

FREN 4246 R / French and Francophone Film and Media Syllabus

Fall 2022, 3 Credits. Georgia Tech-Lorraine, Metz, France

Time, GTL Location TBA

Instructor Information

Instructor	Email	Office Hours & Location
Dr. Christophe Ippolito	christophe.ippolito@modlangs.gatech.edu	TBA

General Information

Description

This course examines socio-historical, political, economic and cultural issues through contemporary films and other media in France and/or the Francophone world. When given in Metz, It may include volunteering for a film festival on the environment, and create new videos. Taught in French.

Pre- &/or Co-Requisites: NONE

Course Goals and Learning Outcomes

This course will introduce students to film and media through lectures, projects, videos, downloads from the Internet, and class discussions. Students will:

- develop their analysis skills related to cinema and its technique;
- analyze documents and content related to French and Francophone cinema;
- improve their oral and written communication skills at the mid-advanced level; and
- understand the importance of media and cinema for the study of French or Francophone ways of life.

Grading

Assignment	Weight (Percentage, points, etc)
Participation	10%
Weekly Postings/Blog (discussed in class)	20%
Bi-Monthly Presentations (or: Lead a conversation in class)	20%
2 Projects (written/oral report + accompanying materials: pics, website, artwork, etc.)	40% (20% each)
Final Presentation on sustainability (may be based on the projects) [no final examination]	10%

Extra Credit (1) and Grade Dispute Policies and Procedures (2) (1) NO extra-credit; (2) GT Policies and Procedures apply.

Description of Graded Components

While the final grade given for a course will always be A, B, C, etc., for the following subcategories, scale can be more detailed: A+ (98-100), A (93-97), A- (90-92), B+, B, B-, etc.

10% - Active participation and in-class activities including exercises assigned for a specific class; participation required (quantity 25%, quality 25%; French 25% [French only in class]; attendance/lateness 25% [see attendance/lateness policy for further details]). Make a constant effort to participate in each class. *There will be at least one grade given prior to drop day.*

A+ (96-100)	A (90-95)	B (80-89)	C (70-79)	D (60-69)	F (<60)
Actively supports, engages and listens to peers (ongoing)	Actively supports, engages and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives fully prepared at every session	Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	Preparation, and therefore level of participation, are both inconsistent	Rarely prepared Rarely participates	Never prepared Never participates
Plays an active role in discussions (ongoing)	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Comments are generally vague or drawn from outside of the assigned material	Demonstrates a noticeable lack of interest in the material (ongoing)
Comments advance the level and depth of the dialogue (consistently)	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on the assigned material (ongoing)	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Demonstrates a noticeable lack of interest (on occasion)	Group dynamic and level of discussion are significantly harmed by the student's presence
Group dynamic and level of discussion are consistently better because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence	Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence	Group dynamic and level of discussion are not affected by the student's presence	Group dynamic and level of discussion are harmed by the student's presence	

40% - Homework

READ excerpts and documents for the week (for TUE). Documents available on Canvas in folder "Resources."

POST (each week for TUE) + **PRESENT** (each other week on THU) on theme/topics for the week (posting) or the last two weeks (presentation), using excerpts or series of excerpts in READER and/or documents for the week/the last two weeks, and/or (when applicable) films/videos or other documents shown in class.

1/ Weekly Postings on Canvas (TUE each week) [20%]; include 2 remarks then 2 questions on the material you post on. Write at least 10 lines, with complete sentences only. Double-check your French. Always title these postings as “Week # - Your name” otherwise they may not be taken into consideration. Your postings will support class discussion. Grading criteria: content 50% (arguments, research, originality), format [2 remarks/questions, 10 lines, full sentences], overall presentation and [written] French (50%). Grades averaged over time.

2/ Bi-Weekly Presentations [or lead of a conversation] in class including postings on Canvas (THU every other week) [20%]. Attach your PowerPoint presentation with at least 5 slides. Always title these postings as “Presentation # - Your name” otherwise they may not be taken into consideration. This means half the class will present each week, beginning with students whose names begin with an A, etc. Double-check your French. Always finish your presentation with at least one question addressed to class. Grading criteria: content 50% (arguments, research, originality), effective delivery, overall presentation and [spoken and written] French (50%). Grades averaged over time.

40% - 2 Essays (20% each); Two essays on topics related to the course and chosen by student with instructor's approval. Length: 4 to 5 pages each, format: see instructions in writing guide on Canvas. Use MLA style for notes and bibliographical information. For each essay, 2 grades, for 2 drafts (preceded by an ungraded outline to be approved by instructor). The average of the 2 grades is the grade for the essay.

50%: 1st draft graded for content (66,66%: arguments, research, originality), organization, overall presentation and quality of [written] French (33.33%); grades may include A+, A, A-, B+, B, B-, etc. at this point.

