5.2 // February 15 // Shot Relations and Alternatives and Refinements to Continuity Editing

Reading: Bordwell, Thompson, and Smith – Chapter 6, pgs. 252-262

Editing Workshop Part Two

Module 6 – Sound

6.1 // February 17 // Introduction to Sound

Reading: Bordwell, Thompson, and Smith – Chapter 7

6.2 // February 22 // Sound and *Raging Bull*

Screening and Notes: *Raging Bull* (Martin Scorsese, 1980, 129 min.)

Sound Workshop

Special Module – Shot Breakdown Assignment

February 24 // Shot Breakdown Workshop

March 1 // Shot Breakdown Upload and Blackboard Exam

No In-class Meeting!

Exam must be completed by 11:59 PM!

*Completed Breakdown Table must be uploaded **prior** to beginning Exam!*

Special Module – Formal Analysis Assignment Prep

March 3 // Formal Analysis Set-up

Screening and Notes: *Hot Fuzz* (Edgar Wright, 2007, 121 min.)

Review: Formal Analysis Assignment Materials (on Blackboard)

Complete Mid-Course Feedback and Reflection Survey!

Unit 2: Key Questions

Module 7 – Narration, Identification and Sympathy

7.1 // March 15 // Analyzing Narrational Strategies

Reading: Bordwell, Thompson, and Smith – pgs. 87-97

7.2 // March 17 // Narration, “Identification,” and *Vertigo*

Screening and Notes: *Vertigo* (Alfred Hitchcock, 1958, 128 min.)

Reading: Smith – “Chapter 3: How do we identify with characters?”

Formal Analysis Pre-Writing Consultation (for select times on March 25 and 26, and November 1) scheduled by Friday, March 18! Be sure to upload Pre-Writing Assignments by 11:59 PM on the night before your scheduled meeting!

Module 8 – Cultural Criticism

8.1 // March 22 // Cultural Criticism

Reading: Entman and Rojecki – “Race at the Movies”

Cultural Criticism Response Assignment!

Unit 3: Modes and Media

Module 9 – Genre

9.1 // March 24 // Understanding Film Genre

Reading: Altman – “The Musical”

Review: Genre Analysis Assignment Materials (on Blackboard)

9.2 // March 29 // Genre and *Shall We Dance*

Screening and Notes: *Shall We Dance* (Mark Sandrich, 1937, 109 min.)

Module 10 - Realism

10.1 // March 31 // Realism

No In-Class Meeting!

Reading: Smith – “What Is Realism, Really?”

Realism Response Assignment! (due by 11:59 PM)

Formal Analysis Assignment Due by Beginning of Class Tuesday, April 5

Module 11 – Television

11.1 // April 5 // Television Form

11.2 // April 7 // Analyzing Television Form and Genre

Screenings: *Dragnet*: “The LSD Story” and *The Wire*: “The Target”

Module 12 – Documentary Media

12.1 // April 12 // Analyzing Documentary Media

Reading: Bordwell and Thompson – Chapter 10, pgs. 350-369

12.2 // April 14 // Documentary and *Life*

Screening: *Life* (Garrett Bradley, 2021, 81 min.)

Module 13 – Experimental Media

13.1 // April 19 // Analyzing Experimental Media

Screenings: Select Experimental Moving Image Media

Reading: Bordwell and Thompson – Chapter 10, pgs. 369-386

In-Class Screening: *Passage à l’acte* (Arnold, 1993, 12 min.)

In-Class Screening Notes Due

End of Course Reflection and Feedback Survey Due (available on Blackboard)!

Bring electronic device for in-class completion of Course Evaluations (separate from survey)!

No Required Meeting April 21 – Optional Genre Analysis Workshop!

