

## Independent Study Online Course Syllabus

**Course Number: ELA 914**

**Course Title: Reel Reading: Film and Literacy**

X Online       Distance Learning

**Instructor:** Elaine Reimer-Paré  
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**Units: 3**  
**Grade Level: 7-12**

### Course Description

**Reel Reading: Film and Literacy** is an online, standards-based course that helps teachers learn how to use film to enhance their teaching of literature. Using a medium that students already love, teachers can make learning about plot structure, point of view, character development, setting, etc., an engaging and enjoyable process. Students in this course will read John Golden's *Reading in the Dark: Using Film as a Tool in the English Classroom*, develop lessons based on the models in the reading, and reflect on their learning/teaching experiences. The readings and assignments in this course are aligned with Common Core State Standards for English Language Arts. The course adheres to the teaching standards established by the National Council of Teachers of English and the five core propositions of the National Board for Professional Teaching Standards.

### Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

### Technology Requirements

In order to successfully complete the course requirements, course participants must have Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

***Moodle:***

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

***Moodle Site Login and passwords – (or other online course access information)***

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

***Getting Help with Moodle:***

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

**Discussion Forums:**

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

**Course Materials**

Golden, John. *Reading in the Dark: Using Film as a Tool in the English Classroom*. Urbana: National Council of Teachers of English, 2001.

(Cost for this text is included in the materials fee; the text will be mailed to the student upon registration.)

## **Course Requirements**

Students of this course will be required to complete all course assignments. Students will write reflective responses to their reading assignments and teaching experiences. They will develop and teach lesson plans that integrate the film, literary and pedagogical concepts modeled in the text. Students will be expected to connect their academic work with state standards and to research film-related issues such as viewing policies, film availability/resources, and teaching strategies.

## **National Content / Common Core State Standards**

The following **Common Core State Standards** for English Language Arts (Grades 6-12) are reinforced throughout this course:

### **College and Career Readiness Anchor Standards for Reading**

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and

quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

Feel free to consult the Common Core State Standards document for English Language Arts at <http://www.corestandards.org/>. This document includes grade-specific applications of these reading standards as they relate to teaching (pages 36-38).

In addition to meeting Common Core State Standards, this course promotes the following core propositions that characterize National Board Certified Teachers (NBCTs).

### **National Board for Professional Teaching Standards: Five Core Propositions (<http://www.nbpts.org/>)**

#### Proposition I: Teachers are Committed to Students and Their Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.

#### Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person—they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

**Learning Objectives / Outcomes**

Students of this course will be able to:

1. Implement teaching strategies that equip students to become confident, critical readers of fiction texts (CCSS 1, 2, 3, 6, 7, 9, 10; NBPTS Props. 1, 2, 3)
2. Identify key elements of film and recognize their relevance to the teaching of fiction texts (CCSS 2, 4, 5, 6, 7; NBPTS Props. 2, 3, 4)
3. Create innovative lesson plans that promote critical thinking and effective reading strategies through the use of films/clips and fiction print texts (CCSS 1-10; NBPTS Props. 1, 2, 3, 4)
4. Formulate analytical responses to course readings and film-related research (NBPTS Props. 4, 5).
5. Recognize how using film as a teaching tool in the classroom reinforces state and

national teaching standards (NBPTS Prop. 5)

## **Schedule of Topics and Assignments**

### 1. *Personal Experience with Film in the Classroom*

Describe your experience using film in the classroom. What role has film played in your teaching? Has it been a positive learning tool? Have you faced challenges? What are you hoping to learn through this course? (300 words)

### 2. *Text Reading*

Read the course's text *Reading in the Dark: Using Film as a Tool in the English Classroom* by John Golden.

### 3. *Film Terminology (Chapter 1)*

Develop and teach one lesson in which you introduce basic film terminology and cinematic effects to your students. Use Chapter 1 and Appendix A for guidance and inspiration. Find two film clips (not used by Golden) that demonstrate several of the terms you will introduce. Describe the significance of the clip and develop two or three "Questions to Consider" for each clip (see "Putting It All Together" section of Chapter 1). These film clips should be incorporated into your lesson.

**Lesson Plan Guidelines:** Please follow these guidelines for all of the lesson plans you develop for this course.

Your lesson plan does not need to be longer than one or two pages. Use a format and structure that is comfortable and practical for you, whether that means point form, outline, or short paragraphs.

