



Nicolet High School

Film as Literature and Composition

Course Syllabus

Fall 2025 and Spring 2026

Accelerating Achievement for Every Student, Every Classroom, Every Day

Instructor Contact Information:

Mark Magnuson	mark.magnuson@nicolet.us	(414) 351-8284
Lisa Moore	lisa.moore@nicolet.us	(414) 351-8286
Rebecca Winkler	rebecca.winkler@nicolet.us	(414) 351-8272

Canvas Information:

Course Description:

This course will focus on how various techniques of filmmaking help craft narrative. Students will watch shorts and full length feature films from various genres as a class, as partners, as well as individually. Discussions will involve analyzing film for both narrative elements as well as film technique. Discussions will also take place around critical reviews of particular films and the film industry as a whole.

Materials & Resources:

Books, Supplies:

[Moving Pictures: An Introduction to Cinema - Richard Sharman \(E-Text\)](#)

[Swank Digital Videos Archive](#)

[Login Information](#)

Login: TBD

Password: TBD

Additional Help

Assessment/Grading Policy:

Course Grade will be determined by the semester work (80%)and semester exam (20%)

Semester Grades will consist of:

Formative:

Unit Pre-Assessments
Weekly Discussion Posts
Reading Responses and Notes
In-Class Work

Summative:

2 Formal Film Reviews (25 Points Each)
Unit Based Writing or Project Assessments (50 Points Each)

Final Examination:

End of Course Project/Presentation

Standards Addressed:

R.11-12.1: Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

R.11-12.3: In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

R.11-12.6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

W.11-12.2: Write text in a variety of modes:

- Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning, literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
- Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orientates the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and

reflection, to develop experiences, events, and/or characters.

W.11-12.3: Create writing that utilizes:

- Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
- Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.5: Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

- Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.
- Propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives.
- Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.4: Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the

organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

L.11-12.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
- Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

All course summative assessments

L.11-12.1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
- Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
- Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
- Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

L.11-12.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).
- Spell correctly.

Class Expectations:

Be on Time - Be Respectful - Be Responsible - Be Safe

Assignments:

Formative Assessment	15%	Formative Assignments will not be accepted after the Unit of
----------------------	-----	--

		Study has been concluded. *No credit will be given
Summative Assessments	85%	Summative Assessments will not be accepted 2 weeks after the Unit of Study has been concluded *Credit will be reduced accordingly to the lateness of the submission) **After 2 weeks, <u>no credit will be given</u>

Grading Scale:

The numeric value indicates the lowest possible score for the designated letter grade.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
97	93	90	87	83	80	77	73	70	67	63	60	0

Short-Term Virtual Learning Information

If Nicolet shifts to a virtual learning day because of weather or other short-term reason, we will continue our learning on Canvas. All the information that you will need for this class on a virtual learning day will be found in the announcement that will appear in our Canvas course. You must submit the work assigned for this day by 11:59 to verify your attendance, but we encourage you to begin your work early enough so that you can use the designated office hour time during the school day for any questions that you might have.

Plagiarism and Academic Integrity

Nicolet High School commits itself to excellence and equity by intentionally engaging students in achieving personal success and contributing to the local and global economy. Academic integrity is vital to this commitment. Therefore, student work must be the student's own and completed in accordance with the District's academic integrity expectations.

Academic Integrity and Use of Artificial Intelligence

Learning is an active process that engages students in the development of new skills and knowledge, therefore students may use AI **only when they have been given permission by their teachers and use AI to support active learning**. This permission is given with the expectation that students will use Artificial Intelligence **effectively** and **responsibly** and that it will be used to **augment** learning and not replace it. Copying and pasting of Artificial Intelligence output and presenting it as original work is considered plagiarism and constitutes a violation of the Nicolet District Academic Integrity policy.

Teachers who give permission for the use of AI may require citation or other documentation and may provide additional expectations of what approved use of AI looks like in their course.

Units of Study:

Introduction to Film as Story

Introduction to Film Technique and Production

Genre Study

Film Adaptation of Literature

Calendar of Study:

	Weekly Plans and Objectives	Assessments Due
Week One	Slides for Week One	<u>Unit One: Introduction to Film as Story</u> Week One Discussion
Week Two	Slides for Week Two	Week Two Discussion
Week Three	Slides for Week Three	Week Three Discussion
Week Four	Slides for Week Four	Formative Assessments for Unit One Closed Summative Assessment #1 - Introduction to Film as Story
Week Five	Slides for Week Five	<u>Unit Two: Introduction to Film Technique and Production</u> Week Five Discussion
Week Six	Slides for Week Six	Week Six Discussion
Week Seven	Slides for Week Seven	Week Seven Discussion
Week Eight	Slides for Week Eight	Summative Assessment #1 Closed Formative Assessment for Unit Two Closed Summative Assessment #2 - Introduction to Film Techniques and Production

Week Nine	Slides for Week Nine	<u>Unit Three: Genre Study</u> Week Nine Discussion
Week Ten	Slides for Week Ten	Week Ten Discussion
Week Eleven	Slides for Week 11	Formative Assessment for Unit Three Closed Summative Assessment #3 - Genre Study
Week Twelve	Slides for Week 12	Summative Assessment #2 Closed <u>Unit Four: Film Adaptation of Literature</u> Week Twelve Discussion
Week Thirteen	Slides for Week 13	Week Thirteen Discussion
Week Fourteen	Slides for Week 14	Summative Assessment #4 - Film Adaptation of Literature
Week Fifteen	Slides for Week 15	<u>End of Course Final Project</u>
Week Sixteen	Slides for Week 16	Work Week
Week Seventeen	Slides for Week 17	Work Week
Final Week		Presentation of End of Course Final Project