ENGLISH 102-D2:
The Craft of Film: Coding and Decoding
Spring 2007

INSTRUCTOR: Jane Harradine
Please reach me through our internal email system in WebCT. (I check my course mailbox at least once every week day and try to respond within 24 hours. I do not check email regularly on the weekends.)
Outside Email: jharradi@sccd.ctc.edu (only use when WebCT is not available.)

COURSE SOFTWARE: WebCT

REQUIRED COURSE TEXTS:
Film, Form, and Culture by Robert Kolker
a writer’s handbook like Diana Hacker’s A Writer’s Reference

COURSE OBJECTIVES

• To build on skills learned in 101--brainstorming, thesis development, organization, paragraphing, transitions, sentence construction, etc.

• To improve critical reading skills and to learn to respond to others’ writing in your own essays--how to summarize, paraphrase, quote, cite, analyze, evaluate and synthesize other writers’ ideas and arguments.

• To practice writing about and integrating from different kinds of texts—a textbook, articles, reviews, and films.

• To further your awareness of audience, purpose, and tone in your writing and in others’.

• To improve writing in timed situations—your approach and your product.

• To extend critical thinking skills—to broaden your repertoire of approaches to any topic and to develop your own set of questions that takes you into the heart of a topic.

• To develop effective ways to read and respond to other student writers and their work.

• To create and participate in an effective online learning community.
Our Course Focus: We will spend the quarter investigating the language and power of film—how movies make meaning and sweep us along with them. We’ll write about how films encode ideas through camera work, editing, and genre. We’ll also decode movies to see how they participate in teaching, sustaining, and sometimes critiquing our social values and ideologies.

COURSE REQUIREMENTS AND POLICIES

Participation in class activities such as discussions and peer groups—20% of final grade

Session One—summary of excerpt of Film, Form, and Culture—10%

Session Two—analysis essay of shots and cuts in Good Night and Good Luck.—20%

Session Three—timed essay on genre, film noir, and The Big Sleep— 10%

Session Four—synthesis essay using Devil in a Blue Dress and other texts—20%

Session Five—analysis essay on good writing and criticism about film— 20%

Essay format: All five major essays must be double spaced, must use 1” margins, and must be submitted in a standard and readable 12 point font. Please use the following heading on major assignments:

Your name
English 102 and section (This heading goes in upper left hand corner of page 1)
Essay #

Title of Your Essay

Then the first paragraph of your essay begins here, a couple of spaces below your centered title.

Grading: I will post specific evaluation criteria along with an in-depth description of each of the major assignments; these criteria will form the basis for grading.

Essay Submission: Submit your essays via our WebCT course email as a Word attachment.
**Late policy:** Essays are due at midnight on the assigned due date. Essay grades drop .2 for every day they are late. Essays later than one week will not be accepted.

**Peer review:** We will use peer review in this course; you will read and comment on each other’s work to help improve your essays and your critical reading skills. We will discuss how to offer feedback constructively, but you need to be prepared to share your written work.

**The Loft:** The Loft is a reading, writing, and language tutoring center located on the 2nd floor of the library. Their services are free and are often invaluable for students. Tutors work with students on all phases of the writing process. Or try online tutoring at [http://www.northseattle.edu/services/loft/loft-email.htm](http://www.northseattle.edu/services/loft/loft-email.htm).

---

**English Department Policy on Plagiarism**

To take the words or ideas of someone else and present them as your own is plagiarism and is unacceptable in academic life. The nature and causes of plagiarism may cover a range from the accidental to the dishonest. Examples of plagiarism encountered in academic writing may include the following:

- incorporating into your own writing, without proper acknowledgment, words and sentences from a print, electronic, or oral source

- inserting longer passages (such as four or five consecutive sentences or whole paragraphs) of somebody else’s writing into your own without acknowledgment

- paraphrasing so closely or so extensively from a source that sentences and ideas really belong to the original writer

- submitting as your own whole essays written by another person or taken from a printed source or off the internet

- receiving so much help from another person that the work could not honestly be called your own

Students, by their attendance here, agree to adhere to the Student Code of Conduct which states, in part, that “academic dishonesty... [Including]... plagiarism” may bring disciplinary action. NSCC English faculty policy includes required revision of that essay or recording a “0” for that essay.
SUCCEEDING IN THIS COURSE

Profile of an effective online student:

- has basic proficiency with internet and with sending and receiving email and file attachments
- is a self motivated learner who takes initiative and responsibility for own learning
- is disciplined about time management and can prioritize own workload
- learns well through written instruction
- can allocate the necessary time for a 5 credit course—15-20 hours a week
- is an accountable and responsible group member, providing timely input and feedback
- keeps the peer group and instructor informed if situations arise that prevent the student from fulfilling the course work

Creating a learning community: Participating in a learning community is an effective way to teach and learn, but these communities are based on some shared expectations. You, as a community member, are expected to:

- monitor your own tone and contributions at all times and to respond to one another and to me mindfully, respectfully
- participate fully in discussions and groups, which includes keeping up and responding thoughtfully to each other’s contributions
- take risks, ask questions, engage with ideas not immediately attainable, tolerate ambiguity as a natural part of the learning process

FINAL THOUGHTS

I hope this course will prepare you for the college and professional writing to come in your careers. I’ll comment frequently about issues of tone and audience, so you’ll become familiar with academic expectations. But what we sometimes think of as academic writing—dry, long sentences and formal, “impressive” phrasing—is not necessarily good writing. The best writing is always a creative process; the creativity in academic writing lies in discovering insights you care about and then extending and connecting these insights. I hope you’ll come to relish this kind of creativity.