#### **Your lesson plans should include:**

- a. Lesson's objective
- b. State standard(s) met through the lesson
- c. Classroom context (where the lesson fits within your curriculum)
- d. Process you will follow to meet the lesson's objective
- e. Assessment of the lesson's strengths and weaknesses (after you have taught the lesson)

### 4. *Film and Reading Strategies (Chapter 2)*

Chapter 2 discusses film and reading strategies. Golden uses predicting, responding to the text, questioning the text (at different levels), storyboarding, and soundtrack to engage students with

text. Plan and teach a lesson that helps students to use one of these strategies. Your lesson, as Golden demonstrates, should include both a film and a print text (choose one not used by Golden). Feel free to model your lesson (and handouts, if desired) on Golden's examples.

### *5. Film and Literary Analysis (Chapter 3)*

In Chapter 3, Golden explains how he uses film to move students toward literary analysis. Select one of the elements of fiction (character, setting, symbol, point of view, etc.) and create a brief lesson that uses a film clip and short text to demonstrate the element's role. Teach and assess the lesson.

### *6. Teaching Insight*

Choose an idea, observation, strategy, or teaching insight that you have had so far and share it in the course's forum for feedback and interaction. Read some of the observations made by your colleagues. Post brief replies to two of the entries.

### *7. Full-Length Film (Chapter 4)*

Choose a film that would be appropriate to show to your students in its entirety. Follow the process Golden outlines in Chapter 4 by noting the title of the film, your rationale for showing it, and your previewing exercises. Divide the film into viewing days according to your class schedule and prepare your lesson, as Golden models, with "Things to Notice," "Key Sequence," "Discussion Questions" for each day, and, finally, "Closing Questions/Activities." You are not required to teach the film for this course; submit your lesson plan without an assessment.

### *8. Text Response*

Write a critical response to Golden's strategies and examples. What insights did you gain from your reading? Were there particular examples or ideas that caught your attention? Did your reading raise additional questions? Did you think of other ways that film could be used in your classroom? (300 words)

### *9. Film Viewing Policies*

Each school, school district, or state may have different policies concerning film use in the classroom. Research the copyright laws and district guidelines that apply to your situation and relate your findings in a brief summary. (300 words)

### *10. State Standards and Film*

Consult your state's standards for the teaching of English. How does using film in the classroom meet specific objectives established by these standards? (300 words)

## 11. *Film Resources*

What resources are available for teaching film in the English classroom? Consult your school or district library and compile a list of potential film resources for your classroom. Research literary or film journals, relevant websites, textbooks, etc., for additional ideas about the role film can play in the English classroom. If you know teachers who have used film successfully, discuss with them the strategies they have found most effective. Write a response that details your findings. (300 words)

## 12. *Not Teaching These Lessons?*

If you are not teaching the lessons you have developed for this course, you may substitute the teaching and assessment aspects of the assignments with ONE of the following two options:

Option A: Read approximately 25-30 pages of a credible, educational source(s) that discusses the use of film in the classroom. You may consult the bibliography included at the end of Golden's text for possible resources, as well as the references section of this syllabus. Write a thoughtful, critical response to your reading. (500 words)

Option B: Develop two additional lesson plans inspired by ideas in Golden's text.

Please complete the option of your choice only ONE time. Do not complete an alternative assignment for each lesson.

## **Evidence of Learning**

- ⤴ Lesson plans implement the teaching methods and strategies promoted in the text; the plans show an understanding of how to apply reading strategies to both visual and print texts (Outcomes 1, 2, 3)
- ⤴ Written reflections and forum contributions connect to specific ideas in the text and demonstrate critical thinking, as well as an investment of time and energy (Outcome 4)
- ⤴ Lesson plans and written reflections demonstrate an understanding of the genre and an appreciation of its role in the teaching of fiction print texts (Outcomes 1, 2, 3, 4)
- ⤴ Connections between course material and national/state standards are clear and well-documented (Outcome 5)

## **Grading Policies and Rubrics**

Grades will be determined using the following percentages:

Written Responses (6): 40%

Lesson Plans (4): 60%

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Total scores determine the final grade:

90-100% = A

80-89% = B

79 or below = no credit

- ⤴ The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- ⤴ Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- ⤴ All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

**Grading Options**

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit the grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

