Film English

1071220 第 4 次中心會議通過

1. Objective

This course, Basic English for Specific Purpose (BESP), aims to equip students with integrated skills, including listening, reading, speaking and writing, by means of in-class practices and assigned tasks. BESP is served both as an advanced English course of English for General Purpose (EGP) and as a prerequisite preparation of English for Specific Purpose (ESP). It is categorized into four areas—arts and humanities, business and management, medicine and nursing, as well as engineering and technology. BESP contains a total of 10 different subjects (5 for each semester), and students may choose at least one course for each semester based on their academic or personal field of interest. The objectives of this course are to increase students' knowledge of language and cultures, and to engage students in critical thinking. Students may be required to participate in class activities and complete assigned tasks to elevate their language achievement, and they are expected to make PowerPoint presentation in English independently or as a group project.

2. Course Outline

This course aims to expand students' knowledge and to develop their critical thinking skills in film. Genres, styles and periods in the film history will be covered to introduce the development of this visual art. Specific topics or concepts will be presented and discussed in relation to the extracts screened. Each weekly session therefore is packed with clips from selected European, American and Asian cinemas to provide students with a broad understanding of film and its wider cultural context, as well as an enhanced appreciation of film in general.

3. 課程規範 Guidelines

(1) 授課目標：本課程「英文學習」的導向以訓練「聽」、「說」、「讀」、「寫」為主，並且以電影為主題的課程內容。此外，學生學習成效有別於傳統紙筆測驗；例如，可以培養學生進行團體或個人的英文簡報、以英文心得寫作、撰寫電影分析等等多元學生學習成效。

(2) 授課主題：授課主題可包含電影概論、技術等專業基礎知識，或依各類型電影介紹為主。每學期課程的主題(如下列)，建議授課教師將主題 1~5 之中，規劃共同授課教材，以規劃於 3~5 週的課程內容。此外，語文中心老師可以根據各下列主題陸續推薦適合觀看的影片，以建立推薦清單。

No.	Topic
1	Introduction to Film History
2	Film Theory and Terminology

3	Global Film Industry
4	International/Local Film Festivals and Studios
5	Film-making script writing
6	Romance
7	Comedy
8	Science Fiction
9	Fantasy
10	Action
11	Thriller
12	Horror
13	Documentary
14	Musical

(3) 電影教材使用方式：

1. 每週播放影片的時間以 20 分鐘為原則，如有必要播放長片，則一學期最多不超過兩片。
2. 播放影片請務必使用合法授權之公播版影片。影音教材請授課教師至語言中心或圖書館借用。
3. 因公播版數量較少，請授課教師群課前自行協調撥放時間，並請於課後立刻歸還，以免發生無法借用的問題。

(4) 電影英文教師社群：建議於 107 學年下學期可組成教師社群。社群應以教授「電影英文」課程的專任教師為社群主持人。(備註：此社群的設立可邀請業師分享教學心得、供授課教師彼此交換授課心得、或是協作備課等目的；社群運作之目標與成效由社群主持人與成員共同決議。)

(5) 期末分享：於該學年課程結束後，語文中心會安排教師分享會；屆時會邀請每位教授電影英文的教師，每位進行 10 分鐘的簡報；分享內容可為該課程的授課方式、教學活動、自編教材學習單等資料、參考網站或書目、學生學習成效、課程亮點與特色等相關資訊。此外，學校 E 化系統與教學資源互動網應有清楚的課程內容，如：18 週課程規劃、教材或補充講義、成績分配、作業資訊等。

4. 參考書目：授課老師或可參考下列書目網址，並須遵照此課程規範，自行準備教材。

(1) Donaghy, Kieran. *Film in Action: Teaching Language Using Moving Images*. Delta, 2015.

This book contains the following topics: the role of film within society; Film within education; the relationship between film and literacy in the twenty-first century; the importance of the young analysing and creating their own personal films; the educational benefits of creating moving images; as well as Strategies to using films inside and outside of the classroom. It also comes with a website, http://film-english.com/

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

Book Review by Dudley Barlow: The book makes direct links between film and literary study by addressing reading strategies (e.g. predicting, responding, questioning, and storyboarding) and key aspects of textual analysis (e.g., characterization, point of view, irony, and connections between directorial and authorial choices). Students sketch and label the painting, use an interactive tool to explore its elements, apply literary analysis tools to their interpretation, predict the painting's plot, and conclude the unit by creating a project that identifies and explains their interpretation of the painting.

(3) Weschler, Raymond. *ESLnotes. com*. Web. http://www.eslnotes.com/

This site offers a summary of the plot, a list of the major characters, a selection of phrases or dialogues from the scripts and various cultural references and questions for ESL class discussion.

(4) *Drew's Script-o-Rama.* Web. http://www.script-o-rama.com/

This site offers scripts that can be downloaded directly for free. In addition, it also has access to a few transcripts, which are the word-for-word dialog that is in the actual movie.

(5) The Columbia Film Language Glossary. 2015 The Trustees of Columbia University in the City of New York. Web.

https://filmglossary.ccnmtl.columbia.edu/term.

This site provides a glossary of film terms with clips to exemplify them.

(6) *Film Art: An Introduction*. By David Bordwell, Kristin Thompson, Jeff Smith.

Since 1979, David Bordwell, Kristin Thompson and now, Co-Author, Jeff Smith's *Film Art* has been the best-selling and most widely respected introduction to the analysis of cinema. Taking a skills-centered approach supported by examples from many periods and countries, the authors help students develop a core set of analytical skills that will enrich their understanding of any film, in any genre. In-depth examples deepen students' appreciation for how creative choices by filmmakers affect what viewers experience and how they respond. *Film Art* is generously illustrated with more than 1,000 frame enlargements taken directly from completed films, providing concrete illustrations of key concepts. Along with updated examples and expanded coverage of digital filmmaking, the eleventh edition of Film Art delivers SmartBook, first and only adaptive reading experience currently available, designed to help students stay focused, maximize study time and retain basic concepts.