

Digital Film: A Course in Film Criticism and Analysis

Course #: AKSG1QQB-16

Fall 2017

2017-2018 School Year

Instructor: S. Manas

Learning Standards:

Course Objective:

Students will be able to understand the basics of film analysis, cinematic elements, genre, and narrative structure. Students will develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form, while recognizing how those films reflect, comment on, and impact society, both presently at the time the film was released.

New York State Learning Standards for the Arts

Learning Standard 3: Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.

Common Core Standards:

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Course Description:

Students will be introduced to basics of film analysis, cinematic elements, genre, and narrative structure. Students will then go on to analyze six important films from a variety of theoretical perspectives, looking to society at the time the film was made, themes of the movie, and cinematic elements to further their understanding of the films. Students will have a project based assessment (PBA) in which they can make a film, or write a paper with a powerpoint about an important film from a list that has been given to them. All students will be required to present their project to the class.

Calendar:**

Class Number	Classwork	Homework
1	Introduction to Film Criticism	<i>Duck Soup</i> reading and answer questions. Due class # 3.
2	Introduction to Film Criticism	
3	Introduction to <i>Duck Soup</i> and begin watching <i>Duck Soup</i> and answering worksheet.	<i>Casablanca</i> reading and answer questions. Due class # 5.
4	Watch <i>Duck Soup</i> and answer worksheet	Finish <i>Duck Soup</i> worksheet. Due class #5.
5	Introduction to <i>Casablanca</i> , begin watching, and answer worksheet.	
6	Watch <i>Casablanca</i> and answer worksheet.	<i>Night of the Living Dead</i> reading and answer questions. Due

		class # 8.
7	Watch <i>Casablanca</i> and finish worksheet.	Finish worksheet. Due class #8.
8	Introduction to <i>Night of the Living Dead</i> , begin watching, and answer worksheet.	
9	Watch <i>Night of the Living Dead</i> and answer worksheet.	<i>Apocalypse Now</i> reading and answer questions. Due class #11.
10	Watch <i>Night of the Living Dead</i> and answer worksheet.	Finish <i>Night of the Living Dead</i> worksheet. Due class #11
11	Introduction to <i>Apocalypse Now</i> , begin watching, and answer worksheet.	
12	Watch <i>Apocalypse Now</i> and answer worksheet.	
13	Watch <i>Apocalypse Now</i> and answer worksheet.	<i>The Shining</i> reading and answer questions. Due class #15.
14	Watch <i>Apocalypse Now</i> and answer worksheet.	Finish <i>Apocalypse Now</i> worksheet. Due class #15
15	Introduction to <i>The Shining</i> , begin watching, and answer worksheet.	
16	Watch <i>The Shining</i> and answer worksheet.	
17	Watch <i>The Shining</i> and answer worksheet.	<i>Shaun of the Dead</i> reading and answer questions. Due class #19.
18	Watch <i>The Shining</i> and	Finish <i>The Shining</i>

	answer worksheet.	worksheet. Due class #19
19	Introduction to <i>Shaun of the Dead</i> , begin watching, and answer worksheet.	
20	Watch <i>Shaun of the Dead</i> and answer worksheet.	
21	Watch <i>Shaun of the Dead</i> and answer worksheet.	Finish <i>Shaun of the Dead</i> worksheet. Due class #22
22	Introduce PBA and begin work	
23	PBA	Makeup work and PBA
24	PBA	Makeup work and PBA
25	PBA	Makeup work and PBA
26	PBA	Makeup work and PBA
27	PBA	Makeup work and PBA
28	PBA	Makeup work and PBA
29	PBA	Makeup work and PBA
30	PBA	Makeup work and PBA
31	PBA	Makeup work and PBA
32	PBA	Makeup work and PBA
33	PBA	Makeup work and PBA
34	Presentations	
35	Presentations	

****subject to change based on student needs****

Materials and Texts:

- “Film Theory and Approaches to Criticism”
- “How to Talk Like a Film Critic: Glossary of Film Terms”
- “Duck Soup” (article)
- “Casablanca: The Romance of Propaganda”
- “Night of the Living Dead: Reappraising an Undead Classic”
- “Apocalypse Now, Vietnam and the Rhetoric of Influence”
- “Forever and Ever and Ever: Uncanny Doubles in “The Shining””
- “Shaun of the Dead and Zombie Films”
- *Duck Soup*
- *Casablanca*

- *Night of the Living Dead*
- *Apocalypse Now*
- *The Shining*
- *Shaun of the Dead*

Grading Policy:

Project Based Assessment -25%

Students will be assigned a project based assessment as a final. Students will have a choice of five important films to choose from. Students may either write a 5 page paper with a powerpoint presentation for the class or create a video which they will present to the class.

Film Worksheets – 25%

A film worksheet will be completed for every film we watch in class while the film is being viewed. These worksheets will contain short answer questions about cinematic elements, themes, etc. Worksheets are due the class period after we finish viewing the movie. You will either receive a 100% for having completed it with clear effort or a 0 for having not completed it. Worksheets must show an effort has been made to be considered complete.

Homework – 10%

For homework, you will either receive a 100% for having completed it with clear effort or a 0 for having not completed it. Homework must show an effort has been made to be considered complete.

Attendance – 20%

You must come to class and you must be on time. You will receive 2 points (100%) for being present and on time, 1 point (50%) for being late, and zero points (0%) for an unexcused absence or cut.

Participation – 20%

When you are in class please participate. This is an easy way to boost your grade.

Classroom Procedures:

Students are expected to be in class, on time, and ready to work. There is a bathroom in the classroom that students may use. If a student needs the nurse, the Dean, the unit coordinator, or to go to the main office, they will be allowed to go and provided a pass at the teacher and para's discretion.

The students will participate in the lesson. As the period comes to a close, the teacher will go over their behavioral points with the students, asking them first what they think they earned and then telling them what they actually earned. The rules and point policies are detailed in the next section.

Class Rules and Behavior:

School Rules:

Students may not wear hats or bandanas in school. They may not bring weapons, drugs, alcohol, or any illegal paraphernalia into the school building. Students must attend school and be on time. Cell phones and other non-approved technology must be turned off and away while in class unless otherwise instructed.

Classroom Rules:

Rules are clearly posted in the classroom and are as follows:

1. Listen to your teachers and paras.
2. Keep your hands (and all other body parts) to yourself.
3. Be respectful of your peers and teachers.
4. Avoid side conversation.

Behavioral System:

For every period a student is in class they are eligible to receive up to 4 behavioral points, one for each rule they follow. These points will be recorded on a monthly behavioral points sheet. At the end of the month, if they have received an average of 3 points for the month, they will receive a reward to enjoy while they work or at a later time.

Academic Policies:

At Manahattan High School at The Beacon School students are expected to perform their work with integrity and honesty. In this course, cheating, plagiarism, disruptions of instructional activity, fraud and/or lying may result in a failing grade of "F" for the assignment. Additionally, any attempts to hand in work from another class or work done at a previous school may also result in a failing grade of "F" for the assignment