ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: FLM 2009

Date: 23 March 2016

Credit Hours: 3.0

Prerequisite(s): None

Delivery Method: ☒ **Lecture**   **0 Contact Hours** (1 contact = 1 credit hour)

☐ **Seminar**   **0 Contact Hours** (1 contact = 1 credit hour)

☐ **Lab**   **0 Contact Hours** (2 contact = 1 credit hour)

☐ **Clinical**   **0 Contact Hours** (3 contact = 1 credit hour)

☒ **Online**

☒ **Blended**

Offered: ☒ **Fall**   ☒ **Spring**   ☒ **Summer**

IAI Equivalent –*Only for Transfer Courses*-go to *http://www.itransfer.org*: F2 908

CATALOG DESCRIPTION:
Background viewing, critiquing, lectures, and discussions on the history and appreciation of cinema as an art form and its influence on and reflection of society. The course introduces students to art aesthetics and theory using a wide variety of film genres.

GENERAL EDUCATION GOALS ADDRESSED

[See the last page of this form for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

☒ To apply analytical and problem solving skills to personal, social, and professional issues and situations.

☐ To communicate successfully, both orally and in writing, to a variety of audiences.

☐ To construct a critical awareness of and appreciation for diversity.

☒ To understand and use technology effectively and to understand its impact on the individual and society.

☐ To develop interpersonal capacity.

☐ To recognize what it means to act ethically and responsibly as an individual and as a member of society.

☐ To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.

☒ To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

Outcome 1. Analyze various film techniques and genres to attain a greater understanding and appreciation of the artistic quality of film

Competency 1.1 Describe, define, and identify elements of photography—such as but not limited to angles, shots, color use—in relation to a film's theme

Competency 1.2 Describe, define, and identify elements of mise en scène—such as but not limited to character proxemics, set construction, prop display—in relation to a film's theme

Competency 1.3 Describe, define, and identify elements of movement—such as but not limited to changes of effect in regard to movement of the subject within the frame and movement of the camera—in relation to a film's theme

Competency 1.4 Describe, define, and identify elements of editing—such as but not limited to jump cuts, crosscutting, and classical cutting—in relation to a film's theme

Competency 1.5. Describe, define, and identify various film genres—such as but not limited to melodrama, the Western, the musical, *Film Noir*—in relation to a film's theme

Outcome 2. Understand how films are made and how the film industry operates.

Competency 2.1 Explain and discuss the process of film-making for both independent and conglomerate corporate studios
Competency 2.2 Recognize, define, and identify roles/occupations within the film industry and discuss their function in film production, e.g., producer, director, actor, key grip, etc.

Outcome 3. Demonstrate an understanding of the impact that history, politics, and technology have had and continue to have upon the films produced.
Competency 3.1 Demonstrate an understanding of how different periods in cinema history--such as the beginnings (1890-1920) of silent films, the advent (1920s-1930s) of talkies, the introduction of color (1930s to 1940s), etc.-- have influenced films
Competency 3.2 Discuss how history and cinematic history have influenced film, and vice versa
Competency 3.3 Discuss how politics have influenced film, and vice versa
Competency 3.4 Discuss how technological advances have influenced film, and vice versa

Outcome 4. Express the way society impacts films and the way films impact and reflect society.
Competency 4.1 Explain the relationship between a societal change or social theory and the corresponding change in film
Competency 4.2 Explain the relationship between a change in film and the corresponding change in society
Competency 4.3 Synthesize discussions of film theory with discussions of social theory

Outcome 5. Come to conclusions about the role of film in society and determine their responsibility to each other.
Competency 5.1 Write clearly about films using ideological and/or social theories
Competency 5.2 Write clearly about society, showing how it has affected and continues to affect filmmakers' construction of reality

