

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:

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 one alternative cinematic aesthetic.

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 the ability to analyze and speak 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:

Monday, Wednesday, Friday 10:00 to 11:00

Phone:

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Lecture/Lab Schedule:

Monday, Wednesday, Friday

Textbook:

Sharman, Russell. *Moving Pictures: An Introduction to Cinema*. Open Educational Resource available on the class website. *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:

(25) Complete course message assignments to discuss the language of cinema.

(25) Do a presentation at the midterm and another at the final that applies the concepts and terms in Sharman's textbook to a film or films of the student's choice

Complete two of the three options below. To earn extra credit, do both options above and all three of the options below

(25) Compare the film aesthetics of a Dogme 95 certified film, Julien Donkey Boy, to any Classical Hollywood Cinema film

(25) Make an addition to a Wikipedia entry on any film. The addition must be accepted by the Wikipedia editors of the entry chosen.

(25) Use AI to make a short film

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

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

- 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. 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. Language is the third concept in DCB’s focus: nature, technology, and beyond. Language 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 packaging 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>.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	- Follow the syllabus and assignment instructions regarding use of generative AI for all academic work. - Obtain the instructor's permission prior to the use of generative AI outside the syllabus or assignment instructions. Provide appropriate rationale for how generative AI will enhance the learning experience for the assignment. - In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	- Determine if the use of generative AI could enhance student learning in any assignment or project. - Clearly indicate in all course syllabi if generative AI is allowable for any academic work. - If allowable, give specific parameters for how and when generative AI may be used. - If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.

In this section of English 225, Introduction to Film, students will explore how to use the social collaboration tool mistakenly identified as "AI" for learning in higher education. According to Jaron Lanier, the Prime Unifying Scientist at Microsoft, and considered to be the father of Virtual Reality, so-called AI is frequently mythologized in apocalyptic or dystopian terms, and less frequently in utopian terms. In a 2023 New Yorker article, Lanier explains how so-called AI can be used more productively if used as a social collaboration tool.

Lanier, Jaron. "There is no AI" April 20, 2023 New Yorker <https://www.newyorker.com>.

The AI policy for this class permits use of AI so long as it is identified and cited so everyone in the class can learn from everyone else's experience. Since this class explores how AI might be used to enhance learning, prompting AI to generate content that is then submitted as final draft bypasses the goal of the



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class: learning. If this type of content is detected, the assignment will earn a zero. Since earlier assignments are prerequisites for later assignments, a zero prevents further submissions.