

Lights! Cameras! Action!

An Alternative Course for High School English: Movies as Literature

Grades:	8th - 12th
Prerequisites:	Student should be able to write a standard five-paragraph essay before registering for this class. Yes, we will review essay writing; however, very briefly. Typically, it is best, but not required, if a student has a year of MSW or AAE with either Jonathan or Eva before taking this course.
Day of Week:	Tuesday
Time of Class:	11:00 am – 12:30 pm ET
Length of Class:	20 weeks
Semester:	Fall 2022 and Winter 2023
Tuition:	\$400.00
High School Credit:	1 – English (If 8th or 9th grader – 1 – English HONORS)

Class Dates:

Week 1: Week of September 11

Week 2: Week of September 18

No classes from September 25 – October 6, 2023 – Jewish Holidays

Week 3: Week of October 9

Week 4: Week of October 16

Week 5: Week of October 23

Week 6: Week of October 30

Week 7: Week of November 6

Week 8: Week of November 13

No classes from November 20 – 24 – Thanksgiving Holidays

Week 9: Week of November 27

Week 10: Week of December 4

Make-Up Days: Week of December 11

Week 11: Week of January 8

Week 12: Week of January 15

Week 13: Week of January 22

Week 14: Week of January 29

Week 15: Week of February 5

Week 16: Week of February 12

Week 17: Week of February 19

Week 18: Week of February 26

Week 19: Week of March 4

Week 20: Week of March 11

Make-Up Days: Week of March 18

Instructor's Name:

Jonathan Meola

Instructor's Email:

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Description of Class:

Camera! Movies! Action! In this complete, one-year high school English course, we will combine learning with fun! Together, we will use classic movies to introduce and study the elements of literary analysis and critical thinking. We will view a variety of historical, classic and modern movies. The movies themselves take the place of literature, acknowledging the reality that this is the medium for storytelling most accessible to modern audiences. Preparation for discussion and the discussion itself teaches students many of the tools of literary analysis such as plot development, theme, foreshadowing, setting, mood, character development, symbolism, the author's purpose, point of view, motivation, puns, and irony. The analysis includes other aspects applicable to film such as staging and dramatic effects. After discussion, students are given two or three questions from which they will choose one as the subject for an essay.

Please note that there is an option for students to receive this class as an HONORS credit. There are three extra assignments to be done, which are due by class 11, class 15, and class 20.

Class Approach:

Students will watch the movies prior to the class discussion on that movie. EVERYONE IS EXPECTED TO PARTICIPATE IN THE DISCUSSION; therefore, class attendance is a vital component; however, we do understand emergencies. It is just that students will receive the

greatest benefit if they attend the class as it is in session. Following the discussion, where we analyze the various literary elements, students will have some analysis questions from where they will choose a subject for an essay. Expected turn around for watching movie, class discussion, assignment is every two weeks.

Goals:

- To have students become familiar with quality movies and the time periods they were set in
- To have students analyze quality movies
- To have students identify literary elements in movies
- To have students write analysis of movies
- To have students strengthen the writing process
- To have students scribe a five-paragraph essay with confidence

Textbook:

NONE

Additional Supplies/Resources Needed:

Access to the following movies (can be streamed, downloaded, borrowed from library, Netflix, Hulu, YouTube....) Please verify the YEAR of the movies to ensure you are streaming/renting/borrowing the correct version.

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|---|---------------------------------------|
| • Shane (1953) | Western |
| • Friendly Persuasion (1956) | Historical Fiction – Civil War |
| • The Quiet Man (1952) | Drama; Romantic Comedy |
| • Arsenic and Old Lace (1944) | Comedy (Black Humor) |
| • It's a Wonderful Life (1946) | Drama/Comedy |
| • 2001 Space Odyssey. (1968) | Sci Fi |
| • Rear Window (1954) | Mystery |
| • Dr. Strangelove: Or How I Learned to Stop Worrying and Love the Bomb (1964) | Historical Fiction/Satire/Black Humor |

Requirements:

All students entering this course should be able to write a basic five-paragraph essay.

Weekly Homework:

Over the course of two weeks, students should spend approximately eight to ten hours.

This equates to one hour a day.

This time includes watching the movie (2 hours), answering comprehension questions (2 hours – at the most) and writing essays (4 – 6 hours/essay).

Please remember, this is a high school class. To receive high school credit, students should be engaged for 120 hours.

Homework Policy:

Students **MUST** watch the movie prior to coming to class to be able to participate in the class discussion. Essay on the movie is due by the assigned due date.

Additional Policies:

Students **MUST** be respectful during class to other student's thoughts and opinions. Discussions are based on mutual respect. It is ok not to agree with one another; however, we must be able to accept that others might have different viewpoints. Remember, you might not like all movies we discuss and that is fine. Personally, there are a few that are not my personal favorites; however, they all have good qualities that are worth viewing and discussing.

Evaluation:

Students will receive an evaluation back via CANVAS with written, oral and possible "video" comments (if I get brave enough). In addition, you will find "grades" in GRADEBOOK within Canvas once papers are graded and/or quizzes are submitted.

"E" stands for Exceeds Expectation. To receive an "E", there is significant evidence that the student used the ASSIGNMENT PLANNER and COMPOSITION CHECKLIST. This paper "exceeds" my expectations. It goes the extra mile. This is the equivalent of an "A" in a traditional grading system. A means excellent, which in my opinion is above and beyond my expectations. *You must Impress me to receive a "E"*. Within the grade book on CANVAS, you will receive 10 points for an "E".

"M" stands for Meets Expectations. This paper shows that they have learned most concepts from the lesson presented in class as well as continued to implement the past concepts. It is a good paper; however, it does NOT go above and beyond. There is likely evidence of BASIC mistakes that the student should have mastered already. This is the equivalent of a "B" in a traditional grading system. This is where your child should be to be successful. This is a SOLID grade. Most students will likely be at this level. Within the grade book on CANVAS, you will receive 8 points for an "M".

"Y" stands for Not Yet. This paper shows lack of understand of the basic concepts taught in class. This paper shows that not enough time was put into writing and/or editing. This paper does not demonstrate that the student understood the lesson from class. This is the equivalent to a "C-" or "D" in a traditional grading system. Within the grade book on CANVAS, you will receive 6 points for an "Y".

"I" stands for Incomplete. This means you have not completed your work correctly according to the ASSIGNMENT PLANNER or COMPOSITION CHECKLIST. This is equivalent to an

"F" in a traditional grading system. Students CAN redo an I. Within the grade book on CANVAS, you will receive 4 points for an "I".

Eight Essays (one per movie)	10 points/essay
Final Project	10 points
Mid Term	5 points
Final Exam	5 points

Grading Scale:

100-90:	A
89-80:	B
79-70:	C
69-60:	D
59 – 0:	F

Anticipated Weekly Course Schedule:

Week	Topic
Week 1	Introduction to Course: Getting Started Why Movies? Why These Movies? How will this course work? Class Expectations Honors Option Explanation Movie Vocabulary Reviewing the elements of a five-paragraph essay. Reviewing types of essays: expository, persuasive, compare/contrast, critique and research. Introduce Movie <i>Shane</i> – Must watch by Class Three
Week 2	Movie: <i>Shane</i> (1953) What is an Expository Essay? Structure of a five-paragraph essay Banned Words and Basic Stylistic Techniques
Week 3	Movie: <i>Shane</i> (1953) HONORS OPTION Projects Explanation – Optional Class Discussion Introduce Movie <i>Friendly Persuasion</i> – Must watch by Class Five
Week 4	Movie: <i>Friendly Persuasion</i> (1956) What is a Persuasive Essay? How to Research in a Persuasive Essay? Creating a Bibliography and Using In-Text Citations

Week	Topic
	Stylistic Techniques: Clauses
Week 5	Movie: <i>Friendly Persuasion</i> (1956) Class Discussion Introduce Movie <i>The Quiet Man</i> – Must watch by Class Seven
Week 6	Movie: <i>The Quiet Man</i> (1952) What is a Compare/Contrast essay? Brainstorming a Compare/Contrast Essay Stylistic Techniques: Sentence Openers
Week 7	Movie: <i>The Quiet Man</i> (1952) Class Discussion Introduce Movie <i>Arsenic and Old Lace</i> – Must watch by Class Nine
Week 8	Movie: <i>Arsenic and Old Lace</i> (1944) Internet Scavenger Hunt on Historical Reference made in <i>Arsenic and Old Lace</i> What is a Critique Essay? Stylistic Techniques: Duals
Week 9	Movie: <i>Arsenic and Old Lace</i> (1944) Class Discussion Mid Term Review! Introduce Movie <i>It's a Wonderful Life</i> – Must watch by Class Eleven
Week 10	Take home midterm based on the first four movies and writing techniques learned Honors Project #1 due before Class 11
Week 11	Movie: <i>It's a Wonderful Life</i> (1946) Class Discussion Introduce Movie <i>The Rear Window</i> – Must watch by Class Fourteen
Week 12	Movie: <i>It's a Wonderful Life</i> (1946) Introduce the Final Project (Creative Based)- Due before Class Eighteen Review types of an essay: expository, persuasive, compare/contrast, critique Review Structure of an Essay Teach: Figurative Language: Simile, Metaphor, Personification, Hyperbole, Onomatopoeia, Alliteration, Tone, Symbolism, Theme, Idiom, Mood, Imagery
Week 13	Movie: <i>The Rear Window</i> (1954) Stylistic Techniques: Transitional Bridges and Teeter Totters

Week	Topic
Week 14	Movie: <i>The Rear Window</i> (1954) Class Discussion Honors Project #2 due before Week 15 Introduce Movie <i>Dr. Strangelove: OR How I Learned to Stop Worrying and the Love the Bomb</i> – Must watch by Class Sixteen
Week 15	Movie: <i>Dr. Strangelove: Or How I Learned to Stop Worrying and Love the Bomb</i> (1964) What is Research Writing? How to Research with Multiple Sources and Fused Outlines Stylistic Techniques: Triple Extensions
Week 16	Movie: <i>Dr. Strangelove: Or, How I Learned to Stop Worrying and Love the Bomb</i> (1964) Class Discussion Introduce Movie <i>2001: Space Odyssey</i> – Must watch by Class Eighteen
Week 17	Movie: <i>2001 Space Odyssey</i> (1968) Review of all types of writing: expository, persuasive, compare/contrast, critique, and research Review all Stylistic Techniques Learned Final Project due before Class Eighteen
Week 18	Movie: <i>2001 Space Odyssey</i> (1968) Class Discussion
Week 19	Review for Final Exam End of Year Jeopardy Game Honors Project #3 due before Week 20
Week 20	Take home Final Exam based on Full Year