Course Outline

COURSE: ENGL 747  DIVISION: 90  ALSO LISTED AS:

TERM EFFECTIVE: Fall 2015  CURRICULUM APPROVAL DATE: 03/09/2015

SHORT TITLE: FILM AND LITERACY

LONG TITLE: Film and Literacy

<table>
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<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>Lecture</td>
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<td></td>
<td>Lab</td>
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<td>Other</td>
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<td>Total</td>
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COURSE DESCRIPTION:

This course utilizes film to build college-level reading, writing, and critical thinking skills.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated
Maximum of 99 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Students will recognize, develop, and employ effective reading strategies, such as predicting, questioning, evaluating, noticing, connecting, and reflecting.
   Measure: oral and written assessment

PLO:

ILO: 1, 2, 4, 5, 6

GE-LO:
2. Students will recognize, develop, and employ effective writing strategies, such as audience awareness, genre awareness, structure and organization, development, and tone and mood.
Measure: oral and written assessment
PLO:
ILO: 1, 2, 4, 5, 6
GE-LO:
Year assessed or anticipated year of assessment: 2016

3. Students will recognize, develop, and employ critical viewing skills, such as story grammar, imagery, point of view, and cause and effect
Measure: oral and written assessment
PLO:
ILO: 2, 5, 1, 4, 6
GE-LO:
Year assessed or anticipated year of assessment: 2016

4. Students will synthesize and relate skills across reading, writing, and critical viewing literacies.
Measure: oral and written assessment
PLO:
ILO: 1, 4, 5, 6
GE-LO:
Year assessed or anticipated year of assessment: 2011-2012

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 03/09/2015
4 Hours
Joseph Campbell's Journey of the Hero (which traces and synthesizes story grammar across cultures from around the world) introduced and defined through lecture and showing film clips, including interview footage of Campbell. Through writing and discussion, students relate their own lives to the Journey of the Hero and then analyze film clips. Students recognize story grammar and utilize and develop analyzing skills. Student practice prediction and questioning based on knowledge of the steps to the hero's journey.

4 Hours
Showing of the film Pray the Devil Back to Hell, a documentary on the successful women's peace movement in Liberia. This documentary is a companion piece to memoirs read in class, such as A Long Way Gone, Escape From Slavery, and When Heaven and Earth Changed Places. Before film showing, students fill out K and W columns of KWL+ chart, after showing students fill out L and + columns of KWL+ chart. Small and large group discussion of discoveries from chart. Students freewrite and pair share on a prompt about peace. Ends with instructor and class discussion of peaceful heroism and the steps to the Journey of the Hero present in the film.

4 Hours
Showing of the film Crouching Tiger, Hidden Dragon, a Chinese foreign language
film. Begins with lecture and discussion of reading rate and rate flexibility. Students freewrite on a topic, such as "what is love?". Students practice "chunking" and faster reading pace through reading subtitles for the film. After the film, students revisit topic of love with the question "what does the film teach the viewer about love?". Ends with instructor and class discussion of the writing prompt, reading rate, and the steps to the Journey of the Hero present in the film.

4 Hours

Showing of the film Coach Carter, based on the true story of a man who coaches boys basketball in an inner city high school in CA. Companion piece to the memoir True Notebooks. Begins with class reading an article on gangs, inner city youth and teen violence. Students highlight and annotate. Class makes predictions about film based on prior knowledge, the article, the learned steps of the Journey of the Hero. Film is interrupted in the middle and students review their predictions and make additions and subtractions with a partner. At the end of the film student review their prediction process and choose a character from the film to write a letter. Letters are shared. Ends with instructor and class discussion of peaceful heroism and the steps to the Journey of the Hero present in the film.

METHODS OF INSTRUCTION:
1. Lecture and class discussion. In-class instructor guided interpretation and analysis of films, as well as literacy strategy demonstrations.
2. Film showing, often with interruptions for discussion, student activities, and small group work.
3. Student participation through discussion, small group work, and literacy activities.
4. Guest speakers when appropriate and available

REPRESENTATIVE TEXTBOOKS:

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
    Not Transferable
UC TRANSFER:
    Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B
Classification: L
Noncredit Category: C
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: B
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000514130
Sports/Physical Education Course: N
Taxonomy of Program: 150100