

Teaching with Film

Course meets: M/W/F 4-5:50 p.m.
Instructor: Dr. Heather Willis Allen
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Course Description

The goal of this course is to introduce you to principles and techniques for incorporating film from the French-speaking world into foreign language (FL) instruction, and by the session's end, you will create a bank of instructional materials for teaching film in a course of your choice. Grounded in the multiliteracies approach, this course focuses on how to facilitate learner comprehension and interpretation of meaning in filmic texts with an emphasis on visual literacy, stylistic variation, and cultural identities. The Berkeley Language Center Library of Foreign Language Film Clips serves as an important course resource.

Objectives

You will:

1. Reflect on your experiences and opinions of interpretive communication, the use of authentic texts in FL instruction, and, in particular, the role of film
2. Demonstrate understanding of key principles of multiliteracies instruction, with an emphasis on concepts related to comprehension and interpretation of film
3. Demonstrate knowledge of the "language of film," i.e., cinematic techniques that represent a critical element for comprehending and interpreting film
4. Design instructional materials that apply principles of multiliteracies instruction to the teaching of film

Required Course Materials

1. Digital course packet (available via course Moodle site)
2. Instructional materials (e.g., syllabus and other major course materials) for one course that you will be teaching in French during the upcoming school year
3. DVD copy of any feature-length film from the French-speaking world that you wish to use for course assignments (bring with you only if you know that you absolutely want/need to work with a certain film; a large selection of French films on DVD are available at the local FNAC in Angers, and you will have access to other films through your instructor)

Course Format & Language Use In Class

The format of this course includes both discussions and workshops, as indicated on the course calendar. For each topic covered, *Discussions* of readings will take place in English to facilitate understanding of key concepts. *Workshops* will take place in French (with translation of key concepts and related terms from the readings provided) to provide you the opportunity to present and exchange ideas on how the new ideas presented in the readings can be incorporated into teaching film in French.

Course Requirements

I. Online Quiz (10%)

A key element of participating in this course is having a basic understanding of the principles of multiliteracies instruction **going into the first class session**. Our first class will be largely dedicated to synthesizing and discussing key concepts of the multiliteracies approach, and you will complete background reading prior to attending class on June 22, 2015, and an online quiz on this material via the course Moodle site in class on June 23, 2015, during the second class session to evaluate your understanding of key principles and concepts of multiliteracies instruction. Please contact the instructor if you have questions regarding access to the necessary background readings, which will be available via the course Moodle site several weeks before classes start.

II. Participation (20%)

Coming to class on time, attending all classes, and being actively involved in each class activity are essential. Given the nature of the Summer Language Institute and brevity of the course, any absence will result in a major loss of information and connection to the progress of this course. If you do foresee an unavoidable absence, please make me aware of this in advance.

III. Reflective Journal (15%)

You will prepare three written reflections (approximately 300-400 words per reflection). Reflections should be uploaded to the course Moodle site **before** each course session when one is assigned, and you need to **bring them with you to class** (either on your own device or printed out). Reflections should include the following:

- *Concepts*: A list of key concepts from each reading and their definitions
- *Response*: Your reaction to the reading in light of your own experiences, beliefs, and/or goals related to FL teaching and learning
- *Discussion Questions*: At least two questions related to the reading that you would like to broach in class

Reflections will be evaluated based on *Task Completion* (Did you include all required components in each entry and were entries completed on time?) and *Reflection and analysis* (Did your response and questions demonstrate critical thinking and feed our in-class discussions?). These criteria are equally weighted.

IV. Lesson Plans (30%)

Once per week, you will develop a lesson plan for teaching film based on the new principles and techniques introduced in the related reading/s. For each, in collaboration with your instructor, you will select a film or film clip as the basis of a lesson plan for a French course of your choice. Each lesson plan will be developed and discussed in class during sessions labeled "Workshop" on the course calendar. A separate handout will be provided that details required components of each lesson plan and evaluation criteria. Each lesson plan is worth 10 percent of your final grade. You will submit each lesson plan by the day after the related Workshop via the course Moodle site.

V. Instructional Unit (25%)

At the end of the session, you will design an instructional unit that includes a feature-length film from the French-speaking world (or a significant portion thereof) and uses principles and techniques for teaching film using the multiliteracies approach and pedagogical models introduced during the session. Two class sessions will be dedicated to developing your instructional unit and to discussing your initial ideas with your instructor and colleagues. You may reuse and expand on one of the three lesson plans that you have developed for your instructional unit, although you are not required to do so. A separate handout will be provided that details required components of the instructional unit and evaluation criteria. You will submit your instructional unit by midnight on July 12th, 2015, via the course Moodle site.

COURSE CALENDAR

DATE	IN CLASS	TO PREPARE
WEEK 1		
June 22	Discussion: The multiliteracies approach, video-based listening, the place of film in the multiliteracies approach	Read: Paesani, Allen, & Dupuy (2015) Introduction (excerpt), Ch. 1, Ch. 7
June 24	Online quiz Workshop: The multiliteracies approach	Complete: Review for online quiz
June 26	Discussion: Visual literacy in film	Read: Swaffar & Vlatten (1997) Complete: Reflection 1
WEEK 2		
June 29	Workshop: Visual literacy in film Lesson Plan 1 due 6/30	Complete: Workshop preparation Lesson Plan 1
July 1	Discussion: Stylistic variation in film	Read: Etienne & Sax (2006) Complete: Reflection 2
July 3	Workshop: Stylistic variation in film Lesson Plan 2 due 7/4	Complete: Workshop preparation Lesson Plan 2
WEEK 3		
July 6	Discussion: Cultural identities in film	Read: Dubreil (2011) Complete: Reflection 3
July 8	Workshop: Cultural identities in film Lesson Plan 3 due 7/9	Complete: Workshop preparation Lesson Plan 3
July 10	Workshop: Instructional unit	Complete: Workshop preparation
July 12		Instructional unit due

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited."

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form

https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssj>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.