

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

ENGL 225 Introduction to Film

Number of credits:

3

Course Description:

A general introduction to film studies, including analysis of narrative elements and stylistic elements of films

Pre-/Co-requisites:

none

Course Objectives:

Upon completing this class, students will be able to:

- Identify and apply the characteristics of Classical Hollywood Cinema.
- Demonstrate an ability to read film reviews for characteristic methods of support used to make evaluations of films.
- Demonstrate ability to analyze and write about films with the vocabulary used by film scholars and film reviewers whether writing film reviews or analytical essays for a college writing situation.
- Use MLA guidelines accurately to cite sources.

Instructor:

Gary Albrightson

Office:

Thatcher Addition 2208

Office Hours:

by appointment

Phone:

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Email:

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Lecture/Lab Schedule:

Online delivery

Textbook(s):

Piper, Jim. Get the Picture? The Movie Lover's Guide to Watching Films. 1st ed. Allworth Press: New York, NY, 2001

Course Requirements:

- Students will post weekly writings that will discuss the film concepts the textbook discusses and apply those concepts to the film being screened each week.

- The midterm will be an essay justifying an evaluation of any full-length movie
- The final examination will be an essay asking students to compare three films to be assigned and explain how those films compare as Classical Hollywood Cinema in terms of cinematics and story.

Tentative Course Outline:

- Early film: George Melies, the Lumiere brothers, and Thomas Edison
- Silent movies and the emergence of classical Hollywood cinema
- Classical Hollywood cinema in the films of the 1940s and 1950s
- Classical Hollywood cinema in the films of the 1960s and 1970s
- Classical Hollywood cinema in the films of the 1980s and 1990s
- Classical Hollywood cinema in the films of the 1990s and the 21st century
- Alternatives to classical Hollywood cinema

General Education Goals/Objectives:

- Demonstrates effective communication
- Demonstrates ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society

Relationship to Campus Theme:

Explore the DCB campus theme—nature, technology, and beyond—by screening An Inconvenient Truth and evaluating its claims and evidence.

Classroom Policies:

This class is delivered online and all students participating should give the same respect to other students as they would like their contributions treated when posted to the class discussion boards.

Work posted late earns half credit; work posted a week or more after the due date will earn no credit.

Academic Integrity:

The discussion below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Disabilities and Special Needs:

Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals.