Course Description (from the Bulletin): English 250 Introduction to Cinema. This course explores visual literacy through a study of film techniques and history. Relationships to narrative art and humanistic tradition are also examined. Prerequisite: English 103.

Required Texts:
Online readings can be found at: http://www.lincoln.edu/english/webresources.html

Class Requirements:
Active participation in class activities. Students should be prepared for all classes. Reading must be done before class. Assignments should be printed out before class.

Assignment Descriptions and Due Dates:
Ø Assignments are due in class. After class, projects handed in are one day late. Failure to complete any of the course assignments will likely constitute course failure.

Ø Late work will be accepted with the penalty of one third of a full grade deducted off the work’s final grade for each calendar day that the work is late, including weekends. Thus, a B paper handed in 6 days late will receive a D. Late papers can be submitted to my email account (no attachments ever; cut and paste them into the body of the email, and I will reply), and must be handed in the next class without any changes from the email version.

Ø The “Faculty Statement on Academic Dishonesty,” which is available online under the Registrar’s link, defines plagiarism and penalties. Plagiarism will be dealt with severely.

Other Activities:
ü Attendance. The Department adheres strictly to the University policy, which permits three absences (“excused” and otherwise); after which, the final grade will be lowered. Three late arrivals (after ten minutes) are equal to one absence. After fifteen minutes, do not enter class. You are absent. Typically, each absence in excess of three will lower the final grade by one-third of a grade point.

Description of Major Projects (Select One):

Recorded Scene: A select, pre-approved (by me) group will prepare a scene or use one from a film/screenplay, prepare a storyboard, and create a recorded scene, with opening titles and final credits. Running time can vary. No hand-held, family holiday-quality videos! This is a DIY project, but it is not an invitation to bore the rest of us with shoddy work. (Basic groundrule: SAFETY! No recording off-campus or in moving vehicles.)
Don’t endanger yourself! Please post the scene on Vimeo or YouTube with public access or private (with link emailed). When we screen your scene, feel free to invite your friends to class. The group should be prepared, as we move forward in the last five weeks of class, to discuss location(s), location control and scene dressing, and cinematography. Editing and sound-work will also be discussed with the class. Your final project will be graded along with your preparatory work. Missed deadlines and unreadiness will count against the final grade for all group members.

Your recorded scene will be viewed by an audience of adults, and it will represent the university. Please avoid using obscenity, nudity, and violence.

The Film Comparison research paper will be fully four pages long, in standard academic format, plus a works cited page. You may work with one other person for this project. You will need to use at least four sources beyond the two films you are comparing. You must rely on direct quotations, and you may only summarize or paraphrase two times in the entire paper. The paper will have three sections: a brief summary of both films (no more than one page or four short paragraphs), which covers the areas of both films that are pertinent to your analysis; a brief discussion of what one or two critics have said about your two films (a page or two); and finally a brief comparison of the two films that uses at least three technical terms from our course readings.

The Film Significance Presentation may consist of a few different ideas. Clear your idea with me before beginning. You may work in a group of up to three people. You may provide a dramatic reading from a film scene or two and then discuss the significance of the scene. You may write an original script for a scene or two and perform it and later discuss its significance. Finally, you may show a scene or two from a film and discuss its significance. You will need to provide me with a two to three page paper establishing the significance of your film. Use MLA for any secondary sources. After the paper, the main objective for this project is a public presentation, similar to a graduate school conference presentation, and participation in a Q and A session after your discussion.

For the written projects (and anywhere else you cite information from outside sources), include marked copies of your sources (i.e., web pages or texts you cite information from) in MLA. Your presentation will be graded equally with your written document.

Grading of Written Work:
All of your written work in English 250 will be evaluated based on three areas:
- Ø The use of standard Academic English (and the clarity of your presentation),
- Ø The organization of the paper/presentation, and
- Ø The depth of your ideas and use of sources.

Serious deficiencies in any one area can cause overall failure.

