

## **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 and stylistic elements of films

Pre-/Co-requisites:

none

Course Objectives:

In English 225 students will learn to:

- recognize the variety of narrative and stylistic conventions used in film since its beginnings.
- analyze and write about film with the concepts and terminology film scholars use to write about film in academic writing situations.

Instructor:

Gary Albrightson

Office:

Thatcher Addition 2208

Office Hours:

Online and by appointment

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Lecture/Lab Schedule:

Online delivery

Textbook(s):

Bordwell and Thompson. Film Art 9<sup>th</sup> ed.

Course Requirements:

This course studies film from its origins to the present. Prospective students who may be offended by mature themes and adult language should be aware that some of the films to be screened and discussed may have R ratings.

- Participation: regular posting to the class Discussion Board is expected and will be part of the final grade.

- Essays: An essay of at least 1,500 words will be due at the midterm. This essay, which will be evidence-based argument, will analyze features of Classical Hollywood Cinema in a film to be assigned. For the final, an essay will be written of at least 1,500 words comparing and contrasting story and cinematics in three or more films to be assigned. These essays will be written in steps using a process approach to writing. Failure to produce the required written word for each step of the process will prevent the final draft from earning any points. The final draft of both essays will be graded on content, organization, style, Edited Standard Written English, and MLA format to cite information used and to create a works cited list.
- Quizzes/tests: Multiple-choice, true-false, fill-in-the-blank, or short answer quizzes may be given on all reading assignments.

The final grade is based on total points earned on discussion board posts, graded quizzes/tests, the midterm essay, and the final essay.

#### 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 21<sup>st</sup> 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.