



Course Syllabus

Franklin High School		2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf (“File-download-PDF document”). Syllabi will be posted on the FHS website under your name for the public to view.		
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Film & Literature		
Instructor Name: Jenny Tatone	Contact Info: jtatone@pps.net	
Grade Level(s): 12		
Credit Type: (i.e. “science”, “elective”) English	# of credits per semester: 1	
Prerequisites (if applicable): English 3/4		
General Course Description: Welcome! We will engage the framework of story and media, film and literature, to explore the powerful ways with which media (old and new) shape our sense of self and our view of the world. We will critically question the representation, misrepresentation and under-representation of race and identity in popular media. We will dig deep into the perpetuation of particular ideals and social norms through mass, popular media, especially as they relate to our Age of Anxiety, Culture of Fear and mental health epidemic. And we will study film and literature as masterful works of art and discuss the power of storytelling in its various forms.		
Prioritized National/State Standards: Reading (informational text) and writing standards: W.1-W.10 / R.1-R.10 / SL.1-SL.6.		
Course Details		
<i>Learning Expectations</i>		
Materials/Texts All materials/texts (films, articles, essays, short stories, poetry, etc.) will be provide digitally to students.		
Course Content and Schedule: Ideally, by the end of the year, you will understand the enormous power of narrative, the implications of dominant narratives, and the reality-shaping and -distorting outcomes of popular media. You will understand how to critically question informational text, societal norms, and single-minded viewpoints. You will learn how		



to craft provocative, analytical essays, hold multiple points of view simultaneously, and examine popular media (film, literature, news media, etc.) through a critical lens that sees beneath the often unexamined surface. And, you will have fun and feel that our course is relevant to your quality of life. Our course schedule is open, flexible and not firmly set in place, though we will loosely adhere to the following:

Quarter 3: We will explore representation and misrepresentation in film and storytelling, focusing on issues related to how popular and digital media shape identity, race, class, and gender. Such exploration will involve watching films, crafting film reviews, reading nonfiction critiques of media, and writing essays about media and identity.

Quarter 4: We will explore film and literature as art, diving into the immense power of storytelling and honoring healthy, creative escapism {comparing and contrasting it to excessive media consumption}. We will focus on becoming media makers and storytellers ourselves by collaborating on audio-video projects and other presentations.

Attendance, participation, and class discussions: 25% including weekly homework assignments and asynchronous study activities.

Journal: 25% Students will write freely as a means of expanding inquiry into both personal passions and social issues; they will engage the writing process as an avenue for experiencing critical consciousness around important life topics. Students will write responses to prompts regarding theme, content, writer's craft, etc. that arise from readings, films, and discussions. Students will also take notes during screenings, critique films, brainstorm ideas for essays, refine thesis statements, reflect on writing and progress, and build broader knowledge of grammar, punctuation, and vocabulary.

Essays & Projects: 50% Students will craft: (1) A narrative essay about the effects of media on their personal life and identity; (2) an essay that critiques a film (3) an essay that challenges the norms of the culture of domination; and (4) a multimedia/video project related to one of the aforementioned topics.

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Our course content is open and adaptable. My teaching pedagogy and strategies are flexible; assignments and lessons will be modified according to the unique needs of my students. All course material can be modified and differentiated in creative ways so that they are accessible and engaging in meeting the spectrum of needs present each class.

Safety issues and requirements (if applicable):

Classroom norms and expectations:
<i>Evidence of Course Completion</i>
<p>Assessment of Progress and Achievement:</p> <p>Reading what students write (both informally through journal work and formally through the composition of essays) will provide me with the most regular evidence of their learning experience. The majority of student writing will receive edits, feedback and opportunities for revision. Additional revision will offer opportunity for continued growth and progress. Moreover, listening to students in small group and whole class discussions will offer me insight into their learning.</p>
<p>Progress Reports/Report Cards (what a grade means):</p> <p>Grades will act as both evidence of participation and engagement (formative) and also as evidence of growth and progress (via the completion of written reflections, analyses, multiple drafts of essays, and multimedia projects and presentations, for example).</p>
<p>Career Related Learning Experience (CRLEs) and Essential Skills:</p> <p>Students will acquire critical thinking skills (via reading, writing, speaking and listening) that will support them in empowering their minds to engage wisely in the wider world of post-high school life, supporting them in fostering quality of life and success (be that in high education, career or personal life, in general).</p>
Communication with Parent/Guardian
<p>What methods are used to communicate curriculum, successes, concerns, etc.?</p> <p>Curricula are shared via Canvas, Google Classroom and email. Successes are shared via feedback on student work, conferences and also via email. Concerns are shared via phone calls.</p>
Personal Statement and other needed info
<p>I believe in providing a rich and meaningful experience for all of my students; this is why I design my lessons to offer opportunities for honoring the multitude of voices, stories and needs of all students in the room. This belief shapes my pedagogy, supporting me in sustaining a mindset of fluidity, flexibility, openness and educational designs and opportunities. Thus, I maintain awareness around and support for the vast diversity of perspectives, backgrounds and needs that play a key role in our shared educational experiences.</p>