**Grading Rubric for  
*Reel Reading: Film and Literacy***

	<b>A 90-100 points</b>	<b>B 80-89 points</b>	<b>No Credit Below 79 points</b>
<b>Written Responses 40%</b>  <b>Assignments #1, #6, #8, #9, #10, #11</b>	The response is insightful and critical. It demonstrates a close reading of the text and an understanding of its ideas. The response answers the question thoroughly and reflects an investment of time and appropriate research.	The response reflects concepts illustrated in the text, but it does not show evidence of careful, critical analysis. The response does what is expected to “meet the requirement” and “answer the question” without much creativity or insightful reflection.	There is little evidence of effort or reflection. The response does not demonstrate attentive reading of the text or appropriate application of its ideas. Assignments do not meet the required word length or the academic expectations of a graduate-level course.
	The lesson plan is modeled on Golden’s teaching strategies and reflects a	The lesson plan reflects a limited understanding of Golden’s teaching	The lesson plan is not the original work of the student. It is not modeled

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<p style="text-align: center;"><b>Lesson Plans</b> <b>60%</b></p> <p><b>Assignments #3, #4, #5, #7</b></p>	<p>clear understanding of the text’s premise. The plan is the original work of the student. It includes all required elements and is organized logically and clearly. The lesson is a creative, yet realistic plan that would help students strengthen their reading skills.</p>	<p>strategies. Although it is the original work of the student, it is simply a reorganization of an existing lesson plan. It includes most of the required elements, but does not provide much development of the ideas. The lesson plan follows the guidelines, but lacks enthusiasm and creativity.</p>	<p>on nor does it demonstrate an understanding of Golden’s teaching strategies. The plan is not realistic for use in the classroom and does not include the required elements. It lacks a cohesive structure and its ideas are not communicated clearly.</p>
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**Instructor/Student Contact**

Students who register for this course will receive a welcome e-mail from the instructor with information about accessing the course’s online site. Throughout the course, the instructor is available by e-mail or directly through the Moodle course site to answer questions or provide feedback. Each assignment that is submitted online will receive a response from the instructor.

**References**

**Books:**

Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. 6th ed. New York: McGraw-Hill, 2001.

Buckland, Warren. *Teach Yourself Film Studies*. Chicago: McGraw-Hill, 2003.

Costanzo, William V. *Reading the Movies: Twelve Great Films on Video and How to Teach Them*. Urbana, IL: National Council of Teachers of English, 1992.

Dick, Bernard F. *Anatomy of Film*. 4th ed. Boston: Bedford/St. Martin's, 2002.

Ebert, Roger. *Roger Ebert’s Book of Film*. New York: W.W. Norton, 1996.

Golden, John. *Reading in the Reel World: Teaching Documentaries and Other Non-fiction Texts*. Urbana, IL: National Council of Teachers of English, 2006.

Kawin, Bruce. *How Movies Work*. Los Angeles: University of California Press, 1992.

Krueger, Ellen, and Mary T. Christel. *Seeing and Believing: How to Teach Media Literacy in the*

*English Classroom*. Portsmouth, NH: Boynton/Cook, 2001.

Monaco, James. *How to Read A Film: The World of Movies, Media, and Multimedia*. 3rd ed. New York: Oxford University Press, 2000.

Schillaci, Anthony, and John M. Culkin, eds. *Films Deliver: Teaching Creatively with Film*. New York: Citation Press, 1970.

Teasley, Alan B., and Ann Wilder. *Reel Conversations: Reading Film with Young Adults*. Portsmouth, NH: Boynton/Cook, 1997.

### **Internet Resources**

[www.amlainfo.org](http://www.amlainfo.org) (Alliance for a Media Literate America)

[www.wm.edu/education/599/04projects/Muller.pdf](http://www.wm.edu/education/599/04projects/Muller.pdf)

[www.medialit.org](http://www.medialit.org) (Center for Media Literacy)

[www.mrqe.com](http://www.mrqe.com) (Movie Review Query Engine)

[www.pbs.org/wgbh/masterpiece/learningresources/fic.html](http://www.pbs.org/wgbh/masterpiece/learningresources/fic.html)

<http://rogerebert.suntimes.com/>

### **National and State Standards Information:**

<http://www.corestandards.org/>

<http://www.nbpts.org/>

[www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks)

[www.education-world.com/standards](http://www.education-world.com/standards)

<http://www.academicbenchmarks.com/search/>

### **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to log on to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

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## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

### **CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### **FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i>

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of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.