

# Intro to Film

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Last Updated: Wed, 01/07/2026

**Course prefix:** LMC

**Course number:** 2500

**Section:** B

**CRN (you may add up to five):**  
31548

**Instructor First Name:** Koel

**Instructor Last Name:** Banerjee

**Semester:** Spring

**Academic year:** 2026

**Course description:**

Introduces film techniques and vocabulary in an historical and cultural context. Written texts are supplemented by viewings of specific shots, scenes, and films.

**Course learning outcomes:**

- Apply specialized vocabulary and concepts to analyze the formal elements of film, including editing, cinematography, and mise-en-scène.
- Evaluate how specific formal techniques contribute to a film's overall artistic vision and emotional impact.
- Contextualize films within their specific historical, technological, and cultural moment.
- Trace the evolution of cinematic forms and practices from early cinema to contemporary digital media.

**Required course materials:**

David Bordwell and Kristin Thompson, Film Art: An Introduction, New York: McGraw-Hill, 13th edition or earlier.

**Grading policy:**

- Attendance: 10 points
- Weekly Film Posts: 20 points
- Story in 16 Frames: 20 points
- Sequence Analysis: 20 points
- Short Essay: 30 points

## **Grading Scale:**

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

According to policy, grades at Georgia Tech are interpreted as follows:

A	Excellent (4 quality points per credit hour)
B	Good (3 quality points per credit hour)
C	Satisfactory (2 quality points per credit hour)
D	Passing (1 quality point per credit hour)
F	Failure (0 quality points per credit hour)

## **Attendance policy:**

Attendance means being present in class, having watched the assigned film, and being ready to participate in discussions. You will earn a perfect participation score by demonstrating high-level preparedness and actively contributing to discussions through thoughtful engagement. Participation also means staying focused on discussion rather than checking texts/social media or doing homework for other classes. Students are expected to attend all classes. Punctual attendance, advance preparation, and participation are required.

## **Academic honesty/integrity statement:**

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. [Review Georgia Tech's Honor Code](#) and the [student Code of Conduct](#).

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

You are permitted (and encouraged) to make use of the academic support services offered by The Center for Academic Success (<http://www.success.gatech.edu/>) and the Communication Center (<http://www.communicationcenter.gatech.edu/>).

**Core IMPACTS statement(s) (if applicable):**

This is a Core IMPACTS course that is part of the Arts, Humanities & Ethics area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance and ethical implications of literary/philosophical texts in English or other languages, or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence