

STUDENT:

Teaching Assistant:

Film 20A: The Film Experience (Fall 2009)
Sequence Analysis Cover Sheet

This cover sheet is designed to give you feedback on your sequence analysis paper. Items below do not correspond mathematically to a particular grade, but these factors will all be important in the grade you get.

Please see your teaching assistant if you have any questions about this cover sheet or about your paper grade.

ARGUMENT:

1. Paper creates a thesis about the sequence.
 - Yes, clear and convincing thesis.
 - A thesis is offered, but it is not well argued.
 - Thesis weak or unsatisfactory.
 - No apparent thesis
2. Adequate and clear attention to the following areas:
 - mise-en-scène
 - cinematography
 - editing
3. Paper analyzes how the techniques and discursive elements function in the sequence (eg. notes whether techniques are unusual for this type of film, typical of the film, whether they are appropriate for the narrative, how they organize the sequence etc).
 - Yes, paper carefully analyzes techniques in the context of the sequence.
 - Some attempt to analyze the techniques, but analysis not sufficiently developed.
 - Doesn't do more than isolate techniques; little or no attempt to see them in context of sequence or narrative.
4. Uses appropriate examples from the sequence to analyze closely, in the service of the argument:
 - Many examples, well used and chosen.
 - Appropriate number, adequately used and chosen
 - Too few examples and/or poorly used or chosen
 - No examples
5. Close analysis:
 - Analysis extensive and carefully executed
 - Analysis generally good but sometimes weakens.
 - Analysis satisfactory, but needs work
 - Analysis very weak or insufficient
6. Utilizes terminology and methods of analysis studied in class:
 - Uses appropriate terminology and methods to aid analysis
 - Some attempt to use appropriate terminology and methods, but often inconsistent
 - Does not use terminology and methods from class.
7. Plot description:
 - Far too much plot description
 - Some plot description
 - A little plot description creeps into analysis
 - Plot description at bare minimum for clarity.
8. Avoids evaluative comments, or information that is extraneous to the assignment:
 - Avoids evaluative response to the sequence, and performs careful analysis instead.
 - One or two evaluative terms, but most of the paper is analytical.
 - Introduction uses some evaluative or extraneous material, but rest of paper concentrates on analysis.
 - Far too much evaluative or extraneous material.

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Teaching Assistant:

ORGANIZATION:

1. Appropriate length (approx. 1500 words)
2. Clear introductory paragraph that introduces an argument about the sequence, and suggests how it will be sustained:
 - No introduction
 - Intro barely adequate
 - Intro identifies some salient features of the sequence, but doesn't suggest argument
 - Thorough intro
3. Linked paragraphs which develop and sustain the argument introduced above
 - Paragraphs not organized or linked
 - Some paragraphs linked, others isolated
 - Good structure of linked paragraphs
 - Strong structure of linked paragraphs
4. Each paragraph organized for clarity of argument.
 - Paragraphs with many unconnected ideas
 - Paragraphs somewhat organized, but still not clear or concise
 - Paragraphs well organized.
 - Paragraph organization excellent—everything clear and concise

WRITING:

Syntax (sentence structure)

Poor Adequate Good Excellent

Grammatical errors

Few Several Many Very many

Uses appropriate language and vocabulary

Seldom Sometimes Most of the time All the time

Adequately proof-read and spellchecked:

Proofreading	(Well proofread with no errors	careless	no evidence of proofreading)
Spellchecking	(Spellchecked with no errors	careless	no evidence of spellchecking)

Overall:

Excellent (A) Good (B) Fair (C) Poor (D) Fail (F)

Comments: