

课程详述

COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 Course Title	American Culture and Language Acquisition Through Film 美国电影英语
2.	授课院系 Originating Department	Center for Language Education
3.	课程编号 Course Code	CLE068
4.	课程学分 Credit Value	2
5.	课程类别 Course Type	通识选修课程 General Education (GE) Elective Courses
6.	授课学期 Semester	春季 Spring/秋季 Fall/夏季 Summer
7.	授课语言 Teaching Language	英文 English
8.	授课教师、所属学系、联系方式 (如属团队授课, 请列明其他授课教师) Instructor(s), Affiliation & Contact (For team teaching, please list all instructors)	Anthony Michael Rendon amrendon@sustech.edu.cn Conrad James Herrera conrad@sustech.edu.cn
9.	实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact	无 NA
10.	选课人数限额(可不填) Maximum Enrolment (Optional)	Under 30

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other (Please specify)	总学时 Total
学时数 Credit Hours	32	N/A	N/A	N/A	32
12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	N/A				
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	N/A				
14. 其它要求修读本课程的学系 Cross-listing Dept.	N/A				

教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

This course is designed to:

- Expose students to a rich source of natural language input and flow in a multitude of culturally diverse and visually engaging contexts
- Investigate the “Melting Pot” metaphor associated with the U.S. and how it pertains to understanding the “American” language and culture.
- Give students a cinematic understanding of American societies
- Show students how English is used by different ethnic groups and minorities in the US: Native-American, Chicano-American, European-American, African-American, and Asian-American
- Explore the use of different English colloquialisms

16. 预达学习成果 Learning Outcomes

By the end of this course students will develop their formal and informal American English competency and cross-cultural capabilities in the following areas:

Informal American English Language Proficiency

- Students will be able to recognize different regional accents from the U.S.
- Students will be able to imitate a variety of accents through script reading and formal presentations

American Cultural Capabilities

- Students will be able to use roleplay to express their understanding of intercultural communication
- Students will be able to appropriately modify their body language and speech patterns according to the contexts of various social situations

Academic English Language Proficiency

- Produce clear and concise information in English

Learned Skills

- Identifying
- Synthesizing
- Evaluating
- Categorizing
- Personalizing
- Critical Thinking

17. 课程内容及教学日历（如授课语言以英文为主，则课程内容介绍可以用英文；如团队教学或模块教学，教学日历须注明主讲人）

Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)

Week 1

Course and Syllabus Introduction

- Course Description: Go over learning objectives and major assignments
- Movie Genres: Sci-Fi and Comedy
- Survey students for their favorite movies/genres
- Reading: Scripts for roleplay and pronunciation activities

Week 2

Genre Roleplay: Drama and Action

- Discuss the importance of movie trailers: Focus on American English language accents; Colloquialisms
- Impact of film on Pop Culture
- Reading: Scripts for roleplay and pronunciation activities
- Speaking: Pronunciation activity
- Writing: Predictive writing assignment
- Listen and Practice: Worksheet

Week 3

Genre Roleplay: Horror and Crime

- Discuss the importance of movie trailers: Focus on Colloquialisms
- Key vocabulary
- “Based on a True Story” Discussion
- Informal language and pronunciation
- Reading: Scripts for roleplay and pronunciation activities
- Speaking: Pronunciation activity
- Writing: Predictive writing assignment
- Listening: Hidden Undertones

Week 4

Native-American Language: Windtalkers

- Key vocabulary
- “Based on a True Story” Discussion about the real Wind Talkers
- Informal language and pronunciation
- Understanding of the Use of Navajo language
- Reading: Scripts for roleplay and pronunciation activities
- Speaking: Pronunciation activity
- Writing: Predictive writing assignment

Week 5

Native-American Language: Prey

- Key vocabulary
- “Sci-Fi and Reality” Discussion
- Informal language and pronunciation
- Understanding of the Use of Camanche language
- Reading: Scripts for roleplay and pronunciation activities
- Speaking: Pronunciation activity

-Writing: Predictive writing assignment

-Listen and Practice: Worksheet

- Complete Response and Reflection #1 and save in an electronic folder accordingly

Week 6

Chicano-American Language: Mi Familia (My Family)

-Key vocabulary

-Different generational understandings of social environment

-Informal language and pronunciation

-Understanding of the Use of Spanish and Spanglish

-Reading: Scripts for roleplay and pronunciation activities

-Speaking: Pronunciation activity

-Writing: Predictive writing assignment

-Listen and Practice: Worksheet

Week 7

Chicano-American Language: La Bamba

-Key vocabulary

-“The Day the Music Died” Discussion

-Understanding of the Use of music in language learning

-Movie soundtracks and scores

-Reading: Scripts for roleplay and pronunciation activities

-Speaking: Pronunciation activity

-Writing: Predictive writing assignment

- Complete Response and Reflection #2, and save in an electronic folder accordingly.

