

OZARKA COLLEGE CURRICULUM PROPOSAL

Course Title	Introduction to Film
CIP Code	ENGL 1033
Contact Person(s)	Rodney Williams and Joanna Fulbright
Effective date of proposal	Spring 1011
Proposal Summary	<p><i>(Provide a general description of the proposed curriculum change or development)</i></p> <p>The Division of Fine Arts and Humanities will develop a three hour course using film to introduce students to the study of literature. Using film as a form of contemporary literature the course will introduce the students to the basic structure of film/literature, the basics of critical analysis of film/literature, an appreciation for the range of genres in film/literature, and will aid the develop of the student's communication (written and oral) skills.</p> <p>The course will be designed primarily as an elective for first year developmental students. The course will provide those students with a "college level" class they can access, will provide them with a venue to practice their communication skills, and will introduce the concepts of literature using a media the students are comfortable with.</p>
Need for the proposal	<p><i>(Provide data on student interest, job availability, corporate demands, and employment projections. Focus on need in North Central Arkansas: is there sufficient demand, etc.)</i></p> <p>There is a constant need for electives first year students working through their developmental courses can take with a reasonable chance at success. This course would provide such an elective.</p> <p>This course would also provide the students with the opportunity to practice the reading and writing skill they are learning in their developmental classes.</p> <p>This course could also be adapted as an on-line elective.</p>
Curriculum outline	<p><i>(Include prerequisites, course description, syllabus, suggested textbook, etc.)</i></p> <p>See attached syllabus</p>
Faculty needed for proposal	Current faculty (Fulbright and Williams) would team teach the class.
Description of resources	<p><i>(Present library resources including relevant holdings; current instructional facilities including classrooms, instructional equipment and technology, and laboratories, etc.)</i></p> <p>Current library holdings and internet resources will be adequate for student research projects.</p>

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Costs associated with the activity	<p><i>(New administrative costs; cost, if any, of additional faculty; new library resources and cost; new facilities and costs; distance delivery costs, if applicable; and any other costs associated with the proposal. If no new costs, explain.)</i></p> <p>The only costs associated with the new course would be the purchase of two copies (one for the instructors and one to remain on reserve in the library) of the selected "works".</p>
Source of funding (if needed)	Existing departmental and library budgets should provide adequate funding
Similar activities in colleges within a 50 mile range	Although several institutions in the area offer movies appreciation type courses none offer a course with this focus aimed at this target audience.
APPROVAL	
Initial Committee	Date: _____ Chairperson Signature: _____
Faculty Council	Date: _____ Chairperson Signature: _____
Administrative Council	Date: _____ Chairperson Signature: _____
Board of Trustees (If required)	Date
SIGNED COPY SHOWING ALL REQUIRED APPROVALS MUST BE SENT BACK TO CURRICULUM COMMITTEE FOR FILING.	
ADHE Submission	Date:
ADHE Letter of Notification	Date:
AFTER ALL REQUIRED APPROVALS HAVE BEEN COMPLETED, PROPOSED ITEM MAY BE ADDED TO CATALOG.	
Assessment Methods	
Implementation Date	Date: <i>(Add to Curriculum Committee Calendar)</i>
Report back to Curriculum Committee	Date: <i>(Based on assessment measurements including course evaluation of</i>

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	<i>instructions following the first offering of the curriculum.) (Add to Curriculum Committee Calendar)</i>
Recommended Revisions	Date:
<u>Curriculum Proposal Approval Process</u> <ol style="list-style-type: none">1. Proposal is initiated in the Curriculum Committee for approval.2. Faculty Council3. Administrative Council4. Board of Trustees, if necessary5. Internal Process Completed—signed form back to Curriculum Committee6. **ADHE notification or Approval—Curriculum Committee sent copy.7. **Program may be legitimately entered in Ozarka College Catalog8. Follow up review prepared 1 semester after courses offered and reported back to Curriculum Committee to complete Assessment Loop on Courses Offered.	

