



**Course Prefix/Number/Title:**

ENGL 225 Composition 1

**Number of Credits:**

3

**Course Description:**

A general introduction to film studies, including analysis of narrative 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, as Bordwell and Thompson define that concept, and its alternatives.

Demonstrate an ability to read film reviews for characteristic methods of support used to make evaluations of films and to read peer reviewed journal articles for methods of support used to analyze issues in the academic study of film.

Demonstrate ability to analyze and write about films with the concepts and terminology used by film scholars writing analytical essays for publication in academic film journals or write about films with the vocabulary journalists use in writing reviews for general audiences.

**Instructor:**

Gary Albrightson

**Office:**

Thatcher Hall 2207

**Office Hours:**

Tuesday 1:00 – 1:50

Monday, Wednesday, Friday 11:00 to noon

**Phone:**

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**Email:**

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**Lecture/Lab Schedule:**

Monday, Wednesday, Friday

**Textbook:**

Sharman, Russell. Moving Pictures: An Introduction to Cinema.

Moving Pictures by Russell Sharman is licensed under a Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License, except where otherwise noted.

**Course Requirements:**

Participate in class discussions of narrative and narration

Take quizzes and exams on concepts and terms

Apply the concepts and terms studied to the films assigned

Identify the characteristics of Classical Hollywood Cinema, as Bordwell and Thompson define that concept

Discuss characteristics of well-known alternatives to Classical Hollywood Cinema

**Tentative Course Outline:**

I. An Introduction to Cinema

2. How to Watch a Movie

3. Mise-en-Scène

4. Narrative

5. Cinematography

6. Editing

7. Sound

8. Acting

II. Representation in Cinema

9. Women in Cinema

10. African Americans in Cinema

**General Education Goals/Objectives:**



Goal 7: Demonstrates the ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society

Objective 2: Analyzes art

- Skill 1: Possesses a base knowledge of art forms
- Skill 2: Uses base knowledge to critique art works

**Objective 3: Evaluates aesthetics (to be assessed this cycle)**

- Skill 1: Demonstrates knowledge of systems of aesthetics as those vary through time and among cultures
- Skill 2: Evaluates relationship of content and form in art works

Objective 4: Synthesizes interrelationships among arts, languages, the humanities, and societies

- Skill 1: Demonstrates knowledge of art forms in cultures
- Skill 2: Evaluates the impact of art on individuals and society

**Relationship to Campus Focus:**

The quotation below, attributed to Dr. C.N. Nelson, professor emeritus, is published in the atrium of the Nelson Science Center here on the DCB campus.

Man lives in two worlds. The world of the biosphere and the world of the technosphere. To the degree in which man reconciles his imposed technosphere to the requirements of the biosphere will determine whether he becomes extinct, continues to exist, or enjoys enlightened living.

In his concise manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. Both the biosphere, nature, and the technosphere, technology, offer potential but also limit human action. In addition to the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes “language” and “reason” as part of its definition. The third concept in the DCB focus on nature, technology, and beyond is language, which communicates information but also carries incentives and goads to action. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students begin learning to use language for more than transmitting information. DCB students learn to use language and explore its potential to reconcile the technosphere with the biosphere.

**Classroom Policies:**

In this class students will be asked to

use Blackboard course messages to respond to discussion topics,

submit all the prewriting exercises and outlines of essays,

revise writing assignments to meet minimal competencies and beyond on essays chosen by students from among options the course offers,



take quizzes given during class sessions.

MS Office is available as a free download at <https://www.dakotacollege.edu/student-life/computer-services/microsoft-office-365>

Work submitted to this class should be written for this class this semester. Submitting work that earned credit in other classes is a type of plagiarism that earns a failing grade.

So that everyone enrolled in the course may learn, students should attend class, on time, and focus on the topic of each class period. Class meetings will use active learning to meet the class learning objectives. Active learning means interaction between students and the instructor but also interaction among students. Most class periods, classroom assessment techniques will be used to gauge student understanding of daily learning. This means brief in-class quizzes of different types: multiple choice, true/false, written response, or graded notes.

This class assigns and tests on readings in the assigned textbook available for free on the Blackboard learning management system. This class asks students to write sentences, paragraphs, and papers on reading assignments and discussion topics from the assigned textbooks as well as issues students choose from approved topics.

#### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

#### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

#### **Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

#### **Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have



this reporting responsibility can find a list of resources on the DCB Title IX webpage:  
<https://www.dakotacollege.edu/student-life/title-ix>.