FILM ANALYSIS

The purpose of this assignment is to apply the concepts or theories discussed in class to the communication behavior in specific situations. This paper will be a typed, double-spaced, error-free, and a **minimum of 4-5 pages long**.

Select a film that you have access to. Use the list as a guide or make note of any others we discuss in class. You must make sure it’s an approved film. After viewing it, decide on the best chapter that you think best explains the communication and behavior of the main characters. Turn to that chapter to determine which concepts you will use for the analysis. For example, the Developmental Course of Friendship from Chapter 10 or the Developmental Stages in Romantic Relationships from Chapter 11 works well applied to the movie “When Harry Met Sally”. You would make the argument as to which one of these two chapters you believe works best.

Your paper should follow a strong organizational format:

1. An introduction that argues which film and why you chose it; the theory (or concept(s), idea(s)) from the chapter you will be using along with descriptions of the theory(s), and a justification.
2. The body of the paper needs to focus on the application of the chapter to the communication and behavior in the film. I am not interested in a summary or plot—I’ve seen the films—this is an analysis that shows me you understand how to recognize and apply any of the principles we’ve discussed in class. Set up a mini thesis for each idea, use quotations or well-stated paraphrasing to provide the evidence. Using examples that include behavior descriptions and dialogue is the best way to support your point. Offer clear analyses of how this example fits with the concept/idea you are offering. I will evaluate how well you match up the communication behavior examples from the movie to the concepts.
3. Finally, the conclusion should summarize your main point; discuss what you have learned from doing this assignment and how it applies to your life. (For further understanding, please see the evaluation rubric following list of films)

Some possible films: *(Please ask about other films in class to add to this list)*

- War of the Roses
- Truly, Madly, Deeply
- Pretty in Pink
- Driving Miss Daisy
- Pretty Woman
- Do the Right Thing
- Tootsie
- Field of Dreams
- The Commitments
- The Mambo Kings
- The Waterdance
- Regarding Henry
- Mean Girls
- Scent of a Woman
- Rainman
- Annie Hall
- Uncle Buck
- Fried Green Tomatoes
- The Trip to Bountiful
- Boyz N’ the Hood
- Frankie & Johnny
- Home Alone
- Cape Fear
- My Girl
- On Golden Pond
- Enchanted April
- Shallow Hal
- A River Runs Through It
- The Color Purple
- Planes, Trains, Automobiles
- Only the Lonely
- Witness
- Fatal Attraction
- Grand Canyon
- Dances with Wolves
- Long Time Companion
- Howard’s End
- The Player
- The Doctor
- Husbands and Wives
- A League of Their Own
- A Few Good Men
Prelude to a Kiss    Searching for Bobby Fischer    Mrs. Doubtfire
Philadelphia    A Bronx Tale    The Piano
Schindler’s List    Joy Luck Club    Reality Bites
Remains of the Day    The Truth about Cats & Dogs
Shadowlands    Something to Talk About    My Big Fat Greek Wedding
Why Did I Get Married?    Crash    500 Days of Summer
I Love You Man    Avatar    How to Lose a Guy in 10 Days
Eat, Pray, Love    Easy “A”

Plus any we brainstorm in class….

The Superior paper—100-90%

**Thesis:** easily identifiable, plausible, crystal clear
**Structure:** evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.
**Use of Evidence:** primary source information provided with every point with at least one example along with excellent integration of quoted material into sentences.
**Analysis:** writer clearly relates evidence to mini thesis; analysis is fresh, offering new perspectives and clear strength of application.
**Logic and argumentation:** all ideas in the paper flow logically; the argument is identifiable, reasonable and sound. Writer makes clear connections with chosen chapter material.
**Mechanics:** sentence structure, grammar and diction excellent; correct use of punctuation and, if necessary, citation style; minimal to no spelling errors.

The Good paper—89-80%

**Thesis:** promising, but may be slightly unclear, or lacking insight or originality.
**Structure:** generally clear and appropriate, though may wander occasionally—may have a few unclear transitions, or a few paragraphs without strong topic sentences.
**Use of evidence:** examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Use of quotes well integrated.
**Analysis:** evidence often related to mini-thesis, though links perhaps not very clear.
**Logic and argumentation:** argument of paper is clear, usually flows logically and makes sense. Occasional insightful connections to chapter material made.
**Mechanics:** sentence structure, grammar and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline paper—79-70%

**Thesis:** may be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.
**Structure:** generally unclear, often wanders or jumps around—few or weak transitions, many paragraphs without topic sentences.
**Use of evidence:** examples used to support some points. Points will often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. Some generalizing is used rather than specific developed examples.
**Analysis:** quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

**Logic and argumentation:** logic may often fail, or argument may often be unclear.

**Mechanics:** problems in sentence structure, grammar, and diction (usually not major). There are errors in punctuation, citation style, and spelling; may have several run-on sentences or coma splices.

The “Needs Help” paper—69-60%

**Thesis:** difficult to identify at all, may be bland restatement of obvious point.

**Structure:** unclear, often because thesis is weak or non-existent. Transitions confusing and unclear; few topic sentences.

**Use of evidence:** very few or very weak examples; general failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; improper manner.

**Analysis:** very little or weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

**Logic and argumentation:** ideas do not flow at all, usually because there is no argument to support; simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics:** big problems in sentence structure, grammar, and diction; frequent major errors in citation style, punctuation, and spelling; may have many run-on sentences comma splices.

The Failing paper—59% and below

Shows obviously minimal lack of effort or comprehension of the assignment; very difficult to understand owing to major problems with mechanics, structure, and analysis; has no identifiable thesis, or utterly incompetent thesis.