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Chaminade University of Honolulu
Fall Evening
October 2, **2000** - December 15, **2000**
Tripler Campus

COURSE: Drama 201 - Introduction to Motion **Pictures** & Television

CREDITS: 3 Credits

LOCATION: **Tripler** -BLDG. 102

TIME: Term Dates: October 2, 2000 - **December** 15, 2000
Saturdays, 8:00 a.m. - 12:10 p.m.

INSTRUCTOR: Steven **Jones**

COMMUNICATIONS: Telephone: 739-0167(evenings), 839-9885 ext. 13(daytime)
[Email: sheathj@aol.com](mailto:sheathj@aol.com)

OFFICE HOURS: By appointment

TEXTBOOK: Giannetti, Louis. 1999, *Understanding Movies*, Upper
Saddle River, NJ: Prentice Hall. 8th Edition.

INTRODUCTION AND DESCRIPTION:

A study of the aesthetic and technical aspects of motion **pictures** and television, with emphasis on the film making elements.

CLASS OBJECTIVES:

- to make students more aware of how television and movies convey meaning;
- to help students understand how the medium of film influences society's values;
- to introduce students to the various language systems filmmakers use to communicate to an audience;
- to familiarize students with the realism-formalism dichotomy that exists in cinema ;
- to acquaint students with the critical, industry and technical terms associated with filmmaking.

CLASS FORMAT:

This course is not designed primarily as a lecture course, but rather as an interactive learning experience in which all students are expected to actively participate. Chapters of the textbook will be assigned in advance for homework. It is very important that all students read the assigned chapters prior to class and come well prepared to discuss the material as an informed and knowledgeable participant. This course uses a variety of approaches including general class discussion, small group work, video viewing, and student presentations (in the form of "conversation" participation – see handout).

REQUIREMENTS:

1. regular and prompt class attendance;
2. thoughtful and active participation in class discussions and activities;
3. completion of required readings and assignments prior to each class meeting;
4. an in-class presentation in the form of a "conversation" with the instructor (see handout for specific details);
5. a critical film analysis focusing on at least five of the various language systems used by filmmakers to convey meaning (see handout for specific details);
6. completion and submission of the take-home final exam on or before the final class session.

GRADING:

The grading will be based on:

1. class attendance	20%
2. class participation/homework	20%
3. in-class presentation	20%
4. critical film analysis	20%
5. take-home final exam	20%

A=90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59, I = Incomplete

LEARNING OUTCOME ASSESSMENT:

All students' work will be evaluated for:

- knowledge of the subject matter from textbook, class lectures, discussion, video viewing, resources from research and class activities;
- ability to provide relevant examples to support viewpoints;
- clarity and logical presentation;
- ability to apply knowledge to understand and critically analyze the medium of film.

SCHEDULE
Drama 201 - Introduction to Motion Pictures & Television

Text: Giannetti, Louis. 1999, *Understanding Movies*, Upper Saddle River, NJ: Prentice Hall. 8th Edition

October 7	Course orientation and discussion of requirements Realism vs. Formalism
October 14	Language Systems of Film Film: <i>Citizen Kane</i> Reading Assignment: Chapter 12
October 21	Photography and Mise En Scene Film: <i>Legends of the Fall</i> Reading Assignment : Chapters I & 2
October 28	Movement Film: <i>Full Metal Jacket</i> Reading Assignment: Chapter 3
November 4	Editing Film: <i>Raiders of the Lost Ark</i> Reading Assignment: Chapter 4
November 11	Sound Film: <i>Amadeus</i> Reading Assignment: Chapter 5
November 18	Acting and Drama Film: <i>Silence of the Lambs</i> Reading Assignment: Chapters 6 & 7
November 25	Story Film: <i>Shakespeare in Love</i> Reading Assignment: Chapter 8
December 2	Writing Film: <i>Sling Blade</i> Reading Assignment: Chapter 9
December 9	Ideology and Theory Reading Assignment: Chapters 10 & 11 Take-home Final Exam and Critical Film Analysis Due

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Guidelines for Critical Film Analysis

Each student should select one of the films that will be viewed in class and write a critical analysis of this film. The film should be analyzed using at least five of the eleven language systems of film that are presented in the textbook and were discussed in class. These systems should be the lens through which you examine the film you have selected. Chapter 12 of the textbook is an examination of the film *Citizen Kane*. Each of the eleven language systems is used in this analysis; therefore, you may use this as a model for your own paper. Please adhere to the following guidelines:

1. All papers should be typed or in a word-processed form.
2. All papers should include a title page with the student's name, course, instructor and term dates.
3. All papers should be double-spaced.
4. Gianetti's *Understanding Movies* should be used as the primary resource; however, direct quotes should be kept to a minimum.
5. If other resources are used, they should be clearly documented internally (e.g. author, page #), and they should be indicated on a *Works Cited* page at the end of your document.
6. The paper should be a minimum of five pages and **maximum** of ten pages.
7. All papers should be submitted on or before the last class period - Saturday, December 9, 2000
8. Please submit papers in a portfolio folder (3 hole seam).
9. Papers will not be accepted after the submission deadline.

Please Note:

This paper should not be a summary of the action or a re-telling of what happened in the film. I have seen these films, and I know the stories. I am only interested in your analysis of how **meaning** was conveyed through the various language systems. If you are having a **difficult** time getting started, ask yourself this question:

What was the director of the film trying to communicate, and what language systems were used to say it?

The Language Systems of Film

Guide for "Conversations" – Student Presentations

Instead of an instructor lecture or a student report (i.e. lecture) on the various language systems of film, we're going to attempt a "conversation" on each. The conversation will consist of three components: (a) an opening 12 -15 minute introduction of the language system by the student or students assigned to that particular system; (b) a discussion of the language system between the instructor and the student or students presenting. This discussion will occur "fish bowl" style with the rest of the class listening in and taking notes; (c) a group discussion with the entire class actively participating.

To prepare for **his/her** presentation/conversation, each student should use the overview section - placed at the beginning of each chapter - as **his/her** guide for exploration and research of the text. The overviews provide a comprehensive listing of the most important elements of the chapter. These are the elements that I will be using to engage our conversations. Be familiar with them.

The student or students presenting will have become somewhat of the expert on the language system at hand. Even though they are **presenting/conversing** for the benefit of the entire class, this does not exempt the members of the class from reading the assigned material prior to the **presentation/conversation** and preparing themselves for the discussion that follows. Remember: the last component in the process is a group discussion with everyone actively involved.

Each student or pair of students assigned to a particular language system must create a handout to be distributed to each member of the **class** at the time of the presentation. This handout should contain any important information - from your assigned chapter - that you feel is worth focusing on and would be of most relevant value to the class. The handout should be one to two pages in length. It should be **typed** or in a word processed form. Please **bring enough copies of the handout** so **that** each member **of** the class may receive one.

Finally - in addition to the handout that you are to distribute to the class, I am requiring that each presentation utilize at least one other form of visual aid. This may be any of the following: charts, diagrams, drawings, photographs, overhead transparencies, or video. If you are **extremely** adventurous, feel free to use a powerpoint presentation. If you have other ideas for this other visual aid, please check with me.

Most importantly - BE CREATIVE AND INTERESTING!