Genre Analysis Assignment Due May 3, 11:59 PM

Extra Credit Response Assignments Due May 3, 11:59 PM

PART 3: TECHNOLOGY

General Technology Requirements: Course readings other than *Film Art* can be found within Blackboard. In general, you must have access to the Internet in order to download and/or view them. Because Blackboard and campus internet can sometimes be torturously slow and inconsistent, you should download the readings well before you need to complete them for class (I recommend doing so a week ahead of time). To complete readings, view screenings, participate in learning activities, and complete assignments you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones;
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word as your word processing program; and
- Reliable data storage for readings downloads and your work, such as a USB drive or Office365 OneDrive cloud storage.

Minimal Technical Skills Needed: Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, students must have consistent and reliable access to a computer and the Internet. The minimal technical skills students should possess include the ability to:

- Organize and save electronic files
- Use USC email and attached files
- Check email and Blackboard daily
- Download and upload documents
- Locate information with a browser
- Use Blackboard
- Use Office 365 apps (with guidance from instructor)

Technical Support: If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800 or submit an online request through the [Self-Service Portal](https://scprod.service-now.com/sp) (<https://scprod.service-now.com/sp>) or visit the [Carolina Tech Zone](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/) (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/). The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Time). If you are located in the Columbia, SC area, the main Library at UofSC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

PART 4: GENERAL GUIDELINES FOR STUDENT WORK AND CONDUCT

Because COVID-19 is a highly transmissible airborne disease, because even vaccinated individuals may transmit the disease, because community spread in this area is typically high, because treating high numbers of COVID cases places tremendous strain on our hospitals and health care providers, and because there are many individuals in the community, potentially including your classmates and instructor or close contacts of your classmates and instructor, who are immunocompromised or for whom vaccines are medically unavailable:

- You are strongly encouraged to get vaccinated and boosted. This not only protects you against severe illness, but it also greatly reduces your chances of infection and makes the classroom safer for everyone. Information on getting vaccinated can be found here:
https://sc.edu/safety/coronavirus/testing_and_services/vaccine/index.php.
- Wearing a face covering in the classroom is required. Tightly fitted face coverings must be worn over the nose and mouth. Studies have shown that the most effective face covering by far is an N95 mask. Face coverings are not just protective of your individual health; they also reduce the risk to others from those who are infected but are asymptomatic. Failure to wear a tightly fitting face covering over your nose and mouth will result in the student being told to leave the class and a referral to the Office of Student Conduct and Academic Integrity. The University's guidance on face coverings in the classroom is here:
https://sc.edu/about/offices_and_divisions/provost/academicpriorities/keepeteaching/guidance/index.php.
- You are strongly encouraged to test weekly at one of the University's free testing sites, even if you are asymptomatic. Regular asymptomatic testing prevents the spread of COVID-19 by those who are unaware they are infected and protects your classmates, instructor, staff, and the wider community. Testing information can be found here:
https://sc.edu/safety/coronavirus/testing_and_services/testing/spring_2021/index.php.
- If you are experiencing symptoms associated with COVID-19, please do not attend class. Instead, get tested as soon as possible and then stay home. I will work with you to keep current with your coursework so that your grade will not suffer.
- You will be required to keep to an assigned seat during the semester. This will allow me to keep a seating chart, which will assist the University Health Services contact tracing team in identifying students sitting within 6 feet of any individual who tests positive.

Attendance (excused and unexcused absences): Attendance is required at scheduled class meetings. You may request an **excused absence** for illness, injury, religious observance, military duty/obligation, legal obligation, or participation in a university activity. A list of acceptable reasons for excused absences, along with the full University attendance policy, can be found here: <https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate->

[academic-regulations/#text](#). In addition to that list, severe issues related to mental health will also be considered as grounds for an excused absence. All requests for excused absences must be documented. Excuses for absences that can be anticipated at the start of the term should be submitted to me within the first two weeks of the semester.

According to the University's Faculty Guidance

(https://sc.edu/about/offices_and_divisions/provost/academicpriorities/keep-teaching/guidance/index.php), COVID-19 related absences must be documented through the Student Ombuds (https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/academic_success/ombuds_services/), students who have been diagnosed with COVID-19 or have been exposed and require quarantining should complete the COVID-19 Student Report Form (https://cm.maxient.com/reportingform.php?UnivofSCAcadSupport&layout_id=9). Once you complete the form, your instructors will be notified to excuse your absence.

