
Dr. Constanza Burucúa - cburucua@uwo.ca
UC 4309
Monday, 12.30 to 1.30 & Tuesday, 11.30 to 12.30

Spencer Moyes – smoyes@uwo.ca
UC 4305
Tuesday, 11.30 to 12.30 or by request

Tuesday 9.30 to 11.30 – SCREENING ! UC 1405
Thursday 9.30 to 11.30 – LECTURE / TUTORIAL ! UC 2110

This course explores the notion of film authorship in relation to its utterances and implications when associated to the praxis of contemporary women film directors, from the early 1960s to the present. While troubling the notion of women's cinema, its definition, limits and limitations, a wide range of case studies –

Students _____ during the screenings or during the lectures and/or tutorials. If a student is caught sleeping, the instructor retains the right to ask them to leave the room and it will be counted as an absence.

This course follows a seminar-like structure. This means that most of the in-class time is dedicated to the

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Submission in print and online (see below).

This assignment is based on Kanopy, a streaming platform that UWO students can access through: <https://uwo.kanopy.com/>.

**** IMPORTANT NOTE:** you have to Sign In and create a KANOPY account. Make sure that you are familiar with the platform and that you start watching films well before Reading Week, when you are expected to be working on the assignment.

This is an individual exercise, in which students are required to explore the platform and then:

- a)! Write a brief report (500 words) about their findings in relation to the films directed by women included in the catalogue, considering questions such as: how are they classified? How can they be searched? Is there a wide range of selection in terms of: genres, periods when films were made, their provenance? Etc.
! Length: 500 words min / 750 max.

- b)! Choose two films to concentrate on and explain why and how each one of them is particularly significant in relation to the ideas that the course is structured around (as per course description, initial lectures and readings). Students are encouraged to include image capture to illustrate and strengthen their arguments.
! Length: 750 min / 1000 235 min *ax*.

Working in groups of two or three, students have to produce a double-sided handout to distribute in class (please make sure to bring the necessary copies). It will include:

(Side 1)

- a. Title of your presentation.
- b.

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Submission in print and online (see below).

As this is a research-based course, the final project must address some of the central ideas, debates and critical concepts included in the syllabus and discussed in class, plus additional primary and secondary materials that you gather through your research and integrate into your own work. So, on one hand, the course content should inform and enhance the analysis of your chosen topic, on the other, it is expected that you will pursue sources beyond what is offered on the syllabus, with the aim of further developing your arguments.

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-! Film Festival Section - programming proposal:

! Minimum of 10 films (no less than 2, no more than 3 from course)

"! Basic info about the film: title, director, year, country/ies, duration.

"! Synopsis (150 wo-276.3 (t)0.2 year, c

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titles and must include at least three brief, yet significant, quotations from the bibliography.

Option 2. Multi-screen composition: this option is good when planning on

Generally, all emails will be responded to within 24-48 hours during weekdays (not including holidays). Emails will *usually* be addressed during regular work hours (9-5). The instructor may choose, at her discretion, to respond outside these hours, depending on availability. If you send an email at 11 pm, it is highly unlikely that you will get a response before 9:00am.

When sending an email to me, please make sure of the following:

- ! That it observes the basic rules of etiquette
 - ! You have to include the proper salutation and sign-off
 - ! You have to avoid abbreviations – an email is not a text message
- ! That it is clearly written
- ! That the tone is the appropriate one in an exchange between a professor and a student.

Failure to comply with these simple rules will affect your participation mark.

If you would like to learn more about email writing, there are some useful tips, clarifications and examples in the following website:

<http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>

If, during lecture/tutorials, laptops are used for random web surfing, social networking, game playing or any other activity the instructor deems outside of acceptable usage, your laptop will be banned from the class.

In addition, be sure to turn off cell phones and refrain from text messaging during class. This counts as disruptive behavior and will lower your final participation grade.

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at

http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

The Department of Modern Languages and Literatures Policies (which govern the conduct, standards, and expectations for student participation in the department's courses) are available here:
<http://www.uwo.ca/modlang/undergraduate/policies.html>. It is your responsibility to understand these policies, and thus ignorance thereof cannot be used as grounds for appeal

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

: Clear development of a specific, challenging and original thesis. The writer has taken significant risks successfully; in the resulting piece, distinctive ideas and content have discovered their necessary distinctive form. Detailed reference to appropriate texts, with evidence of individual response. Ability not only to expound subject but to see it around—subtleties and ambiguities, qualifications and concessions, relations to other subjects, etc.

: Quotations well integrated into text. Proper paragraphs. Almost no typographical errors.

: Sentence structure correct, with full range of sentence types (compound, complex, and compound-complex), with full range of punctuation (including semicolons, colons, dashes, parentheses). Graceful style, neither pompous nor breezy, and few errors.

: Evidence of effective, extensive and independent research, with proper documentation of sources. Quotations used appropriately and purposively.

: The writer has taken risks and most of them succeed. Clear development of a specific and challenging thesis, with proper paragraphs. Detailed reference to appropriate texts, with evidence of individual response. Ability not only to expound subject but to see it around—subtleties and ambiguities, qualifications and concessions, relations to other subjects, etc.

: Quotations well integrated into text. Proper paragraphs. Almost no typographical errors.

: Sentence structure correct, with full range of sentence types (compound, complex, and compound-complex), with full range of punctuation (including semicolons, colons, dashes, parentheses). Graceful style, neither pompous nor breezy, and few errors.

Reasonably clear development of a thesis, with proper paragraphs. Basic ability to expound ideas, whose development might be rather thin. Effort to support points with references to the text. Tendency to replace analysis with descriptive retelling of plot.

Presentation showing lapses in tidiness and/or proofreading. Poor use of paragraphs.

Sentence structure correct, but perhaps overly simple, with tendency to avoid punctuation besides period and comma. Errors relatively few, but occasionally serious, with evident misunderstanding of some point of elementary grammar (comma splices, fragments, semicolon errors, subject-verb disagreements, poorly integrated quotations)

reasonable effort at documentation, but rather thin.

Difficulty with paragraphing or consecutive thought. Ideas inchoate but clouded by weak expression. Overgeneralization with inadequate support, or examples that run to lengthy paraphrase, with little or no analysis.

Very poor to non-existent use of paragraphs. Inadequate and inaccurate documentation. Multiple typographical errors.

Errors of grammar or diction frequent enough to interfere with understanding.

Little serious effort to research the topic.

Ideas too simple for level of course. Argument completely incoherent. Erroneous content showing little or no understanding of subject.

Very sloppy proof-reading. Documentation virtually non-existent.

Writing frequently ungrammatical.

Non-existent. Content largely "borrowed" from sources with non individual distillation, but no apparent attempt to deceive.

Plagiarism with intent to deceive.

: Plagiarism is a major academic offence. Students must write their essays in their own words. Whenever students take an idea, or a passage, from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations.

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

: All required papers will be subject to submission for textual

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