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OFFICE TELEPHONE: 972-860-4244
EMAIL: derror@dcccd.edu

DRAM 2366 Film Appreciation I (3)  Survey and analyze cinema including history, film techniques, production procedures, selected motion pictures, and cinema's impact on and reflection of society. (3 Lec.) (Coordinating Board Academic Approval Number 5006025126)

CORE OBJECTIVES:
- Critical Thinking – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and ability to engage effectively in regional, national, and global communities

STUDENT LEARNING OBJECTIVES
After having successfully completed this course, students should be able to:
- Analyze film through written response.
- Demonstrate a basic knowledge of film history, form, and genre.
- Describe the collaborative nature of cinema and the many jobs required to develop a motion picture.
- Discuss/Describe the relationship of cinema to society as it relates to his/her perspective.

INSTRUCTIONAL STRATEGY:
- Students will read assigned textual materials, complete the assigned activities, view a film that exemplifies the issues brought forth in the textual materials and activities, and participate in a discussion following their viewing of the film.
- Students will then take a weekly quiz.
- Students will answer the prompt questions I post on the discussion board each week and respond critically to at least one peer's posting.
- The all-essay final exam will be comprehensive.
- Finally, students will complete an analysis project: students will select, view, and analyze two films in a similar genre - one chosen from an earlier decade and a contemporary film (at least 3 decades must separate the films - exceptions possible with instructor approval) - and compare and contrast them in terms of the following: how the socio-political culture of the time influenced each film, technical elements (cinematography, lighting, editing, mise en scene, color usage, etc.), and content (theme, acting, myths perpetuated, genre stage, etc.)

Subject Matter Disclaimer - Cinema is an art which imitates human living: since sexuality and violence are a part of human living, some materials in this class may deal with sexual or violent images, behaviors, situations, and language. People who may be offended by such materials may want to reconsider taking this course.

COURSE POLICIES:

A. District Policies/Academic Calendar: 
http://www.brookhavencollege.edu/about/administration/vpi/Pages/Syllabus-Addendum.aspx
B. Class Requirements:

Supplemental Readings - These include essential materials not included in the textbook, relevant film clips to exemplify key concepts, milieu sheets, and film info. **All readings and film clips are required, not optional.**

Quizzes - There is one each week.

Exams - There will be one major exam - a final that will be comprehensive. It will be all essay and you will have at least a week to complete it.

Analysis project - Students will
1. Select one partner. (A trio may be possible with advanced permission and agreement of all members.) You may divide the work as you see fit, but everyone must contribute equally.

2. Select, view, and analyze two films in a similar genre, style, or form; with a similar theme, or with the same director - one chosen from an earlier decade and a more contemporary film (at least 3 decades separating the films - exceptions possible with instructor approval). YOU MUST GET YOUR TITLES APPROVED BEFORE YOU BEGIN. IF YOU DON'T GET YOUR TITLES APPROVED OR CHANGE TITLES WITHOUT PERMISSION, YOU LOSE A LETTER GRADE ON YOUR ANALYSIS PROJECT

3. Compare and contrast the two films in terms of
   - how the socio-political culture of the time influenced each film,
   - technical elements (cinematography, lighting, editing, mise en scene, color usage, etc.),
   - and content (theme, acting, myths perpetuated, etc.)

4. Complete an analysis form for each film (a blank template is in this folder - analysis sheets do NOT count toward paper length)

5. Compose a 1800-2500 words typed report (see note re. plagiarism below) and email it to me as a Word document, an .rtf, or a .txt file. (I cannot open WordPerfect documents.)

6. Complete a Peer Evaluation on each team member and email it to me separate from the project itself. **What I don't want:** pages and pages of plot summary! **What I DO want:** analysis! What's different and why? What was/is each director trying to do? How is each film representative of the attitudes, political climate, available technology, etc. of the time period from which it arose? Stuff like that!

