

Vedtatt 11. februar 2010

## **Periodiske emnerapport: NORAM 4505** (Deborah Kitchen-Døderlein)

Although this course was originally designed by me, the prior two times this course was offered, it was taught by Rebecca Scherr, a literary scholar. This meant that for me to take back the course I had to completely redesign pensum. This was further restricted by the need to avoid a compendium for financial reasons. That turned out not to be a huge problem as the major journals were all available via America: History and Life (one of the databases at the library). I put the main focus on topics that they could use for potential theses – with both film analyses and studies of the industry. They were particularly fascinated by the sections on censorship.

Almost all the students were beginning Masters students. This meant that I had to teach them the difference between BA and MA studies and their new role as contributors and participants. After two weeks of a complete lack of preparation, I required each of them to agree to assist in leading the discussion as part of a leadership pair for two weeks. They rose to the challenge and generally did quite well with that. Two individuals however never talked unless forced to, and then they seemed generally unprepared. Most of the students are pedagogy students as well. I used their expectation that in a year or two they will be in charge of a classroom to connect them to their new roles as students.

All wrote a qualifying essay for the course. The choice of topic and how to turn that into a question were done as part of the pedagogy of the course. They appreciated that as they could both focus on an aspect of personal interest and learn a skill necessary for their theses and their future lives as teachers.

My having mucoplasmic pneumonia through the winter required a couple of classes to be rescheduled. However, as they were my first class of the week, they were less affected than other classes (as I tried to come back and relapsed after their class).

Several of the students expressed appreciation to me for the class and my teaching.

Resources: I provided the movies and group viewing times, but allowed them to choose to buy or borrow the films personally as well. During the exam, I loaned out movies upon request too.

The exam was a home exam. I find this to be the most useful form for MA students in this class. Earlier the exam was a term paper, but this cut back on their preparation for class and led to very unfocused work. The home exam question allowed them to choose and formulate an argument as a paper would, but helped them to focus their work.

The course description and goals were updated prior to the semester and reflected the course as taught.

Grades:

A=3

B=4

C=4

This curve is lower than I like to see at the MA level and reflected in many cases a significant sloppiness of language and trouble organizing thoughts. They clearly need much more experience writing and getting feedback.

I have met with one student who did worse than she had hoped. However, she is not interested in complaining and understands what she did wrong.