You can also request an excused absence for any of the other allowable reasons described in the University attendance policy through the Ombuds Services site using the standard online form (https://cm.maxient.com/reportingform.php?UnivofSCAcadSupport&layout_id=7).

On top of those excused absences, each student will be allowed one **unexcused absence** per semester. If a student has more than one unexcused absence, their participation grade will go down by one letter grade for each additional absence. **More than six unexcused absences will result in a failing grade in the course.**

Students with excused absences and/or those who use their one unexcused absence, will be able to submit course work that was due during their absence and will be able to complete alternative assignments to make up for missed opportunities for class participation. Students must consult with their instructor to determine and receive approval for the new due dates for any assignments.

I would prefer that you arrive late to class rather than not at all, but habitual tardiness (being tardy three times) will be counted as an absence, as will arriving to class more than 15 minutes late or leaving early. Leaving and returning to the class while it is in session, returning late from any scheduled break, and packing up your materials prior to your instructor signaling the conclusion of the session will be counted as tardies.

Please speak to me as soon as possible if you anticipate having a problem with the course policies on attendance or tardiness.

Classroom Decorum: As we are all here to gain knowledge, classroom behavior must foster a respectful and scholastic environment for everyone's benefit. To that end, avoid the following disruptive behaviors:

- To ensure that everyone is able to focus on course material and to provide you with the best opportunity to learn, with the exception of directed in-class activities, and **in the**

absence of explicit permission, this will be a one-screen classroom. Out of respect for your instructor and classmates, turn off cell phones and other electronic devices during class. *Use of electronic devices is prohibited unless or until explicit permission is given.* In general, there should not be any typing during class. Plan to take notes on paper even if you've been given permission to use your laptop for a particular in-class discussion or activity. Studies have shown that note-taking by hand increases student performance. While they do have some benefits in the classroom, laptops and electronic devices present temptations and distractions that are difficult for even the most engaged students to overcome. They can distract both you and those around you. Studies have also consistently shown that multi-tasking decreases overall performance. Failure to adhere to these policies after a single warning will result in a participation grade of zero.

- To ensure that everyone is able to focus on course material, and to give everyone a chance to be heard during class discussion, speaking during class (outside of group work) is only permitted after you have been recognized by the instructor or a designated discussion leader. Whispering counts as speaking. If you have a specific question, ask me or wait until the end of class to ask a classmate. Persistent inappropriate talking during class will be considered disruptive.
- Only course-related materials are allowed on your desk.
- The classroom should be a welcoming and respectful space for discussion and learning. To that end, interrupting or demeaning fellow students will not be tolerated and will be considered disruptive.
- I will do my best to end class on time, and I will clearly signal to you when class is finished. Students visibly or audibly packing materials before the scheduled conclusion of class will be marked tardy. Repeated premature preparation for departure will be considered disruptive.

Any instance of disruptive behavior will result, at a minimum, in a participation grade of zero, and may also result in your being asked to leave the class and receiving a failing final grade, and/or a referral to the Office of Student Conduct.

Deadlines: If you foresee a problem meeting a deadline please let me know ahead of time. If an unforeseeable problem arises that *could not have been overcome with proper planning* (e.g. illness or injury, death in the family, etc.) submitting work after the deadline may be excused. Otherwise, assignments must be turned in when specified. Assignments submitted after the deadline will receive an initial deduction of one full letter grade and then an additional letter deduction for every twenty-four hours they are late. Assignments that are improperly submitted or formatted (see Submission Guidelines below) will be marked as late, with continued deductions every twenty-four hours after you are notified until the mistake is corrected. Electronic submissions that will not open or appear to be corrupted will be subject to the late policy. ***You will be permitted one unexcused extension of one day on a major assignment and two unexcused extensions of no more than one week on outlines or questions without any grade penalty on a given assignment. To receive the extension, you must email me a request before the assignment's deadline.***

