# Course Overview

**Course Title:** Introduction to English Film Studies  
**Course Code:** EN2808  
**Course Duration:** 1 semester  
**Credit Units:** 3  
**Level:** B3  
**Proposed Area:**  
- Arts and Humanities  
- Study of Societies, Social and Business Organisations  
- Science and Technology  
**Medium of Instruction:** English  
**Medium of Assessment:** English  
**Prerequisites:** Nil  
**Precursors:** Nil  
**Equivalent Courses:** Nil  
**Exclusive Courses:** GE3401 Exploring English Cinema
Part II  Course Details

1. Abstract
(A 150-word description about the course)

This course will introduce students to the fundamental concepts and terminology needed to analyze English-language films. Beginning with a focus on the technical aspects of filmmaking, the course provides students with the basic vocabulary to discuss films in speaking and writing. Building upon this formal foundation, it then guides students to “read” the meaning of films as texts situated in their social, political, and cultural contexts. Through close analyses of films in writing and oral discussions, students have many opportunities in this course to sharpen their critical thinking.

2. Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting* (if applicable)</th>
<th>Discovery-enriched curriculum related learning outcomes (please tick where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Correctly and effectively recognize and use film terminology and apply basic film concepts to the analysis and evaluation of a given English language film or scene from an English language film.</td>
<td>X</td>
<td>A1 A2 A3</td>
</tr>
<tr>
<td>2</td>
<td>Examine multiple interpretive possibilities of and formulate arguments about English language films.</td>
<td>X X</td>
<td></td>
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<tr>
<td>3</td>
<td>Apply analytical and critical skills when viewing and writing analyses of English language films.</td>
<td>X X X</td>
<td></td>
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<tr>
<td>4</td>
<td>Appreciate the art of filmmaking and discover individual creativity through the production of group video project</td>
<td>X X X</td>
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* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing/constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students’ achievement of the CILOs.)

<table>
<thead>
<tr>
<th>TLA</th>
<th>Brief Description</th>
<th>CILO No.</th>
<th>Hours/week (if applicable)</th>
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Course Syllabus
Jun 2017
1. The instructor delivers interactive multimedia lectures in which the use of film terminology and analysis techniques are explained and illustrated.

2. Students watch film and film excerpts and discuss these using the appropriate terminology and concepts.

3. Students discuss various interpretations of films and the implications of these interpretations, including their social, cultural and historical contexts.

4. Students write in-class quizzes asking them to analyse film scenes using the concepts learned in class.

5. Students participate in-class writing workshops. The structure and content of each writing activity will be discussed in detail, together with sample papers for each assignment (i.e., scene analysis and film analysis).

4. Assessment Tasks/Activities (ATs)
   (ATs are designed to assess how well the students achieve the CILOs.)

<table>
<thead>
<tr>
<th>Assessment Tasks/Activities</th>
<th>CILO No.</th>
<th>Weighting*</th>
<th>Remarks</th>
</tr>
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<tbody>
<tr>
<td>Continuous Assessment: 100 %</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Essay (1)</td>
<td>X</td>
<td>X</td>
<td>25 %</td>
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Students will write a scene analysis paper, applying the skills of close film analysis and essay writing learned in class. Students will be asked...
to workshop a 1-page draft of their scene analysis paper in advance, which will be worth 5% of the grade.

<table>
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<tr>
<th>Quizzes and In-class discussion:</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>40%</th>
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</table>

Students will in-class quizzes that will measure students’ understanding of the material presented in the readings, lectures, or class discussions. Each quiz will consist of one essay question and a set of short answer questions. Students will also be assessed on the basis of their contributions to in-class discussions.

<table>
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<tr>
<th>Group Video Project (1):</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>35%</th>
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In groups, students will create a 5-minute video in English, seeking to apply the basic concepts of film form learned in the course, and they will present the video in class (15%). Additionally, students will be asked to submit a screenplay (5%) and a page personal reflection paper (10%).