50%: 2nd draft [after 1st correction by instructor, who will underline each mistake in French and make other remarks] graded for French and any improvement linked to instructor's remarks in the margin. 2nd draft may if satisfactory improve the grade within these limits: if 1st draft grade is B, 2nd draft grade can be B+ at most, if 1st draft grade is B+, 2nd draft grade can be A- at most, etc.

10% - Final Project (individually or in groups): Present a project (project selected by student(s), topic to be approved by instructor). To be prepared individually or in groups of 2, 3 or 4 (10 slides each), the project will address a particular aspect of the above topic to be determined by the students in each group. Each student will present a section of the group project (5 minutes max.).

50%: French (2 subcategories: 1/ delivery in class, including clarity, quality of French, ability to engage class [spoken French 40%]; 2/ correctness of text on slides [written French] 10%)

50%: Content (quality of main point(s) made, arguments' validity, organization [Particular attention will be paid to the coherence of the group project as a whole], relevance of material used (sources, examples, visual/audio support); 25% for each of these 4 subcategories)

Visual/Audio Support: use any props that will make you talk more interesting and easy to follow for the audience: pictures, links, video/audio files (mandatory for any presentation on film/music), maps, statistics, charts, *realia*, etc. You may have brief notes, but they must be on index cards. Do not (just) read what is on your slides in class. Remember your Spoken French will be evaluated.

Prepare documentation of all your sources to turn it, including Internet sites. If you have to use a reference (quote) on a slide, document it on the same slide in smaller characters (link, full bibliographical information including page numbers).

Projects may relate to a student's second essay.

tools make it extremely easy today to find out whether somebody pasted material from the Internet or other sources.

Accommodations for Individuals with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Assignment Turn-In

All postings including weekly assignments, essays and final presentation (or project) are due on the first day of the week except when indicated otherwise on the syllabus. Presentations to be posted on the second day of the week except when indicated otherwise.

All written assignments (Essays, Weekly Postings, Presentations slides (including all materials used for the Final Presentation) have to be posted on Canvas at the dates indicated on this syllabus. *On Canvas, all homework/assignments are to be posted on the "Forum" for the class. Assignments button on Canvas is not used.*

Essays (outlines and drafts) also to be turned in class at the dates indicated on this syllabus.

Attendance and/or Participation

Your presence and active participation in class are essential. Daily class attendance is required. Attendance will be taken each day of class. Please be on time too. Being late once or twice is understandable, but half a point will be deducted from your final grade for each additional occurrence of lateness. Two unexcused absences allowed (an excused absence has to be documented by a letter from the Office of the Dean of Students); one point off your final grade for each additional unexcused absence.

In the event of a medical emergency or an illness that is severe enough to require medical attention, students are responsible for contacting the Office of the Dean of Students or its representative as soon as possible to report the medical issue or emergency, providing dated documentation from a medical professional and requesting assistance in notifying their instructors. The medical documentation will be handled confidentially within the Dean of Students Office and will inform a decision as to whether communication with instructional faculty is appropriate. It is the expectation of the Institute that instructional faculty will honor a request from the Office of the Dean of Students to excuse a medical emergency or illness and allow make-up of the work missed, including homework, quizzes, presentations, examinations, or other class assignments.

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar.

The work is task-oriented (see schedule below). Prepare these tasks well in advance, especially when you have to present in groups. Visuals are appreciated; use of PowerPoint or web files is welcome. You may always see me before a presentation to discuss what you plan to do or other issues. You need up to an hour a day to prepare for each class session. Read the pages assigned for each day thoroughly. You will have not only to know the material but also to apply it. Take a study partner and work with her/him, especially on oral presentations. However, the written work given to me should be your own (see above).

Collaboration & Group Work

Encouraged as long as you respect the rules set by this syllabus and GT policy on the matter

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

No extensions/late assignments/rescheduled exams allowed, except if authorized by instructor in writing, or in case of documented absences (Doctor's letter etc.). Missed exams: F for the exam, except in cases above; however all late exams (if any) will be penalized like late assignments. Late assignments: usually penalized by a grade decrease: A > B for 1 day/week, A > C for 2 weeks, etc.).

Again, all written assignments (Essays, Weekly Postings, Presentations (including all materials used for the Final Presentation) have to be posted on T-square by the dates indicated on this syllabus. If you miss a class, you can still post the homework for it the same day, after that class; if you don't post on that day, you will be penalized (usually by a grade decrease: see above).

Student Use of Mobile Devices in the Classroom

Cell phones off in class (and kept in your bag/pocket) except when explicitly allowed by instructor for a class activity

Student-Faculty Expectations

At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations - that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech.

Welcome to my office!

Do not hesitate to come and see me as often as you want! You can also take an appointment if office hours are not convenient to you, or just drop by. Especially, come as soon as you feel you have any problem and/or need help with anything. Take at least one appointment with me to discuss honestly your progress and difficulties. I will make sure any question, concern or suggestion gets the attention it deserves. I will be happy to inform you on your grades including in class. You do have a section on your syllabus that is design to help you on calculating it. I will also be happy to help you as much as I can with your homework assignments, your latest essay/project, any issue pertaining to the course, the French program at Georgia Tech, or queries on French and Francophone cultures. *When I am not in my office, the best way to reach me is to email me, rather than leave a message on my office voice mail.* No emails after 8 pm except in some urgent cases (family or personal emergency resulting in your absence on next day of class, for example).