Form Revised: Wednesday, April 28, 2010

ORIGINAL

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Course Syllabus: ENGL 10?? Introduction to Film

Section: One

Instructors: Fulbright, Joanna and Williams, Rodney

Office Phone: 870-368-2072

College Fax: 870-368-2091

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Course Times: MON WED 12:30 -- 1:50

Class Room: Melbourne C 106

Prerequisites: A grade of C or better in ENGL 0003, Beginning writing, or placement scores of 17-18 on the English portion of the ACT, or 37 -- 44 on the writing portion of the ASSET, or a 32 -- 74 on the writing portion of the COMPASS.

Course Description: This course introduces students to contemporary film as a form of literature by concentrating on the creative elements common to both. Students will learn basic film/literary terminology; the common film/literary structures and elements; and the basics of film/literary analysis and criticism. Student will demonstrate their mastery of course materials and communication skills (oral and written) through a series of worksheets, projects, essays, and discussion board postings.

Course Rationale: Film is an art form. It is also the dominant form of contemporary storytelling. As such it shares many of the same elements as literature. As artistic forms of storytelling film and literature help us understand what it means to be human. Film and literature helps us understand our culture and other cultures. The cinematic storytelling form, film, has become integrated into our lives; it influences how we think, what we wear, the language we use, what we do, how we vote and even what we believe.

Film is the single most influential art form in the world today. Cinema is a worldwide form of literature we can easily share with a wide range of other people. The moving picture crosses cultural boundaries time and time again. It can take the student to times and places they will never see and introduce them to people from around the world. It can enhance understanding and promote tolerance.

Introduction to Film can help the students develop their aesthetic standards as well their verbal and written criticism skills. The most popular movies are not always the best films. By exposing the student to a range of cinema and developing an awareness of viewing and critical techniques the students become a better and more articulate consumer of film.

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Outcomes/Learning Objectives:

Discipline Objectives: Upon successful completion of Introduction to Film at Ozarka College the student should be able to

- I. To demonstrate film literacy; to have acquired the critical and technical vocabulary that enables students to describe and analyze cinematic productions as works of literature:
- II. To discuss the place of film and literature in American popular culture;
- III. To discuss the role of genre in film and literature, and the relationship between genre and society;
- IV. To define how the concept of "realism" relates to movies and literature;
- V. Question our roles as passive spectators, and have developed the ability to think critically about popular culture.
- VI. To discuss film and literature as expressions of individual and human values within an historical and social context;
- VII. To respond critically to works in the arts and humanities;
- VIII. To articulate an informed personal reaction to works in the arts and humanities.
- IX. To examine multiple interpretive possibilities of and formulate arguments about film and literature:
- X. To discuss the manner that interpretations of film and literature productions both reflect the culture that produced them and change over time:
- XII. Evaluate cinematic works in light of aesthetic and historic precedents and to articulate their evaluation:

Text/Required Materials:

Student is required to purchase a three ring binder to serve for course materials management and as the final course portfolio.

Methods of Instructions:

- I. Numerous viewing assignments both in class and as homework
- II. Short classroom quizzes covering the viewing assignments
- III. Lectures and extensive classroom discussions
- IV. A variety of classroom activities
- V. A variety of homework activities
- VI. Discussion Boards postings on My Ozarka
- VII. A variety of writing activities
- VIII. A capstone writing assignment

Evaluation Procedures:

Viewing Assignments: The viewing assignments are the foundation of our lectures, assignments, and exams. The viewing assignments outlined for each chapter are in the Course Schedule. It is expected that students will complete viewing assignments before the assigned date. While not always discussed in class, all viewing assignments represent testable material.

Classroom Quizzes: The students will be given periodic classrooms quizzes covering the materials seen in the viewing assignments and materials covered in the associated discussions. Quizzes may contain multiple choice, true/false, fill in the blanks, and short answer type questions.

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Lecture Classroom Discussions: Each student is expected to take part in classroom discussions in a positive constructive manner. Students are encouraged to express their ideas in an adult professional manner. Please remember to discuss ideas, not attack people.

