



English in Media 2020-2 Syllabus

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course code: FLS308-01
 office # 722 International Studies Hall
 office hours: (to be announced)

Course Structure:

Due to the ongoing COVID-19 pandemic, the course will be, at best, a hybrid (both offline and online) but most likely be simply online; thus, the course has been structured for individual work through readings, lectures, and writing, with opportunities for online group activities. Predominantly, American films will be studied, with several objectives in mind. These include, but are not limited to, improving listening comprehension, enhancing leadership capabilities, summarizing and connecting ideas, building vocabulary and expressions, learning to identify important scenes and symbols in movies, addressing cultural topics, and sharing views/ideas with others. Students will write plot charts, reaction papers, and complete role sheets in preparation for discussion with classmates. Midterm and final examinations will be in the form of academic essays.

Text:

Innovative Approaches to Cinema (7th edition)

Blackwood, Michael

The films themselves will also act as reference sources; since we are in an unusual "online" existence, the films I choose will be taken from **Netflix**; thus, having a **Netflix** account is advisable, unless you have other legal ways to obtain the film. Discussion will be based on film content and occasional referencing to the text. Each film, optimally, will be viewed **three** times: once during class, with frequent breaks for lecture or discussion; again, while completing role sheets; finally, during midterm or final exam week to aid in completion of essays. The above text should be available after the first day of the semester; more info will be given in class as to when and where you can obtain the text.

Participation:

- Active participation in class is required, understandably in English. Students are expected to use English when communicating their ideas and opinions, doing exercises, and completing any writing assignments given by the professor. Participation includes attendance; therefore, you should arrive on time for class, ready to begin work. If you are late (coming in after class has begun generally constitutes "being late", or absent (showing up well after class has begun implies a general absence from the day's activities), there will be a penalty. This is practical rather than harsh; arriving late disrupts classroom activities, causing classmates to lose focus (their minds and mouths begin to wander), while absences deprive classmates of your participation. A maximum of four excused absences will be permitted. Ten or more absences (including the excused ones) will result in a failing grade; this follows Ministry of Education policy.
- Excused tardies and absences do not mean excused work; it is therefore the responsibility of the student to inquire about work missed. Notification of excused absences ought to be in a timely fashion and well documented, meaning official documentation, not simply blurry phone pictures sent to my email address. On that note, I do not check the EKU email system until the end of the semester; thus, ALL correspondence must be through the email address above and will be the source for measuring work "submitted in a timely fashion". A third or more unexcused absences will result in a failing grade. This is department policy. We will abide by it. Students who do not complete an assignment by a given deadline will likely receive a zero for that assignment; if it is a midterm or a final, the student could receive a zero for the course. It is the responsibility of the student to inquire about work missed (also, see **deadlines** below).

FYI (for your information):

- I expect English to be spoken during class. People who speak another language will be considered absent.
- Please be aware that **deadlines** are final. If late work is accepted (due to an excused absence, for example), it will be penalized by daily increments. Deadline extension must be granted by the professor prior to the due date. Failure to complete the midterm or final exam, and/or failure to complete assignments or tasks could result in failure of the course.
- Manners imply scholarly behavior; please refrain from using your cell phones or chatting during lecture; try and find a wi-fi spot with a quiet background, if possible. Come to class on time, prepared to learn (pencils, paper, textbook, etc).
- Please write your name, student number, and **EiM** on all work submitted (put this info in your emails AND on the assignment page itself when I open it). Failure to do so will result in lost points. Homework must be given through the email address on this syllabus in either MS Word or Pages; I do NOT use Google docs.
- Improperly composed emails will not be replied to, so make sure your email doesn't look like a text message; use correct spelling, punctuation, grammar, salutations, etc. Tell me who you are (name, student number, and

which class you are in). Also, Christmas and the 4th of July are not efficient times to inquire about the syllabus or grading policies, so please ask any questions early in the semester, when such answers will serve you best.

- Homework should be given in class, when I collect it, not thru email (unless otherwise directed by me due to, for example, pandemics, in which case use the email address on this syllabus and be sure and turn in the assignment by the deadline; documents must be in either MS Word or Pages; I do NOT use Google docs; you might also want to include a pdf version so that I can see how the document was intended to look). If we are on campus and assignments are collected in class, assignments that are two or more separate pages requires a staple in the upper left-hand corner; do not staple multiple assignments together. Failure to do these elementary things will result in lost points for you.

