

Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

FILM 201 – Introduction to Cinema
Category A. Arts and Humanities

*2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.*

With rare exception, the students who enroll in FILM 201, Introduction to Cinema, are already enthusiastic consumers of film. The aim of the course is to take what is often a very surface, entertainment-only approach to motion picture viewing, and help students to develop a deeper appreciation for cinema, recognizing and evaluating production techniques, filmmaker intent and audience response.

This process begins by helping students to identify the basic formal elements – the building blocks – of movies. By examining the structure of a film – from sequences to scenes to single shots – and then learning the production techniques that build them, students learn the key concepts and the vocabulary of film. (**Outcome A.1**)

With a fundamental understanding of mise-en-scène, narrative structure and cinematography, students are ready for their first foray into cinema criticism. By reading the analyses and evaluations of noted film critics, and also trying their hands at analytical writing, students begin to recognize the difference between simply liking (or disliking) a film and really understanding and appreciating it, on a more critical level. (**Outcome A.2**)

The students' cinema education continues with an examination of the predominant social, cultural and historical movements in film, from German Expressionism to the French New Wave to both the mainstream and avant-garde trends and techniques of modern filmmaking. By exploring the social pressures and cultural contexts that helped to produce these movements, students can better understand them, and can also appreciate the impact they had on society and on the evolution of the motion picture. (**Outcome A.3, A.4**)

In the end, the students in Introduction to Cinema will come away with an understanding of the myriad ways in which 100 years of society and culture have influenced the motion pictures we see, as well as the ways those films have helped to shape the society we live in, and continue to influence society today. Since the invention of the motion picture, it has been inextricably linked to the human condition. (**Outcome A.5**)

FILM 201 INTRODUCTON TO CINEMA OBJECTIVES	EXPLORATIONS – ARTS & HUMANITIES OBJECTIVES
<ul style="list-style-type: none"> identify the basic formal elements of movies, the production techniques that build them, and key concepts in the vocabulary of film (narrative, mise-en-scene, cinematography, editing, sound, style). 	1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
<ul style="list-style-type: none"> evaluate models of film criticism from mainstream film reviews to scholarly film analysis; examine traditional and online sources for research into film studies; develop criteria for film analysis through class assignments and activities. 	2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
<ul style="list-style-type: none"> explore the social pressures and historical contexts that helped to produce both Hollywood commercial cinema and alternative film movements in the United States and internationally; explore the role of the individual film artist in the context of cultural and industrial modes of filmmaking. 	3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
<ul style="list-style-type: none"> describe key historical movements in film, (e.g. German Expressionism, French New Wave, Cinema Novo in Latin America, etc.) especially as they have influenced both mainstream commercial filmmaking and avant-garde cinema; evaluate the wider social impact of such movements. 	4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
<ul style="list-style-type: none"> examine how films have helped to both shape and reflect the society we live in; investigate the role of film in depicting human struggle and achievement; critically think about the mediation of human experience through technology. 	5. Evaluate enduring and contemporary issues of human experience.

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

[The following list of “Course Objectives and Learning Outcomes” appears on the syllabus of every section of FILM 201]

Course Objectives and Learning Outcomes

- To introduce students to major techniques used in narrative motion pictures
- To have students explore the significance of motion pictures as a medium of communication
- To encourage students to gain an appreciation for motion pictures as an art form
- To develop students' abilities in analytical and oral communication

4. Brief description of how the department will assess the course for these learning objectives.

As outlined in the sample course syllabus (attached), assessment and evaluation of student learning is conducted with a variety of diverse instruments. Conceptual understanding is assessed by way of traditional quizzes and exams. Just as important, though, is the ability of students to apply those concepts to specific examples, and to build frameworks within which to analyze and evaluate films. Assessing this sort of real, applied learning is often difficult with conventional tests. So the course utilizes both class and discussion board participation, a series of required journal entries, a more extensive, formalized critical essay, and an oral presentation for such assessment.

These learning assessment measures then form the backbone of an overall course assessment plan. Easily quantifiable measures, such as quizzes and exams, allow the instructors (and the department) to track student mastery of key concepts and industry-specific vocabulary, both from one exam to the next, and from one semester to the next. The more qualitative measures allow for progressive assessment of higher-concept learning, and application of learning. For example, course journals provide a weekly Reading Reaction, Viewing Reaction and/or Lecture Reaction form of assessment, depending on the particular focus of the week, as well as an opportunity for Primary Trait Analysis, evaluating structural, grammatical, analytical and argumentative aspects of student writing, as well as demonstrated understanding of important concepts.

These course assessment tools will allow the department to evaluate classroom activities, topics, discussions and assignments, and to constantly pursue more effective methods of instruction.

The final examination for all sections of FILM 201 will include one section that has a combination of objective (e.g. multiple choice) and essay questions that specifically address the learning outcomes from the Colonnade Plan learning objectives. Faculty teaching FILM 201 each semester will collaborate on creating that portion of the exam to ensure consistency across sections. Results of the assessment of this portion of the exam will be used to determine faculty success in addressing and student success in learning the Colonnade Plan objectives.

5. How many sections of this course will your department offer each semester?

Presently, three sections of 30+ seats are offered every year. If staffing permits, a fourth section will be added.

6. Please attach sample syllabus for the course.

[attached]

Please send your proposal to: robert.dietle@wku.edu