City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017/18

Part I   Course Overview

Course Title:	Exploring English Cinema
Course Code:	GE3401
Course Duration:	One semester
Credit Units:	3
Level:	B3

Proposed Area:
(for GE courses only)

☐ Arts and Humanities

☐ Study of Societies, Social and Business Organisations

☐ Science and Technology

√ GE English

Medium of Instruction:	English
Medium of Assessment:	English

Prerequisites:
(Course Code and Title)

Grade D in HKAL Use of English or Grade 4 in HKDSE or;
successful completion of English Academic Proficiency Courses
(EL0220, EL0222, EL0223 and EL0225 – 6 credits) or;
English for Academic Purposes (EL0200 – 6 credits) or;
English for Academic Purposes 2 (EL0200B – 3 credits) or;
Grade B or above in English for Academic Purposes 1 (EL0200A – 3 credits)

Precursors:
(Course Code and Title)   None

Equivalent Courses:
(Course Code and Title)   None

Exclusive Courses:
(Course Code and Title)   EN2808 Introduction to English Film Studies

Part II   Course Details

1. **Abstract**

    "Exploring English Cinema" will introduce students to the fundamental concepts and terminology needed to analyze English-language films. Beginning with a focus on the technical aspects of film-making, the course provides students with the basic vocabulary to discuss films in speaking and writing. Building upon this formal foundation, it then guides students to "read" the meaning of films as texts situated in their social, political, and cultural contexts. Through close analyses of films in writing and oral discussions, students have many opportunities in this course to sharpen their critical thinking.

2. **Course Intended Learning Outcomes (CILOs)**
    (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs#	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Correctly and effectively recognize and use film terminology and apply basic film concepts to the analysis and evaluation of a given English language film or scene from an English language film.		√		
2.	Examine multiple interpretive possibilities of and formulate arguments about English language films.			√	
3.	Apply analytical and critical skills when viewing and writing analyses of English language films.		√	√	√

* If weighting is assigned to CILOs, they should add up to 100%. **100%**
 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1.	The instructor delivers interactive multimedia lectures in which the use of film terminology and analysis techniques are explained and illustrated.	√	√					
2.	Students watch film and film excerpts and discuss these using the appropriate terminology and concepts.	√	√	√				
3.	Students discuss various interpretations of films and the implications of these interpretations, including their social, cultural and historical contexts.	√	√	√				
4.	Students participate in two interactive, small-group workshops, one for each paper. The structure and content of each paper will be discussed in detail, together with sample papers for each assignment (i.e., scene analysis and film analysis).	√	√	√				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Essay Students will write a film analysis paper, applying the skills of close film analysis and essay writing learned in class. Students will be asked to workshop a 1-page draft of their scene analysis paper in advance, which will be worth 5 % of the grade.	√	√	√				25%	Individual work; assessed individually
Quizzes and In-class discussion Students will write two in-class quizzes that will measure students' understanding of the material presented in the readings, lectures, or class discussions. Each quiz will consist of one essay question (worth 7 %) and a set of short answer questions (worth 8 %). Students will also be assessed on the basis of their contributions to in-class discussions.	√	√	√				40%	Individual work; assessed individually
Group Video Project In groups, students will create a 5-minute video in English, seeking to apply the basic concepts of film form learned in the course, and will present the video in class (20 %). Additionally, students will be asked to submit a 4-5 page screenplay (5 %) and a 2-3 page personal reflection paper (10 %).	√	√	√				35%	Group work; assessed as a group and individually
Examination: 0%								

The weightings should add up to 100%.   100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Essay	Essay writing (content, structure, organization, grammar)	Critically and accurately analyzes the most relevant aspects of the scene in question using appropriate terminology, presenting a clear argument supported with ample and detailed evidence. Provides a strong thesis statement and introduction that identifies the significance of the scene in relation to a broader theme in the film as a whole. Goes beyond description to explore the full implications of the material. Excellent organization and paragraph development. Hardly any errors. Writing style is appropriate and rhetorically effective. Proficient user of English.	Accurately analyzes the most relevant aspects of the scene in question using appropriate terminology, supported with sufficient and relevant evidence. Provides a good thesis statement and introduction that identifies the significance of the scene in relation to a broader theme in the film as a whole. Engages in some description without exploring the full implications of the material. Effective organization and good paragraph development. A few minor errors. Writing style is appropriate. Proficient or independent user of English.	Analyzes aspects of the scene in question using some relevant terminology and supported by some evidence. Provides a weak thesis statement and introduction. No attempt to identify the significance of the scene in the context of the film as a whole. Engages primarily in description and plot summary rather than analysis. Some problems with structure/organization and paragraph development. A moderate to large number of errors. Writing style may be inappropriate at times. Independent or basic user of English.	Only partially fulfills the requirements of the assignment. Basic user of English.	Does not fulfill the requirements of the assignment. Basic user of English.

