



*Fairfield Ludlowe High School - Fairfield Warde High School*

## FILM ANALYSIS AND CRITICISM

---

Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

### COURSE DESCRIPTION

---

Students will closely view films with a critical eye and an analytical mind. Students develop habits of perception, analysis, judgment, and selectivity that improve their capacity of processing, analyzing, and evaluating visual data. In order to strengthen this visual literacy, students learn how to read a film, to understand the art of studying a film, and to recognize the rhetoric of visual language. Students are introduced to elements of film analysis, a brief overview of film history, and the essentials of film theory. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

### COURSE OBJECTIVES

---

Students should:

- become visually literate by developing skills in "reading films"
- examine and question their own assumptions, assumptions implied within films, and assumptions of the culture which produced the films, in order to develop new perceptions or ways of seeing.
- critically analyze and evaluate the artistic and cinematic value of films and recognize film as an art form. analyze films within historical or cultural contexts of particular times in American history.
- develop sensitivity for cultures, traditions, and values other than their own through the study of foreign films.
- analyze, synthesize, and make correlations while they are reading, discussing, and writing about films in order to interpret films and evaluate the ideas which films offer.
- write in expository modes of compare/contrast, cause/effect, fact/opinion, and illustration. conduct research about films.

### UNITS OF STUDY

---

- The Portfolio
- Unit 1: Film Foundations: Cinematic Invisibility, Authorship, and Culture
- Unit 2: "Rules of Engagement" Formal Analysis and Criticism
- Unit 3: "Always a Critic"

---

## COURSE POLICIES AND REQUIREMENTS

---

### GRADING

#### Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior (see FPS BOE [Policy 6154.1AR](#))
- 90% will be based on assessments

#### End of Course Grade

- 80% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.
- 20% of the Semester course grade will be based on the Final Assessment.

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and late work.

### MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

### EXPECTATIONS OF STUDENTS

#### [FPS District Guidelines for use of A.I.](#)

Insert Course Expectations Here (including those for the use of AI in your class. See the AI guidelines for consistent language)

## WRITING CONFERENCES

---

**Writing conferences are meetings between an English teacher and student outside of class to discuss the student's work.** They are an integral part of the Fairfield Public Schools' high school English program. Each student is required to participate in at least one writing conference per semester and at least three throughout the year.

### **When should students schedule conferences?**

Writing conferences can occur during any stage of the writing process: generating ideas, gathering evidence, drafting, editing, revising, and reflecting. A student might use a writing conference to deepen understanding and hone skills, including conceptual understanding, logical thinking, organization, development of ideas, integration of support and detail, grammar, and/or mechanics. For some assignments, teachers might require students to schedule conferences. **For the first conference of the semester, I am happy to work with you on your ideas or drafts of College Application essays.**

### **How do students schedule conferences?**

Sign up for Writing Conferences using the “Writing Conference” App on Classlink.

### **Can students schedule conferences to discuss reading assignments?**

Yes. Developing and deepening an understanding of course content are inextricably connected to writing assignments.

### **Are students limited to three writing conferences each school year?**

No. Students may schedule more than three writing conferences as long as teachers have room in their schedules and the opportunity to meet with all of their students.

### **Are writing conferences a part of English elective courses?**

Yes. Students in English electives are expected to participate in writing conferences.