Course Outline and Goals:

- Outline: This course is designed to stimulate students' thinking of the world around them, as well as to provide the chance to employ communication skills through reading, writing, listening, and speaking. All activities are provided as a means to further stimulate students' thinking and to facilitate writing. Special effort has been taken to establish process rather than product goals. Also, see attached week-by-week syllabus for further details.
- Goals: The goals for this course include, but are not limited to, critical thinking, a willingness to explore ideas contrary to one's own beliefs, as well as knowing when information or data are relevant to an issue and how to find that information. In addition to these general concepts, the instructor also wishes to address student concerns for self discovery.

How are students assessed?

- I use a range of assessment methods for the course, including story plot charts, reaction papers, role sheets, role group and cafe discussions, as well as academic essay exams. There is in this course a clear emphasis on working with your peers to discuss ideas, and to work collaboratively to produce more individual confidence in speaking and listening in English.

Grade Codes

Overview of grading criteria:

95-100: A+, 90-94: A, 85-89: B+, 80-84: B, 75-79: C+, 70-74: C, 65-69: D+, 60-64: D, 59 and below: F

For Grade calculation, there are **5 units**, generally grouped as follows:

Unit 1: ROLE GROUP MEETINGS (scholarly conduct, attitude/motivation)

One score x/20 (20%)

Unit 2: CAFE DAY DISCUSSIONS (scholarly conduct, attitude/motivation)

One score x/20 (20%)

Unit 3: WRITING [student info email & assignment sets (plot charts, reaction papers, & role sheets)]

One score x/20 (20%)

Unit 4: MIDTERM (midterm essay exam)

One score x/20 (20%)

Unit 5: FINAL (final essay exam)

One score x/20 (20%)

For grade calculation:

These five weighted units are then added together, yielding a score for the course, not including attendance considerations or other sundries.

Note: Students who leave (without permission) before I have dismissed the class will be considered absent. It is the responsibility of the student to inquire about missed or assigned work. Some in-class assignments cannot be made up, logically, and will result in a score of zero for the assignment. Plagiarized work will receive a zero.

How is this course different from its previous name of Screen English?

The media field is very broad, so we will be focusing on the film aspect. Media areas of focus could include:

- talking about critical thinking narrative forms such as the nine journeys
- visual media
- cultural and national identity
- Emic/etic of gender, ethnicity, & sexual identity
- researching genre
- early through modern drama structure
- nation and travel
- Semantics/semiotics
- Ethics (notions of good and evil)
- Nathaniel Hawthorne's *The Scarlet Letter*
- the consumer culture and planned/perceived obsolescence
- approaches to popular culture
- screen media
- how the English language is used in global media
- learning from experience
- cultures of consumption
- 20th and 21st centuries
- Hollywood movies and society
- CS Lewis' four loves in cinema
- where literature and film overlap (i.e. Kurt Vonnegut's ideas of plot)
- Joseph Campbell and the role of the protagonist
- the hero's journey
- Judaeo-Christian influence on the nomenclature of protagonist and antagonist
- women and film (*The Bechdel Test*, *Mary Sue*, to name but two)
- conspiracy theory [Richard Hofstadter's *Paranoid Style in American Politics* (1964)]
- conspiracy theory (R. Hofstadter, J. Bratich, & M. Fenster, for example)
- The Rashomon effect
- utopia & dystopia
- Sir Thomas More (and his 1516 book, *Utopia*)
- Aldous Huxley's 1932 book, *Brave New World*
- George Orwell's 1949 novel, *Nineteen Eighty-Four*
- *Looking Backward* (1897, by E. Bellamy)
- magical realism (speculative cinema)
- science in the media, trans-humanism
- analyzing characters' personalities and relationships
- Implicit/explicit messages, propaganda in media at large
- Aristotle's elements of persuasiveness (ethos, logos, pathos)

**The above list was inspired/adapted in part by the University of Portsmouth website (UK); theirs is a three-year program in English and media studies, so we, in one semester, can only just scratch the surface of the many categories.*

Counseling Services:

The KU Student Counseling Center offers help to students having trouble at university or with their feelings. They are very good at listening. They have one-to-one counseling, group counseling, and even some tests people can take about their lives, feelings, personality, relationships, and more. During the semester, they are open from Monday-Friday from 9 a.m. - 5:30 p.m (closed for lunch). They are located in the Central Plaza Room 114. Tel: 3290-1540~1. Website: <http://kuscc.korea.ac.kr> (in Korean).

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A Bit More Detail**

English in Media is not only the study of how we communicate visually (and audibly), it is also the study of our fixation on the visual medium for the last hundred or more years; by this I am referring specifically to the motion picture, how it influences our lives and our opinions, how it can incite our imagination or aggravate our fears.

With the aid of technology, students have an opportunity to review visual artifacts (the films) on their own, as well as to understand and analyze nuances of said artifacts.

