

# TRINE ONLINE

## COURSE SYLLABUS

**COURSE TITLE:** Film Appreciation

**TERM & YEAR:** Fall I 2021

**COURSE & SECTION NUMBER:** FLM 203 - Internet

**TIME & PLACE:** Internet asynchronous

**NUMBER OF CREDIT HOURS:** 3

**INSTRUCTOR:** W. Benjamin Weller

**COURSE DESCRIPTION:** Acquaints the student with the art of film criticism. Presents basic cinema vocabulary, information about film production, theory and history of film, and practice in analysis of individual films.

**LEARNING OUTCOMES:** Upon completion of this course, students should be able to:

1. Critique films intelligently and sensitively.
2. Trace the medium's historical development.
3. Employ basic film terminology.
4. Discuss the connections between cinemagraphic arts and everyday life.

**COURSE STRUCTURE:** The course is divided into eight weekly lessons. New lessons open on Sunday evening. The lessons are as follows:

1. Becoming a Viewer of Films
2. Thematic, Fictional and Dramatic Elements of Films
3. Visual Design, Cinematography, and Editing
4. Director's Style and Analysis (Midterm)
5. Sound, Dialogue, and Musical Score
6. Acting
7. Film and Society
8. Final Presentation

### LEARNING ACTIVITIES:

- Watch introductory videos for each unit
- View assigned films (or clips from films) for each unit
- Read assigned chapters from the textbook and view the related PPT lectures
- Read/watch film reviews and analysis
- Engage in weekly discussions on the films/reading
- Complete seven open-book quizzes
- Engage in peer review during the midterm and final weeks
  
- Write a 3 page (double-spaced) film analysis (Midterm)
- Create a PowerPoint presentation (no narration) of a historically significant film (Final)

**PREREQUISITES:** None.

**SKILLS:** Participants in this course are expected to have enough computer skills to successfully run and navigate Moodle. A basic knowledge of PowerPoint is also required. Students should also know how to attach files to e-mail and how to download items from the Internet.

**MINIMUM SYSTEM REQUIREMENTS:** This is an internet class, utilizing a lot of streaming video and audio, and thus it is not suitable for a dial-up connection. If you do not have a DSL modem, a cable modem, or satellite internet, then you will have to work from a computer lab. Students who cannot access the audio and video files cannot expect to pass the course.

**REQUIRED TEXT:** Dennis Petrie and Joseph Boggs, *The Art of Watching Films*, 8e, McGraw-Hill, 2012. OR 9th Edition, 2018

Both options are available through the Trine bookstore. Go to <https://www.bkstr.com/trinestore/shop/textbooks-and-course-materials> and enter your student ID or course information. Then your buying options will appear. Purchasing your textbook through the Trine University Bookstore will also ensure that you have the opportunity to utilize financial aid for the purchase of textbooks.

**The textbook is required – students should not expect to pass the class if they do not have the textbook.**

**RESOURCES:**

- Internet Movie Database – <http://www.imdb.com>
- Rotten Tomatoes – <http://www.rottentomatoes.com>
- Trine Write – <https://trine.mywconline.com/>

**OTHER MATERIALS:** The standard software for the course is Microsoft Office: Word, PowerPoint, and Excel. All files exchanged between students and instructors for word processing, presentation, and spreadsheet should make use of the Microsoft Office software. You also need to be able to view PDF documents. I suggest using Google Chrome which will automatically open PDFs linked to in Moodle.

Trine University standard software is Microsoft Office and is available to all Trine University students, staff and faculty.

**FILMS:** Because we don't all have access to the same films, I ask you to watch a number of clips from films that are available on the Fandango Movieclips channel on YouTube. If you wish to watch the entire movie, please feel free to buy or rent the film in question. You may also be able to find some of these films at your school or local library. For the weekly discussions, watching all of the assigned film clips on YouTube will be sufficient. For the midterm and final film analysis and presentation, you will choose the films you are going to view. I encourage you to watch the entire film, preferably multiple times, for midterm and final assignments. If you object to watching any of the assigned films based on mature, violent, graphic, or otherwise offensive content, you may select another film of the same genre to watch. If doing so, please select films from the lists at the end of the textbook chapter(s) we are reading that week, and make it clear which films you are discussing. Do not answer discussion questions other than those assigned.

**ATTENDANCE:** You are required to submit at least one assignment (quiz, discussion post, paper, etc.) per week to be counted present. Students who are reported absent three weeks will be administratively dropped from the class. Late assignments cannot be used to make up for absences.

**GRADING/EVALUATION:** I use a percent system that looks like this:

Category	Percent
Discussions (8)	40
Quizzes (7)	30
Midterm Analysis	10
Final Presentation	20
<b>Total</b>	100

**All assignments are assigned a grade of 0-100; the grade book automatically averages them or weighs them into their respective category.**

• **Grading Scale:**

<a href="#">90-100% A</a>	<a href="#">75-79% C+</a>	<a href="#">60-64% D</a>
<a href="#">85-89% B+</a>	<a href="#">70-74% C</a>	<a href="#">59% and below F</a>
<a href="#">80-84% B</a>	<a href="#">65-69% D+</a>	

**Discussions:**

Discussion **must be initiated by Thursday nights (see the course calendar for details)**. Respond in detail to each topic question in the discussion prompt, carefully following the instructions in the prompt, and respond with an equally engaged post to at least two peers. You will not be able to view other students' posts until you have posted your own response to the discussion prompt.

