



Film as Literature

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Google Classroom Code:

Course Description

Students will view and analyze a variety of quintessential films that have made a lasting impression on America's society. Students will explore what literature and film mean in the context of a multicultural society, studying canonical pieces as well as new and rediscovered voices. Students will explore social, historical, economic, political, and artistic issues. The goals of the course include: 1). Instilling in students a passion for writing, 2). Providing students with a voice in society, 3). Teaching students how to analyze films as texts and modern non-fiction, and 4). Preparing students to be active, critical thinkers in our modern American society.

Course Objectives

There is an ever-increasing need for students to have the ability to demonstrate critical thinking skills. Colleges and universities are often sharing with high schools the need for students to be able to both analyze and synthesize information (Bloom's Taxonomy, Levels of Thinking, Inquiry-Based Learning, Socratic Approach). These skills are often best displayed through writing and/or class discussion. In a standard ELA course, literature is the main component; however, in "Film as Literature," the vision is to use film and non-fiction articles as a way to focus upon and assess students' critical thinking skills. The mission of this course is not "let's watch movies" but rather, to select quintessential films that have made a lasting impression on American society as a vehicle for learning. The goals of this course include: 1.) to instill in students a passion for writing, 2.) to provide students a voice in society, 3.) to teach students how to analyze films as texts and modern non-fiction, and 4.) to prepare students to be active, critical thinkers in college and the workplace.

The course will be focused upon the 11th/12th grade ELA standards and the main components of the course will be: 1.) writing, 2.) analysis, 3.) class discussion, 4.) synthesis (making connections between self and society, and between texts and society).

Course Units

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
- Education and Empowerment --It's All About Perception	- Strong versus Weak --Needing to Have a Say, Needing to Advocate for Others	-Gender Issues --The Complexity of Equality & Choice	- Relationships and Understanding -- Pivotal Moments that Change Our Lives	- Classics & Our Culture
<i>Writing: Argumentative</i>	<i>Writing: Persuasive</i>	<i>Writing: Analytical</i>	<i>Writing: Reflective</i>	

Skyward Grading

Score Method	Term Grades (MHS Policy)	Grading Scale (MHS Policy)
Points System	Fall & Spring Each Quarter = 50%	A=90%-100% B=80%-89% C=70%-79% D=60%-69% F=Below 60%

Make-Up Work (MHS Policy)

Papers, assignments, tests, etc. that were announced while the student was in attendance prior to the absence are due to be submitted or completed on the day the student returns to school. A student will be allowed two (2) school days for each day of excused absence to make up material presented during the absence. Make-up time is not to exceed ten (10) days from the time a student returns to school after an absence. Additional time may be granted at the principal's discretion under extenuating circumstances. When a student has been absent for three (3) or more consecutive school days due to illness or excused absence the parent or student may call the Attendance Office to request make-up homework be sent to the office for pick-up. Please allow 24 hours for teachers to respond before coming to the office to pick up work. **In the case of pre-arranged absences, it is the responsibility of the student to contact individual teachers for any make-up work prior to the absence.**

Classroom Rules

1. Be on time, prepared to work, and be attentive to film.
2. Regular class attendance and participation is a must.
3. Be responsible for your own actions.
4. Have classroom behavior and an attitude that demonstrates respect for yourself and for others.

Discipline

Classroom Discipline Flowchart*

Proximity or Verbal Warning
↓
Discuss expectations privately
↓
Parent phone call
↓
Parent phone call/Detention with me
↓
Referral to administrator

*Note: I reserve the right to skip steps if necessary.

Academic Integrity (MHS Policy)

All work submitted by a student must represent his/her own ideas, concepts, and current understanding. All material found during research must be correctly documented/cited to avoid plagiarism. Any student caught cheating or plagiarizing on course assignments or exams will lose credit for that assignment or exam. The teacher will notify parents. Students may be subject to disciplinary action, including a parent conference.

Teacher & Student Responsibilities: Come to school on time everyday, be an active participant, and respect each other. Remember, "The teacher has the right to teach, the student has the right to learn."

Permission Slip

This is a film class, in which you will watch films rated anywhere from “G” to PG-13”. If you are under the age of 18, you must have a parent or guardian’s signature below to participate in this class.

My child, _____, has permission to participate in this Film as Literature class.

Signature of parent or guardian

Date

If you have any questions or concerns, please contact me - kanzalone@msd134.org.

List of possible films we will view in this class:

The Truman Show
Ed T.V.
Stand & Deliver
October Sky
Finding Forrester
Life is Beautiful
Coach Carter
Dead Poets Society
The Blind Side
Pay it Forward
Radio
Hoosiers
Gattaca
I Am Sam
Sleeping Beauty
Shrek
Tangled
Mr. Mom

Mona Lisa Smile
Big Fish
Up
BFG
Walk the Line
Harold and Maude
On Golden Pond
Signs
The Sixth Sense
Seven Pounds
Goonies
The Burbs
Uncle Buck
Back to the Future (3)
Citizen Kane
Casablanca
The Princess Bride
The Sandlot