Statement on Diversity and Inclusion

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.

The SLS program at Georgia Tech-Lorraine (GTL)

This course is part of Georgia Tech's Serve-Learn-Sustain (SLS) initiative. SLS works with all six colleges to **offer students courses and other academic and extra-curricular opportunities** that prepare them to work with diverse collaborators - from the community, nonprofit, government, academic, and business sectors - to "create sustainable communities," where humans and nature flourish, now and in the future. More information about SLS can be found at www.serve-learn-sustain.gatech.edu. Visit the website to sign up for the [SLS Email List](#), learn about SLS' [signature programs](#), and find links to Facebook, Instagram and Twitter.

SLS Student Learning Outcomes

1. Students will be able to identify relationships among ecological, social, and economic systems
2. Students will be able to demonstrate skills needed to work effectively in different types of communities.
3. Students will be able to evaluate how decisions impact the sustainability of communities.

This 3rd-year French “Serve Learn Sustain” (SLS) course is part of the program at Georgia Tech-Lorraine (GTL). It is given at GTL in Metz as part of this program. Students in this course benefit from tutoring from the instructor and/or others, and are housed in state-of-the-art facility, with French engineering students. You may write to Chris Ippolito at christophe.ippolito@modlangs.gatech.edu, GTL-Atlanta director Catherine Bass at catherine.bass@gtl.gatech.edu, or GTL-Atlanta Communications Manager Andrea Gappell at andrea.gappell@gtl.gatech.edu.

Course Schedule

Date	Topic	Reading, Notes, due dates, and more
Week 1	Intro: French Cinema and Media	Postings not graded this week
Week 2	FILM: <i>PARIS JE T'AI ME</i> (PARIS I LOVE YOU, 2006, 120 mns ; anthology of 18 short films)	Watch, Read, Post, Present Watch Film and post on it
Week 3	FILM: courts-métrages (including short films you selected if they are online) FILM/TV Excerpts	Watch, Read, Post, Present Presentation 1 (no weekly posting this week): Post on a short film you like, analyze it, and explain why you like it (technique included)
Week 4	FILM: <i>PARIS</i> (CEDRIC KLAPISCH, 130 mns, 2009) Essay Preparation	Watch, Read, Post, Present Watch Film and post on it Essay 1 Outline
Week 5	FILM: <i>HATE</i> (“LA HAINE” -- MATTHIEU KASSOVITZ, 1995, 98 mns) Essay Preparation in class (focus on the quality of your French)	Watch, Read, Post, Present Watch Film and post on it
Week 6	FILM: <i>LIFE IS A LONG QUIET RIVER</i> “LA VIE EST UN LONG FLEUVE TRANQUILLE”, ETIENNE CHATILLET, 1988, 90 mns)	Watch, Read, Post, Present Essay 1 (no weekly posting this week)
Week 7	FILM: <i>LA GRAINE ET LE MULET</i> (THE SECRET OF THE GRAIN; ABDELLATIF KECHICHE, 151 mns)	Watch, Read, Post, Present Watch Film and post on it

Date	Topic	Reading, Notes, due dates, and more
Week 8	FILM: <i>WELCOME</i> (PHILIPPE LIORET, 2009, 110 mns)	Watch, Read, Post, Present Presentation 2 1 (no weekly posting this week) on films we have seen so far or others with instructor's permission
Week 9	FILM: <i>INCENDIES</i> (Fires, Denis Villeneuve, 2011) Essay Preparation	Watch, Read, Post, Present Watch Film and post on it Essay 2 Outline
Week 10	<i>MOMMY</i> (Xavier Dolan, 2014) Essay Preparation in class (focus on the quality of your French)	Watch Film and post on it
Week 11	FILM: <i>BAMAKO</i> (Abderrahmane Sissako, 2006, 115 mns)	Essay 2 (no weekly posting this week)
Week 12	FILM: <i>LUMUMBA</i> (Raoul Peck, 2001)	Watch, Read, Post, Present Watch Film and post on it
Week 13	FILM: <i>Mme BROUETTE</i> (Moussa Sène Absa, 2004, 104 mns)	Watch, Read, Post, Present Watch Film and post on it
Week 14	Final Presentations Preparation	Watch, Read, Post, Present
Week 15	Final Presentations / Review	Final Presentations (on final project)
Week 16	Final Presentations / Review	Final Presentations (on final project)

The above schedule is subject to changes. Any changes will be announced in class, ahead of time. Should you be absent on a day a change is announced, it is your responsibility to remain apprized of that change. Schedule may be adjusted to allow students to go to downtown Metz for visits and service learning.