I will grade the **Discussions** content NOT on whether I agree with your argument, but rather on how thoroughly you engage the questions that I pose for each topic. I expect logical arguments that accurately utilize terminology from the textbook. Your answers should be well supported with details from the films, *as well as specific references (properly cited with page numbers) to the textbook and any other assigned reading*. There are no right or wrong answers, but there are thorough answers and less than thorough ones. I grade the **Discussions** "holistically," meaning I examine your level of engagement with the course content for that discussion topic, as well as your engagement with your peers, and assign a grade based on the following:

**Discussion Rubric:**

100 to 86 points: Response to discussion prompt thoroughly answers all questions; presents an original, clearly articulated position, thoroughly backed up with evidence from the assigned material (textbook, articles, videos, film clips); appropriately and accurately utilizes relevant vocabulary from the textbook; all sources are appropriately cited using APA in-text citation style. Responses to at least two peers are thorough and reveal the student has considered classmates' arguments through the lens of concepts covered in the course and the assigned material. Writing is clear and free of grammatical and mechanical errors.

85 to 76 points: The student engages with the discussion prompt, answers all questions, and replies appropriately to at least two peers. However, the argument may need further development, examples, or support from the course material; OR vocabulary from the textbook may be used but inconsistently or inaccurately; OR some grammatical or mechanical errors impede clarity of the writing.

75 to 51 points: The student responds to the prompt and to at least two peers. However, the discussion doesn't reveal that the student adequately engaged with or understood the course material; OR questions from the prompt are only cursorily examined; OR major grammatical or mechanical errors impede clarity of the writing.

50 to 0 points: The student responds adequately to the discussion prompt, but fails to respond to at least two peers. Response to discussion prompt is late, missing, or highly inadequate.

**Peer Review:** Discussions during the midterm and final week (Weeks 4 and 8) will take the form of in-depth peer review. Initial posts and replies are due earlier in these weeks so that you all have time to take peer review into account before submitting final drafts of your paper/presentation (See the "Lesson Schedule and Due Dates" section, under Course Information, on Moodle, for exact information on due dates). **You must review the work of all your group members, in significant detail, in the peer review discussions. I expect several paragraphs of analysis and feedback, with strong connections to the text and other course material.**

#### **Peer Review Rubric:**

100 to 86 points: Own project submitted on time and all group members reviewed with thorough detail and specifics. The review applies the project guidelines; references assigned material and concepts from the course; suggests improvements, asks questions, or catches problems; is properly formatted and free of writing errors.

85 to 76 points: Own project submitted on time and all group members reviewed. Feedback to peers needs further development; some detail is given, but too many generalizations, few suggestions, little application of project guidelines and/or connection to the course material.

75 to 50 points: Own project submitted on time and all group members reviewed but clearly rushing through the reviews. Feedback is only cursory or of little value to peers.

50 to 0 points: Late or missing own project and/or responses to peers.

**Major (Midterm and Final) Assignment Rubrics:** Grading rubrics and guidelines for the midterm analysis and final presentation are available on Moodle in Weeks 4 and 8. I encourage you to look at these documents early in the course to anticipate the work ahead.

**DUE DATES AND LATE POLICY:** This is a fast moving Internet course, and late material loses all its value, to you, your classmates, and to me. Quizzes open on Thursday at 9 a.m. and are due by midnight on Sunday at the end of each unit. Discussions must be initiated (reply to discussion prompt) by Thursday and completed (reply to classmates) by Sunday (except for Peer Review: see above). Late discussions automatically earn a zero as they have lost their value as a means of delivering content and building classroom community for the week they were due. Late quizzes and assignments automatically earn a 25 percent late penalty and are handled on a case-by-case basis. The best way to avoid running into trouble is to get started early each week and have a contingency plan in case things go wrong. See the Course Schedule, under Course Information on Moodle, for exact information on due dates.

### **ACADEMIC MISCONDUCT**

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

### **PLAGIARISM**

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course. You may not submit work that you have submitted for another class.

### **DISCUSSION FORUM DECORUM**

I encourage open debate and discussion, but name calling and/or any form of harassment, covert, overt, subtle or direct will not be tolerated. Forum posts that cross the line of civility will receive a 0 grade; a second occurrence will result in referral to the Dean. Major infractions, such as slurs or direct personal attacks, will receive an immediate referral and removal from the class.

**COMMUNICATING WITH YOUR INSTRUCTOR:** I am here to help you and I encourage communication. The best way to reach me is by email at [wellerw1@trine.edu](mailto:wellerw1@trine.edu). You may also set up an appointment to meet via Zoom. When you e-mail me, please be courteous, clear, and provide all the necessary information I need to help you. Provide the name of the course you are taking (because I teach more than one course), and provide as much information as possible so I can help you quickly.

**—END—**