Submission Formatting: Assignments must be submitted in editable Word format to Blackboard. Use the following file format: LAST NAME FIRST INIT_ASSIGNMENT NAME.DOC, e.g. DOEJ_COMP.DOC. Assignments that are required to be turned in as paper copies must be stapled. Papers should be double-spaced and use Calibri 12-point font, with 1-inch margins. with headers and citations that follow MLA formatting guidelines. Pages should be numbered. Beyond this, you are expected to follow MLA guidelines for things like formatting headers and for citing your sources. For help with MLA formatting, you may wish to consult: <http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/mla-formatting-guide/>. *You will be given one un-penalized warning per semester when your work fails to follow the submission guidelines. After that, assignments that are improperly submitted or formatted will automatically receive an initial deduction of one full letter grade, with continued deductions every twenty-four hours after you are notified of the problem until the mistake is corrected.*

Email: I may occasionally have to send out email announcements pertaining to readings, screenings, or assignments including revisions to the syllabus, due dates, or assignment instructions. In general, you are responsible for reading and accounting for all instructions and requests within these emails. Failing to do so will negatively impact your grade. During the week, I will do my best to respond to your emails within 24 hours. Emails sent to me on Friday, Saturday, or Sunday should receive a reply no later than Monday. Please make sure your emails to me are professional, thoughtful, and clear and be sure to proofread them before you send them. Be sure to check your syllabus and assignments for answers to your questions before consulting me. *Failure to follow these guidelines will result in a reduction in your participation grade and/or final grade.*

Meetings: I encourage and sometimes require you to meet with me outside of class. By taking the class, you are agreeing to attend any required out-of-class meetings. My office hours are posted above, but if you cannot meet during my office hours an appointment during another time can usually be worked out. Please come to all meetings prepared to discuss the topic at hand and equipped to take notes. If you make an appointment with me, please be on time. I often have to schedule meetings back-to-back and during a limited window of availability; so, I can't usually extend a meeting beyond the time I've allotted for it. If you need to reschedule a meeting please let me know no later than 8 AM on the morning of the meeting. If you miss a meeting or are running late please email me as soon as possible to reschedule or to let me know. *Missing meetings or being exceptionally late to meetings without an acceptable excuse or showing up for meetings unprepared will result in a lowered participation grade and/or final grade.*

Academic Integrity: All students must review the Office of Academic Integrity sanctions. This information may be found at <http://www.housing.sc.edu/academicintegrity/sanctions.html> (phone: 803-777-4333; address: 901 Sumter Street, Suite 201, Columbia, SC 29208). Any deviation from academic integrity standards will result, at a minimum, in a failing grade on the assignment and may result in failing the class. In addition, one or more of the following sanctions may be imposed for Academic Integrity violations: 1) expulsion from the University;

2) suspension from the University for a period of no less than one semester; and/or probation;
3) required trainings on academic integrity. It should be noted that submitting someone else's work is cheating and against the Carolinian Creed. Cheating, or any other Academic Integrity violations, will result in failure of the course for all involved parties. All parties will also be referred to the Office of Academic Integrity for additional retribution.

University policy regarding academic responsibility (Student Affairs Policy STAF 6.25) states *"It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline."* More information regarding this policy can be found at <http://www.sc.edu/policies/staf625.pdf>

Plagiarism, or using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. If *either* another person's language (complete sentence, syntax, key words), or their specific *or* unique ideas and information are used, one must give that person credit through proper citation.

Diversity and Inclusion: The University is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. Students are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect.

The [Undergraduate Studies Bulletin](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/) (<https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/>) is the official document of record concerning undergraduate academic programs and regulations.

All graduate students are subject to the academic policies, regulations, and academic standards of both The Graduate School and the department, school and/or college in which enrolled.

[UofSC graduate bulletin](https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/) (<https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/>)