Examination: ____% (duration: , if applicable)

* The weightings should add up to 100%. 100%
### 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Criterion</th>
<th>Excellent (A+, A, A-)</th>
<th>Good (B+, B, B-)</th>
<th>Fair (C+, C, C-)</th>
<th>Marginal (D)</th>
<th>Failure (F)</th>
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<tr>
<td>Scene Analysis Paper</td>
<td>Content and Style</td>
<td>Critically and accurately analyzes the most relevant aspects of the scene in question using appropriate terminology, presenting a clear argument supported with ample and detailed evidence. Provides a strong thesis statement and introduction that identifies the significance of the scene in relation to a broader theme in the film as a whole.</td>
<td>Accurately analyzes the most relevant aspects of the scene in question using appropriate terminology, supported with sufficient and relevant evidence. Provides a good thesis statement and introduction.</td>
<td>Analyzes aspects of the scene in question using some relevant terminology and supported by some evidence. Provides a weak thesis statement and introduction. No attempt to identify the significance of the scene in the context of the film as a whole. Engages primarily in description and plot summary rather than analysis. Some problems with structure/organization and paragraph development. A moderate to large lack of coherence and organization.</td>
<td>Only partially fulfills the requirements of the assignment. Basic user of English.</td>
<td>Does not fulfill the requirements of the assignment. Basic user of English.</td>
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Course Syllabus
Jun 2017
<p>| 1. Group Video | Content and Form | Theme, Story and Plot: The film accurately and creatively captures, the assigned theme. The story is clearly represented such that the viewer | Theme, Story and Plot: The film captures, broadly, the assigned theme. The story is clearly represented such that the viewer | Theme, Story and Plot: The film captures, broadly, the assigned theme. The story is not clearly represented. The plot is sometimes illogical and hard to follow. The | Only partially fulfills the requirements of the assignment. | Does not fulfill the requirements of the assignment. |</p>
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<tr>
<td>that the viewer knows what the film is trying to say about the theme. The plot is logical and innovative to follow. The viewer understands what is happening when and why.</td>
<td>knows what the film is trying to say about the theme. The plot is logical so that the viewer understands what is happening when and why.</td>
<td>viewer may be confused about what is happening when and why.</td>
<td><strong>Writing and Character:</strong> The characters have established motivations. The characters develop in some way through the film. The writing helps the viewers understand something about the beliefs, feelings or desires of the characters. The dialogue is natural. The dialogue is mostly narrating what is happening. The film relies too much on visuals.</td>
</tr>
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</table>
something about the beliefs, feelings or desires of the characters. The dialogue is natural. The dialogue is more than just narrating what is happening.

**Editing:** The film is edited in a way that is compelling and cohesive. The film makes use of different shot types to express particular messages (i.e., using establishing shots when changing location, close-ups to indicate some importance). The

called of the characters. The dialogue is natural. The dialogue is more than just narrating what is happening.

**Editing:** The film is edited in a persuasive way. The film does not make use of different shot types to express particular messages. The film does not attempt to employ classical film editing techniques like movement matching. The film does not attempt to use transition techniques like graphic matching.

**Visual Design:** There is no obvious visual design through costume, settings or cinematography. Visual continuity is lacking. The props are not used effectively. The film does not have an opening title sequence and a closing credit sequence.
**Visual Design:** The film employs classical film editing techniques like movement matching. The film attempts to use transition techniques like graphic matching. The film has an opening title sequence and a closing credit sequence. The film has subtitles.

**Technical Prowess:** The film looks good (i.e., control of lighting, interesting composition). The film sounds good.

**Performance:** The performances do not support the story or plot. The performances are unnatural and unbelievable.

**Course Syllabus**

**Jun 2017**
props effectively. The film has an opening title sequence and a closing credit sequence. The film has subtitles.

**Technical Prowess:**
The film look good (ie: control of lighting, interesting composition). The film *sounds* good (ie: can we hear the characters, is the sound balanced correctly). The film attempts some camera effects.

**Performance:**
The performances support the story or plot. The performances natural and believable.
Performance: The performances strongly support the story or plot. The performances are memorable, natural and believable.
Part III  Other Information (more details can be provided separately in the teaching plan)

1.  Keywords Syllabus
   (An indication of the key topics of the course.)

   principles of film form; film genres; elements of narrative; mise-en-scène; cinematography; acting; editing; sound; film history

2.  Reading List
   2.1  Compulsory Readings
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

   2. ...
   3. ...

   2.2  Additional Readings
   (Additional references for students to learn to expand their knowledge about the subject.)