

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**English 202 – Introduction to Film as Literature**

3 hours lecture, 3 units

**Catalog Description**

Survey course to study film as a 20th century/21st century form of literature. Students will view a variety of films spanning the 100 years of film history, from the silent era to the present, to develop an understanding of the different types of films, the film-making process, and the historical, political and sociological context of cinema. Key figures in film history such as Buster Keaton, John Ford, Orson Welles, Alfred Hitchcock, Spike Lee, Woody Allen, Akira Kurosawa and others will be studied.

**Prerequisite**

None

**Recommended Preparation**

“C” grade or higher or “Pass” in ENGL C1000 (formerly ENGL 120) or equivalent

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Critically read and analyze a text at the college level.
- 2) Write college level essays which include an introduction, conclusion, thesis statement, support and include information from sources; MLA format.
- 3) Recognize the major literary genres and their respective properties and use this knowledge in the analysis of film as literature.

**Course Content**

Survey course to study film as a 20th century/21st century form of literature. Students view a variety of films spanning the 100 years of film history, from the silent era to the present, to develop an understanding of the different types of films, the film-making process, and the historical, political and sociological context of cinema. Key figures in film history such as Buster Keaton, John Ford, Orson Welles, Alfred Hitchcock, Spike Lee, Woody Allen, Akira Kurosawa and others will be studied.

**Course Objectives**

Students will be able to:

- 1) Utilize vocabulary necessary for a technical understanding of film (mise-en-scene, montage, aural motif, etc.) as well as appropriate literary terms (symbolism, expressionism, realism, etc.) in order to engage in thoughtful analysis of the assigned films in class discussion and written assignments.
- 2) Describe the different film genres, including (but not limited to) action, comedy, adventure, crime and gangster, drama, horror, war, science fiction, westerns, and more modern, less formulaic works.
- 3) Identify the styles and subjects of various major film makers, including (but not limited to) Buster Keaton, John Ford, Orson Welles, Alfred Hitchcock, Spike Lee, Woody Allen, Akira Kurosawa and others.
- 4) Articulate knowledge of the historical, religious, economic, political, sociological, and aesthetic context to gain better understanding of film in both oral and written analysis.
- 5) Participate in critical discussions about film in which they situate individual films in their larger historical, cultural, social, and stylistic contexts.

- 6) Apply the multi-cultural perspectives of film makers and their subject matter in both written and oral analyses.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and tests that require students to use necessary vocabulary to communicate a technical understanding of film.
- 2) Quizzes and tests that require students to discuss the historical, religious, economic, political, sociological, and aesthetic contexts of films, and situate those texts in their larger contexts.
- 3) Quizzes and tests in which students demonstrate their knowledge of different film genres and major film makers.
- 4) Journals in which students respond to the films and select relevant scenes to support their interpretations.
- 5) Literary essays, written in correct MLA format, in which students use thesis statements and specific evidence from the texts to support a thoughtful analysis of the historical, cultural, social, and/or stylistic meaning of the films.
- 6) Reflection activities in which students examine their own learning and writing processes.
- 7) Participation in class discussions in which students critically analyze the genres and the context in which the film was produced. Discussion will also focus on students' interpretations of the films and how students make meaning of the films and connect the films to their own lives and cultures.

### **Special Materials Required of Student**

None

### **Minimum Instructional Facilities**

Smart classroom

### **Method of Instruction**

- 1) Lecture and discussion
- 2) Small group discussion, exercises
- 3) Oral presentations
- 4) Online discussions

### **Out-of-Class Assignments**

- 1) Assigned readings
- 2) Research projects about specific directors, actors, and film industry jobs
- 3) Essay assignments
- 4) Online discussions about assigned films

### **Texts and References**

- 1) Required (representative examples):
  - a. Survey texts:
    1. Petrie, Dennis and Joseph Boggs. *The Art of Watching Films*. 9th edition. McGraw-Hill, 2017.
    2. Giannetti, Louis. *Understanding the Movies*. 14th edition. Pearson, 2017.
    3. Belton, John. *American Cinema American Culture*. 5th edition. McGraw-Hill, 2017.
  - b. Individual films:
    1. Allen, Woody. *Annie Hall*.
    2. Curtiz, Michael. *Casablanca*.
    3. Eastwood, Clint.. *The Good, The Bad, and the Ugly*.
    4. Welles, Orson. *Citizen Kane*.
    5. Wilder, Billy. *Sunset Blvd*.

6. Scorsese, Martin. *Taxi Driver*.
7. Wachowski, Lana. *The Matrix*.
8. Lucas, George. *Star Wars*
9. Hallstrom, Lasse. *Chocolat*.
10. Tornatore, Giuseppe. *Cinema Paradiso*.
11. Marshall, Winston. *Black Panther*.

2) Supplemental: None

### **Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Identify and use vocabulary demonstrating technical understanding of film (mise-en-scene, montage, aural motif, etc.) as well as literary terms (expressionism, realism, surrealism).
- 2) Recognize and define different film types from genre films to more modern, less formulaic works.
- 3) Apply knowledge of the historical, political and sociological context of the works to gain a better understanding of film.
- 4) Express their thoughts about film critically and concisely in discussion and writing.
- 5) Critically analyze and write about an individual film or one aspect of film, making a claim and supporting it with specific evidence from the film itself.
- 6) Recognize and define the multi-cultural perspectives of film makers and their subject matter.

### **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret cinematic literary works in various genres.
- 2) Write evidence-based literary analyses of cinematic literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.
- 3) Differentiate the technical characteristics and thematic content of multi-cultural perspectives of filmmakers and their subject matter, and explain how they are influenced by the historical, political, and sociological context of the works.