

William A. Shine—Great Neck South High School
Course Expectation Sheet

ENGLISH DEPARTMENT

COURSE: RHETORIC OF THE MOVING IMAGE
(Revised 7/15)

In this one-semester course, seniors will *see* films, not *watch* movies, as they learn how to “read” and appreciate visual texts. Students will analyze 13-14 films from Germany, Italy, France, Ireland, Britain, Australia, China, Hong Kong, and the U.S.

FILMS

Selections will be made from the following list:

<i>Double Indemnity</i>	<i>North By Northwest</i>
<i>Witness</i>	<i>M</i>
<i>La Strada</i>	<i>On the Waterfront</i>
<i>Chungking Express</i>	<i>Groundhog Day</i>
<i>High Noon</i>	<i>Dr. Strangelove</i>
<i>Jesus Camp</i>	<i>The Wages of Fear</i>
<i>Yojimbo</i>	<i>The Last of the Mohicans</i>
<i>The Diving Bell and the Butterfly</i>	<i>Jaws</i>
<i>Some Like it Hot</i>	<i>Elephant</i>
<i>Cinema Paradiso</i>	<i>Casablanca</i>
<i>Spirited Away</i>	<i>Run Lola Run</i>

WRITING

Through a variety of critical and imaginative assignments students will interpret films by exploring subtexts and motifs and conducting *mise-en-scene* analyses. Students will keep a journal where they will reflect on films shown in class and they will write a research paper on a director’s canon and style.

RESEARCH

According to the Common Core writing standards, students “have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.”

To meet these goals, students

- will review the various kinds of sources that are appropriate for research
- will read and annotate secondary texts in order to identify primary claims and supporting evidence
- will compose an original thesis based on those readings
- will synthesize their sources and organize an original argument
- will develop the structure of the paper into a sentence outline
- will use MLA citation format
- will submit a final draft of the research paper through Turnitin

LANGUAGE

According to the Common Core language standards, “To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual

word as part of a network of other words—words, for example, that have similar denotations but different connotations.... Skills related to conventions, effective language use, and vocabulary are [vital] to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.”

To meet these goals, students

- ought to learn vocabulary in the context of their reading
- ought to apply vocabulary precisely in their writing
- will practice various techniques to develop clarity and control of language and style

WRITING CONFERENCES

Writing conferences provide students with the opportunity to discuss and improve their writing. Each student is expected to schedule appointments at a time that is mutually convenient for both student and teacher.

ASSESSMENT

- Major tests will be given on English testing day.
- In-class essays that require minimal preparation may be given on any day.
- Unannounced quizzes may be given on any day.
- Class participation may count as much as 20% of the quarter grade.
- It is the responsibility of absent students to arrange a time to make up missed work and tests.
- Students will be responsible for all assignments on the date they are due unless prior arrangements have been approved by the teacher.
- All unapproved late submission of work will be penalized by reduction in grade.

EXTRA HELP

Students are encouraged to attend extra help sessions on the day before English testing day.

ATTENDANCE PHILOSOPHY

Attendance is part of a student’s participation grade, which may count as much as 20% of the grade for the quarter. Regular attendance and punctuality are expected. Cutting is not permitted. If students intentionally absent themselves from a class without a legitimate reason, they will not be entitled to make up any assignments or exams missed during that period. Intentional absences are a clear message that students are not interested in doing their best. Excessive illegal absences or any cutting will result in parental notification and will have a negative impact on how class participation will be factored into quarter and final grades.

ACADEMIC INTEGRITY

Integrity of the academic process requires that credit be given where credit is due. Accordingly, it is unethical to present the ideas, representations, or words of another as one’s own or to permit one’s own work to be used by someone else without customary and proper acknowledgement of sources. In addition to such plagiarism, the following acts violate the academic integrity policy:

- copying or paraphrasing information from the Internet or out of a book
- copying information from a friend, classmate or sibling
- “collaborating” with classmates on assignments for which no collaboration is assigned
- sharing information about test or quiz questions and answers with classmates who will have a similar assessment later

When students submit work that is not their own, they will receive no credit for that work and will have no opportunity to make up that work. Students who willingly share their work with others are also subject to penalty.