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS
[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
Goal 1: To apply analytical and problem solving skills to personal, social, and professional issues and situations.	• Outcome 1: Analyze various film techniques and genres to attain a greater understanding and appreciation of the artistic quality of film. • Outcome 2: Understand how films are made and how the film industry operates. • Outcome 3: Demonstrate an understanding of the impact that history, politics, and technology

	have had and continue to have upon the films produced. • Outcome 4: Express the way society impacts films and the way films impact and reflect society. • Outcome 5: Come to conclusions about the role of film in society and determine their responsibility to each other.
Second Goal	
Goal 4: To understand and use technology effectively and to understand its impact on the individual and society.	• Outcome 2: Understand how films are made and how the film industry operates. • Outcome 3: Demonstrate an understanding of the impact that history, politics, and technology have had and continue to have upon the films produced.
Third Goal	
Goal 8: To connect learning to life.	• Outcome 1: Analyze various film techniques and genres to attain a greater understanding and appreciation of the artistic quality of film • Outcome 3: Demonstrate an understanding of the impact that history, politics, and technology have had and continue to have upon the films produced. • Express the way society impacts films and the way films impact and reflect society. • Come to conclusions about the role of film in society and determine their responsibility to each other.

COURSE TOPICS AND CONTENT REQUIREMENTS:

1. History of Cinema, focusing on technology: Silent Film Era to modern Films utilizing Digital Sound, Animation, Computer-Generated images, etc.

2. Introduction to Film genres—e.g., the Musical, the Western, Action/Adventure, etc.—and film techniques—e.g., shots, sounds, colors, scripts, special effects, etc.

3. Introduction to film-making, especially business, political, and technical/production concerns

4. Defining and viewing of films—whether originating in cinema, television, or computer—to illustrate concepts covered in class lecture, discussion, and readings

5. Discussion of effects of popular opinion on film, in terms of commercialism and concept of art and discussion on Film's effects upon society

INSTRUCTIONAL METHODS:

1. Analysis of readings and lecture on business, history, politics, and technology involved in cinema and of films viewed

2. Viewing representative films

3. Reading of materials related to films concerning technical and critical   aspects of film

4. Examinations, papers, and presentations--intended not only to measure recall but to promote "new" critical thinking and analytical skills, as well

5. Writing as a learning tool

INSTRUCTIONAL MATERIALS:
Podium/Lectern
Black/Whiteboard
Chalk/Erase Markers
Classroom/Smart Classroom
Class Management Software
Desks for students
TV/VCR/Projector/Monitor
Videos/DVDs/Blue Rays
Overhead projector and transparencies
Photocopies of instructional materials
Textbooks

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

1.   Students must read assigned readings from primary and secondary sources and view assigned films.

2.   Students must pass mid-term and final examinations.

3.   Students must submit a paper, papers, and/or journal writings to a combined minimum total of fifteen (15) pages of formal writing. Short papers (3-5 in quantity, 1-2 pages in length) should relate concepts to films, e.g. papers in which students must explain form's relation to content. Long papers (1-2 in quantity, about 10 pages in length) should demonstrate student has attained knowledge of concepts. Additionally, projects may also be used to show this attainment, e.g., script-storyboard project, synthesis paper, video-film project, etc.

4.   Students must attend and participate in discussion sessions, demonstrating   ability to critique films based on concepts covered in readings and lecture.

5.   Students must attend lecture.

Grading scale to be determined by the instructor.

OTHER REFERENCES

Carnes, Mark C. ed. *Past Imperfect: History According to the Movies*. New York: Henry Holt and Company, 1995.

Cook, Pan, and Philip Dodd, eds. *Women and Film*. Philadelphia: Temple University   Press, 1993.

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Desmond, John M., and Peter Hawkes. *Adaptation; Studying Film & Literature*. New   York: 2006.

Dick, Bernard. *Anatomy of Film*. New York: St. Martin's Press, 1990.

Ellis, Jack C. *A History of Film*. Englewood Cliffs, NJ: Prentice-Hall Inc., 1990.

Field, Syd. *Screenplay*. New York: Dell, 1994.

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Frymer, Benjamin, et al, eds. *Hollywood's Exploited: Public Pedagogy, Corporate   Movies, and Cultural Crisis*. New York: Palgrave Macmillan, 2010.

Giannetti, Louis. *Understanding Movies*. Englewood Cliffs, NJ: Prentice-Hall, Inc.,   2011.