2. Quizzes and In-class discussion		Answers all the short questions correctly; Answers the essay question persuasively and analytically, employing rhetorically effective and grammatically correct language.	Answers some of the short questions correctly; Answers the essay question analytically, employing effective and grammatically correct language. Essay question may be answered in a way that employs too much description rather than analysis.	Answers most of the short questions incorrectly; Answers the essay question incompletely, employing too much description rather than analysis. Proficiency uses render the quiz answers incomprehensible.	Most questions answered incorrectly or not all.	Most questions answered incorrectly or not all.
3. Group Video Project	Screenplay (content, structure, organization, grammar)	Represents an original and creative fictional screenplay in English suitable for a short film; follows all the formatting and writing conventions of a professional screenplay; grammatically correct and rhetorically effective.	Represents an original and interesting, fictional screenplay in English suitable for a short film; some elements of screenplay may be formulaic. follows most of the formatting and writing conventions of a professional screenplay; grammatically correct.	Represents a derivative or formulaic fictional screenplay in English; length of screenplay is not suitable for a short film; does not the formatting and writing conventions of a professional screenplay; grammatically incorrect and ineffective.	Only partially fulfills the requirements of the assignment. Basic user of English.	Does not fulfill the requirements of the assignment. Basic user of English.
	Group Video (Editing, Visual Design, Technical Proficiency, Performance)	A short film that creatively and originally integrates story content and film form. Film is edited in a way that is compelling and cohesive. Employs obvious visual design through costume, settings or cinematography. Employs memorable and convincing	A short film that creatively integrates story content and film form. Film is edited in a way that is logical and cohesive. Employs some elements of visual design through costume, settings or cinematography. Employs effective and convincing performances in English.	A short film that attempts to integrate story content and film form. Film edited in an illogical or unclear way. Employs little elements of visual design. Employs ineffective performances in English.	Only partially fulfills the requirements of the assignment. Basic user of English.	Does not fulfill the requirements of the assignment. Basic user of English.

		performances in English.				
	Personal Reflection Paper (content, structure, organization, grammar)	Critically and thoughtfully reflects on the process and production of the group video. Fulfills all the requirements of the task in an essay organized appropriately. Uses paragraphs to isolate ideas. Written in an accurate and rhetorically effective grammatical style.	Reflects on the process and production of the group video. Fulfills most the requirements of the task in an essay organized appropriately. Some elements of reflection paper may be superficial or repetitive, demonstrating the writer's weak contribution to the video project. Uses paragraphs to isolate ideas. Written in an grammatically correct style.	Superficially or unsatisfactorily reflects on the process and production of the group video. Does not fulfills most the requirements of the task. Most elements of reflection paper demonstrate the writer's weak contribution to the video project. Does not Use paragraphs to isolate ideas. Written in an grammatically ineffective style.	Only partially fulfills the requirements of the assignment. Basic user of English.	Does not fulfill the requirements of the assignment. Basic user of English.

General Criteria for Assessment of Language Proficiency

Proficient User	Can understand with ease virtually everything heard or read. Can summarise and analyze information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. Can create new and creative insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can create new insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can create insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
      (An indication of the key topics of the course.)

      principles of film form; film genres; elements of narrative; mise-en-scène; cinematography; acting; editing; sound; film history

2.   **Reading List**
2.1   **Compulsory Readings**
      (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2   **Additional Readings**
      (Additional references for students to learn to expand their knowledge about the subject.)

1.	Barsam, Richard and Dave Monahan. (2010). *Looking at movies: An introduction to film* (3rd edition). New York: Norton.
2.	Boggs, Joseph M. and Dennis W. Petrie. (2008). *The art of watching films* (7th edition). Boston: McGraw Hill.
3.	Desmond, John M. and Peter Hawkes. (2006). *Adaptation: Studying film and literature*. Boston: McGraw Hill.
4.	Geiger, Jeffrey and R. L. Rutsky (Eds.). (2005). *Film analysis: A reader*. New York: Norton.
5.	Giannetti, Louis. (2008). *Understanding movies* (11th edition). Upper Saddle River, NJ: Prentice Hall.
6.	Hill, John and Pamela Church Gibson (Eds.). (1998). *The Oxford guide to film studies*. Oxford: Oxford University Press.
7.	Monaco, James. (2009). *How to read a film: Movies, media and beyond* (4th edition). Oxford: Oxford University Press.
8.	Pramaggiore, Maria and Tom Wallis. (2008). *Film: A critical introduction* (2nd edition). Boston: Pearson.
9.	Prince, Stephen. (2010). *Movies and meaning: An introduction to film* (5th edition). Boston: Allyn & Bacon.

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	1-3
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1-3
PILO 3: Demonstrate critical thinking skills	1-3
PILO 4: Interpret information and numerical data	1-3
PILO 5: Produce structured, well-organised and fluent text	1-3
PILO 6: Demonstrate effective oral communication skills	1-3
PILO 7: Demonstrate an ability to work effectively in a team	1-3
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	1-3

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Film analysis paper