We will study images and symbols that are all around us in the world of media today. Students will have opportunities to explore major academic principles with other students, thereby gaining confidence and skill in utilizing those principles in English.

Course Objectives

By the end of this course students will have had the opportunity to:

- be able to define key academic terms used to discuss media, specifically the role of motion pictures in the modern world.
- become acquainted with many of the tools to be able to recognize, define, and apply the basic elements of media studies used by academics today.
- be able to engage in the fundamental discussions of academic thought: defining, describing, elaborating, analyzing, engaging in critical thinking, etc.
- be able to analyze elements within visual communication (films, primarily, but also potentially extending to adverts, pictures, covers, paintings, etc.) by breaking down elements.
- be able to express ideas by means of collaborative study and group discussions, informal presentations, etc.
- increase their level of confidence in speaking both formally and informally in English regarding media, specifically the visual/audio communication of film.

Requirements



Flash Drive (USB) (if we meet online, this is unnecessary)

Students will use this drive to save the current film for private study in their home as they complete assignments and exams. It does not have to be larger than 10GB (the biggest film I'm considering would be around 5GB and most will be approximately 2GB)



The Right Attitude

Most important of all, students are expected to have a positive attitude toward peers, the professor, and about the films; you won't "love" every movie or genre that we study, and that's ok (we don't love every book we read in a literature class, either). Students should have a constructive disposition and an open mind. Be respectful, polite, nice, and cooperative.

Grading Rubric



Exemplary work. Way above expectations. Displays a perfect application of the concepts covered and a great command of English. Attention to detail, extra time and a lot of extra effort. Displays a professional quality.



“Very good” work, above average. Displays extra effort, understanding of the concepts, and good use of English. Work that goes beyond the minimum conditions. Shows experimentation and insight with fresh ideas.



Satisfactory “good” work. All minimum conditions met. Strong effort that displays the understanding and application of the concepts covered in the course.



Work that is incomplete, inappropriate, unscholarly, rushed, plagiarized, or sloppy.

***addendum material inspired and adapted from Visual Communications (media elective course), Sacramento, California*

TENTATIVE WEEK-BY-WEEK SCHEDULE		
EiM wk \ day	Monday	Wednesday
Week 1	Course intro; student info email; syllabus overview; homework: student info email & textbook on Blackboard	syllabus review and assignments in detail (reaction paper sections especially)
Week 2	MOVIE ONE: <i>Easy A</i> ; vid on the ride of this film; media lecture topic: points of view; The Rashomon effect; what if the pov was another character (say, Mr. Griffith)?	media lecture topic: going over the reaction paper's 14 subsections for you
Week 3	1st role group meeting via Collaborate	1st cafe discussion day via Collaborate
Week 4	MOVIE TWO: <i>Black Mirror</i> episode <i>Nosedive</i> ; vid on its ride; media lecture topic: science in media, trans-humanism	2nd role group meeting via Collaborate (due to holiday next week, the role group meeting is moved up early, to here)
Week 5	2nd cafe discussion day via Collaborate	HOLIDAY (Chusok)
Week 6	MOVIE THREE: <i>The King's Speech</i> ; vid on the ride of this film; media lecture topic: evaluating sources (The CRAAP Test)	media lecture topic: prep for midterm; the academic essay
Week 7	3rd role group meeting via Collaborate	3rd cafe discussion day via Collaborate
OCD row	This row was made just so that the grey bars below would match the ones above. ^^*	
Midterm Week	working on your essay - - - >	midterm papers due by end of 2nd class
Week 9	MOVIE FOUR: <i>Get Out</i> ; vid on the ride of this film; media lecture topic: in CAHOOTS with the police	media lecture topic: feedback on essays, primarily common mistakes noted and how to avoid them for the final exam
Week 10	4th role group meeting via Collaborate	4th cafe discussion day via Collaborate
Week 11	MOVIE FIVE: <i>The Truman Show</i> ; vid on the ride of this film; media lecture topic: Judaeo-Christian influence on the nomenclature of characters	media lecture topic: where literature and film overlap (i.e. Kurt Vonnegut's ideas of plot)
Week 12	5th role group meeting via Collaborate	5th cafe discussion day via Collaborate
Week 13	MOVIE SIX: <i>Serendipity</i> ; vid on the ride of this film; media lecture topic: women and film (<i>The Bechdel Test</i>)	media lecture topic: prep for final; the academic essay revisited
Week 14	6th role group meeting via Collaborate	6th cafe discussion day via Collaborate
Week 15	Course wind-down; course feedback and vid for giving feedback; also, this is a potential buffer day for holidays	Q&A for final exam; also buffer day for holidays and other potential delays
Finals Week	working on your essay - - - >	final papers due by end of 2nd class