Week 8

Midterm Group Presentation

-Group videos are due and will be viewed and critiqued in class.

Week 9

European-American Language: West Side Story

- Key vocabulary
- The power of musicals and impact they have on language acquisition
- Impact of Shakespeare and the “Romeo and Juliet” story
- Reading: Scripts for roleplay and pronunciation activities
- Speaking: Pronunciation activity
- Writing: Predictive writing assignment
- Listen and Practice: Worksheet

Week 10

European-American Language: The Departed

- Key vocabulary
- The Irish influence in the North Eastern U.S.
- Comparison between the American and Hong Kong films
- Language and Structure of American law enforcement
- Reading: Scripts for roleplay and pronunciation activities
- Speaking: Pronunciation activity
- Writing: Predictive writing assignment
- Listen and Practice: Worksheet
- Complete Response and Reflection #3 and save in an electronic folder accordingly

Week 11

Poster Presentation

- Students will alternate between being presenters and audience members during the poster session. Classroom will be transformed into a poster exhibition hall.

Week 12

African-American Language: The Color Purple

- Key vocabulary

- Segregation in the southern U.S.
- Rural and southern African American speech patterns
- Misogyny and women's struggles
- Reading: Scripts for roleplay and pronunciation activities
- Speaking: Pronunciation activity
- Writing: Predictive writing assignment
- Listen and Practice: Worksheet

Week 13

African-American Language: Boyz N Da Hood

- Key vocabulary
- Difference between educated and uneducated English usage
- Poverty in African American communities
- Racially and culturally specific language
- Racism
- Reading: Scripts for roleplay and pronunciation activities
- Speaking: Pronunciation activity
- Writing: Predictive writing assignment
- Listen and Practice: Worksheet
- Complete Response and Reflection #4 and save in an electronic folder accordingly

Week 14

Asian-American Language: Gran Torino

- Key vocabulary
- Intercultural communication between first- and second-generation immigrants and native-born Americans
- Racially and culturally specific language
- Masculinity and redemption
- Reading: Scripts for roleplay and pronunciation activities

-Speaking: Pronunciation activity

-Writing: Predictive writing assignment

Week 15

Asian-American Language: The Joy Luck Club

-Key vocabulary

-Intercultural communication between first- and second-generation immigrants and native-born Americans

-Racially and culturally specific language

-Mother-daughter struggle for control

-Generational conflicts

-Interracial marriage and relationships

-Reading: Scripts for roleplay and pronunciation activities

-Speaking: Pronunciation activity

-Writing: Predictive writing assignment

-Listen and Practice: Worksheet

- Complete Response and Reflection #5 and save in an electronic folder accordingly

Week 16

COURSE REVIEW (Q&A)

-Review main lessons from the semester

-Q&A Session

-Reflecting the use of informal and culturally specific American English

- Complete Response and Reflection #6 and save in an electronic folder accordingly

- Upload compiled document - the Compiled Document Portfolio - to Blackboard.

18. 教材及其它参考资料 Textbook and Supplementary Readings

Reference Book:

Mamula, Tijana. *The Multilingual Screen: New Reflections on Cinema and Linguistic Difference*. New York: Bloomsbury Academic, 2016.

* In addition to reading materials, other resources may be used when necessary. Films will be provided by instructors for students to view on their own time.

课程评估 **ASSESSMENT**

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance	Daily	10%		
课堂表现 Class Performance	Daily	10%		In-class Participation
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments	During Semester	20%		Individual Film Poster Presentation
期中考试 Mid-Term Test	During Semester	20%		Mid-Term Group Video Presentation
期末考试 Final project	During Semester	40%		Individual Portfolio
期末报告 Final Presentation				
其它 (可根据需要 改写以上评估方 式) Others (The above may be modified as necessary)				Specific details will be given to students during class. All information will be available to enrolled students in the course.

20. 记分方式 **GRADING SYSTEM**

- A. 十三级等级制 **Letter Grading**
 B. 二级记分制 (通过/不通过) **Pass/Fail Grading**

课程审批 **REVIEW AND APPROVAL**

21. 本课程设置已经过以下责任人/委员会审议通过
This Course has been approved by the following person or committee of authority

Center for Language Education