Class participation/Discussion Board - Active, thoughtful participation on the class discussion board is required. Students must respond to the questions I will post each week, read the postings made by other students, AND respond to at least one other student's posting. **Discussion Board Specifics:** Each Discussion Board posting is worth a maximum of 14.5 points. Your Discussion Board grade will, therefore, increase each time you post. (If you are awarded full credit each week, for example, you will see 14.5 the first week, 29 the second week, 43.5 the third week, and so on.) I also reserve the right to award up to an additional 10 points to a student's final Discussion Board grade for continual exemplary efforts on the Discussion Board throughout the semester.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A (14.5) Outstanding</th>
<th>B (12-14) Proficient</th>
<th>C (9-11) Basic</th>
<th>D/F (0-8) Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>• <em>rich</em> in content</td>
<td>• substantial information</td>
<td>• generally competent</td>
<td>• rudimentary and superficial</td>
</tr>
<tr>
<td></td>
<td>• full of thought,</td>
<td>• thought, insight, and analysis has taken place</td>
<td>• information is thin and common</td>
<td>• no analysis or insight is displayed</td>
</tr>
<tr>
<td></td>
<td>insight, and analysis</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Connections</td>
<td>Clear connections to previous or current content to real-life situations</td>
<td>• connections are made</td>
<td>• limited, if any connections</td>
<td>• no connections are made</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• not really clear or too obvious</td>
<td>• vague generalities</td>
<td>• off topic</td>
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*Note re. plagiarism: What I don't want: pages and pages of plot summary! What I DO want: analysis! What's different and why? What was/is each director trying to do? How is each film representative of the attitudes, political climate, available technology, etc. of the time period from which it arose? Stuff like that!*
**Uniqueness**
- new ideas
- new connections
- made with depth and detail

- new ideas or connections
- lack depth and/or detail

- few, if any new ideas or connections
- rehash or summarize other postings

- no new ideas
- "I agree with ..." statement

**Timeliness**
- all required postings
- early in discussion
- throughout the discussion

- missing 1-2 required postings and/or
- some not in time for others to read & respond

- missing 3 required postings and/or
- most at the last minute without allowing for response time

- four or more required postings missing

**Stylistics**
- few grammatical or stylistic errors

- several grammatical or stylistic errors

- obvious grammatical or stylistic errors
- errors interfere with content

- obvious grammatical or stylistic errors
- makes understanding impossible

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**Instructor Turn-Around Time**
I will respond to emails within 36 hours (or sooner), including weekends. Your grades for the midterm, final, and analysis project will be posted within 2 weeks (or less) of their due date, and quiz grades post automatically after your having taken them. I will email you question-specific feedback on the midterm. Feedback on the analysis project and final are also available upon request.

**Grade Determination** - all assignments will be graded on a 100-point scale.

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<tr>
<th>Grading Components</th>
<th>Weight</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Quiz average - 30% (the lowest 2 grades will be dropped, and the rest will be averaged together)</td>
<td>30%</td>
<td>Due Sunday of the week they’re assigned by 1155pm. There will be no makeup quizzes for any reason.</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
<td>Make up exams will be given only in the event of the most extenuating of circumstances, at the Instructor’s discretion.</td>
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<tr>
<td>Analysis Project</td>
<td>40%</td>
<td>Reduced by one letter grade for every day it's late</td>
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<tr>
<td>Discussion Board</td>
<td>20%</td>
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<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Comments</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
<td>I round up, meaning an 89.5 becomes a 90, but an 89.4 stays an 89.</td>
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<tr>
<td>B</td>
<td>89 - 80</td>
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<td>C</td>
<td>79 - 70</td>
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</tr>
<tr>
<td>D</td>
<td>69 - 60</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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**Cheating/Plagiarism Policy** - [https://www1.dcccd.edu/catalog/ss/code.cfm](https://www1.dcccd.edu/catalog/ss/code.cfm) prohibits all forms of academic dishonesty. If the instructor suspects plagiarism and requests information, it will be **incumbent upon the student to demonstrate**
definitively that s/he has not plagiarized, so please retain all evidence (rough drafts of papers, notes, outlines, annotated source materials, etc.) of your having done writing projects yourself and be prepared to discuss your paper’s contents at length with the instructor without having said paper in hand. If a student is caught cheating or plagiarizing (including but not limited to 'cutting and pasting' unattributed passages from the Internet), the student will receive an F for that assignment. If the student is caught a 2\textsuperscript{nd} time, the student will receive an F for the course. \textbf{This applies to the midterm, final, and analysis projects especially.}

Syllabus part II: http://www.brookhavencollege.edu/about/administration/vpi/Pages/Syllabus-Addendum.aspx