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Harrington, John. *The Rhetoric of Film*. Chicago: Holt, Rinehart and Winston, Inc., 1973.

Holland, Norman. *Meeting Movies*. Madison, NJ: Fairleigh Dickinson University Press,   2007.

Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*. New York: NYU Press, 2008.

Kashani, Tony. Deconstructing *the Mystique: An Introduction to Cinema*. 2nd ed.   Dubuque, IA: Kendall Hunt Publishing, 2013.

Kashani, Tony and Ben Frymer. *Lost in Media: The Ethics of Everyday Life*. New York: Peter Lang Publishing, 2013.

Kellner, Douglas. *Media Spectacle*. New York, Routledge, 2003.

Kolker, Robert. *Film, Form, and Culture*. Burr Ridge, IL: McGraw Hill, 2002.

Lumet, Sidney. *Making Movies*. New York: Vintage Books, 1996.

Mast, Gerald, and Bruce F. Kawin. *A Short History of the Movies*. New York: Pearson   Longman, 2006.

Mast, Gerald, Marshall Cohen, and Leo Brady, eds. *Film Theory and Criticism*. New   York: Oxford University Press, 1992.

Perkins, V. F.. *Film as Film*. New York: Penguin Books, 1972.

Petrie, Dennis, and Joseph Boggs. *The Art of Watching Films*. New York: McGraw –Hill,   2012.

Phillips, William H. *Film: An Introduction*. New York: Bedford/St. Martin's, 2005.

Prince, Stephen. *Movies and Meaning*. New York: Pearson, 2004.

Steinberg, Shirley R., and Joe L. Kincheloe. *Christotainment: Selling Jesus through   Popular Culture*. New York: Westview Press, 2009.

Course Competency/Assessment Methods Matrix

Course Prefix, Number and Name	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Options																																
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below. (Direct/Indirect)		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Outcome 1. Analyze various film techniques and genres to attain a greater understanding and appreciation of the artistic quality of film		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 1.1 Describe, define, and identify elements of photography—such as but not limited to angles, shots, color use—in relation to a film's theme		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 1.2 Describe, define, and identify elements of mise en scène—such as but not limited to character proxemics, set construction, prop display—in relation to a film's theme		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 1.3 Describe, define, and identify elements of movement—such as but not limited to changes of effect in regard to movement of the subject within the frame and movement of the camera—in relation to a film's theme		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 1.4 Describe, define, and identify elements of editing—such as but not limited to jump cuts, crosscutting, and classical cutting—in relation to a film's theme		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 1.5. Describe, define, and identify		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X

various film genres—such as but not limited to melodrama, the Western, the musical, *Film Noir*—in relation to a film's theme																														
Outcome 2. Understand how films are made and how the film industry operates.	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 2.1 Explain and discuss the process of film-making for both independent and conglomerate corporate studios	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 2.2 Recognize, define, and identify roles/occupations within the film industry and discuss their function in film production, e.g., producer, director, actor, key grip, etc.	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Outcome 3. Demonstrate an understanding of the impact that history, politics, and technology have had and continue to have upon the films produced.	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 3.1 Demonstrate an understanding of how different periods in cinema history--such as the beginnings (1890-1920) of silent films, the advent (1920s-1930s) of talkies, the introduction of color (1930s to 1940s), etc.--have influenced films	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 3.2 Discuss how history and cinematic history have influenced film, and vice versa	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 3.3 Discuss how politics have influenced film, and vice versa	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 3.4 Discuss how technological advances have influenced film, and vice versa	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Outcome 4. Express the way society impacts films and the way films impact and reflect society.	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 4.1 Explain the relationship between a societal change or social theory and the corresponding change in film	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 4.2 Explain the relationship between a change in film and the corresponding change in society	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Competency 4.3 Synthesize discussions of film theory with discussions of social theory	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X
Outcome 5. Come to conclusions about	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X			X	X

the role of film in society and determine their responsibility to each other.																														
Competency 5.1 Write clearly about films using ideological and/or social theories		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X						X			X	X
Competency 5.2 Write clearly about society, showing how it has affected and continues to affect filmmakers' construction of reality		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X						X			X	X