Assignments and Final Grading Scale:
30% Quizzes/summaries on readings and films
10%  Participation/In-class work
40%  Mid-term exam (20%) and Final exam (20%)
20%  Film Project (One of three listed above)

You must complete both exams, all quizzes (or make-up work—except for three, based on perfect attendance), and all major projects (to assigned specifications and without plagiarism) to pass the course. Anything less will cause course failure.
Course Calendar: Major Projects/Exams
(The calendar and assignments will be announced every class, and a new one posted for each of the three five-week segments of the semester.)

Week One:
Talk. Read:
http://www.thomasdanegallery.com/artists/45-Steve-McQueen/video/
for discussion/quiz next week.

Week Two:
T: Also you need to summarize (handwritten) http://www.filmsite.org/pre20sintro.html
Discussion on McQueen/Enwezor.
Th: Documentary viewing

Week Three:
T: Quiz on http://www.filmsite.org/20sintro.html
Th: Documentary viewing

Week Four:
T: Quiz on http://www.filmsite.org/30sintro.html
Th: Documentary viewing

Week Five:
T: Quiz on http://www.filmsite.org/40sintro.html
Th: Documentary viewing

Week Six:
T: Quiz on http://www.filmsite.org/50sintro.html
Th: Documentary viewing

Week Seven:
T: Quiz on http://www.filmsite.org/60sintro.html
Th: Documentary viewing

Week Eight:
T: Mid-Term Exam
Th: Quiz on:
http://www.wsws.org/en/articles/2013/01/05/djan-j05.html
and
http://www.newyorker.com/online/blogs/culture/2013/01/how-accurate-is-quentin-
tarantinos-portrayal-of-slavery-in-django-unchained.html

Week Nine:
T: Quiz on http://www.filmsite.org/70sintro.html
Th: Documentary viewing

Week Ten:
T: Quiz on http://www.filmsite.org/80sintro.html
Th: Documentary viewing

Week Eleven:
T: Quiz on http://www.filmsite.org/90sintro.html
T: Discussion and location scouting begins, as needed

Week Twelve:

Week Thirteen:
T: Quiz on http://www.learner.org/interactives/cinema/acting.html
http://www.learner.org/interactives/cinema/acting2.html
http://www.learner.org/interactives/cinema/editing.html

Week Fourteen: View filmed scenes/presentations (These may be screened during a convocation, and class will be rescheduled accordingly.)

Somehow, we also will find the time to do the following:
T or Th: Quiz on http://en.wikipedia.org/wiki/Film_crew
Th: More presentations and scenes.

Week Fifteen:
Reading Day
FINAL EXAM: date and time to be announced
FACULTY STATEMENT ON ACADEMIC INTEGRITY
Approved by the Faculty of Lincoln University
(http://aux.lincoln.edu/registrar/AcademicIntegrity.pdf)

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

1. Acts of Academic Dishonesty (Cheating). Specific violations of this responsibility include, but are not limited to, the following:

♦ Copying, offering and/or receiving unauthorized assistance or information in examinations, tests, quizzes; in the writing of reports, assigned papers, or special assignments, as in computer programming; and in the preparation of creative works (i.e. music, studio work, art).

♦ The fabrication or falsification of data, results, or sources for papers or reports.

♦ The use of unauthorized materials and/or persons during testing.

♦ The unauthorized possession of tests or examinations.

♦ The physical theft, duplication, unauthorized distribution, use or sale of tests, examinations, papers, or computer programs.

♦ Any action which destroys or alters the work of another student.

♦ Tampering with grades, grade books or otherwise attempting to alter grades assigned by the instructor.

♦ The multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor.

2. Plagiarism

♦ If a student represents “another person's ideas or scholarship as his/her own,” that student is committing an act of plagiarism

♦ The most common form of plagiarism among college students is the unintentional use of others' published ideas in their own work, and representing these ideas as their own by neglecting to acknowledge the sources of such materials.

♦ Students are expected to cite all sources used in the preparation of written work, including examinations.