Classroom Activities: There will be several classroom activities during the semester. All students are expected to participate in a positive professional manner.

Homework: All students are required to complete all homework and to hand in homework in a timely fashion. Homework handed in late will have the grade reduced.

Discussion Board Posting: During the course of the semester students will be asked to post responses to specific questions on the My OZarka Discussion Board. Students will also be required to respond to the postings of other students in a positive professional manner.

Viewing/Writing Assignment: During the course of the semester students will be asked to "engage" film and literature in both an oral and written manner. The written responses will lengthen as the semester progresses, from short answers to long paragraphs, and finally to a capstone essay.

Capstone Essay: Toward the end of the semester the student will be required to write a capstone essay demonstrating their mastery of course content as well as demonstrate their critical thinking and writing skills.

Grading Scale: Total point value for each assessment type

Viewing Assignment Quizzes	=	150 points
Classroom Discussion Participation	=	100 points
Classroom Activity Participation	=	125 points
Homework	=	125 points
Discussion Board Postings and Responses	=	150 points
Writing Assignments:	=	150 points
Capstone Essay:	=	200 points

Grading Scale: Letter grades will be based on the following scale of total possible points

A	(Excellent)	=	90% to 100% of total possible points
B	(Good)	=	80% to 89% of total possible points
C	(Average)	=	70% to 79% of total possible points
D	(Below Average)	=	60% to 69% of total possible points
F	(Failing)	=	59% or Less of total possible points

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Make-Up Policy:

- I: There is no make-up for in class discussions, activities, and exercises that are missed. If you miss class, you miss the points.
- II: Missed homework and discussion board assignments must be handed or completed in the next class session the student attends. Homework handed in late and discussion board assignments posted late will have the grade reduced by ten (10) percent.
- III: The student is allowed to make up one viewing assignment quiz. Any other quizzes missed will receive a zero (0) grade.

Attendance Policy:

Regular class attendance and punctuality are required for all classes. If a student must miss due to illness, emergency, or college business, it is the student's responsibility to find out what classwork they missed.

According to the student handbook, after a student misses the equivalent of two weeks of class sessions, the instructor has the prerogative of assigning a grade "F" for the course.

Academic Integrity:

If an occurrence of cheating is detected, that student(s) grade will be adjusted accordingly, ranging from a grade penalty on the test or assignment involved - to an "F" in the course. When a penalty for cheating is invoked, the instructor is required to submit to the Vice President of Academic Affairs, immediately following the occurrence, a statement of circumstances, the name of the student(s) involved, and the penalty imposed. A student involved has the right to appeal the action through the Academic Grievance Procedure.

Special Needs:

Any student with special needs that may require any adaptation or modification of classroom work is responsible for informing the faculty of those needs and possible modifications/adaptations.

Arkansas Course Transfer System (ACTS):

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses with Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE website and selecting Course Transfer (<http://www.adhe.edu>).

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Tobacco Policy:

Effective July 1, 2008, Ozarka College campuses are tobacco free. This policy includes all buildings, grounds, and parking lots. Thank you for your cooperation.

Diversity Statement:

Ozarka College is committed to learning for all students. One important component of student learning is diversity education; learning about others, learning with others, and learning from others. By providing diversity learning experiences, Ozarka College provides students with the opportunity to work together to influence their future, the future of their country and the future of the wider global society.

Student Success Center:

The Student Success Center is located in room C114 of the John E. Miller Building on the Melbourne campus and in the new Student Center Building in Ash Flat. Check with the main office in Mountain View for location on that campus. The center is free and open to all students. The SSC provides academic coaching by appointment or on a walk-in basis for individual or group tutoring. Success Coaches are available to assist with homework and help improve study and time management skills. The SSC also provides career counseling with the KUDER Career Planning System and resume assistance and has a job placement program. If you have any questions, visit our site at <http://www.ozarka.edu/blogs/success>, contact the SSC by phone: 870-368-2056 or email: success@ozarka.edu.

Mission:

The mission of Ozarka College is to provide life-changing experiences through education

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Course Outline:

Unit One: The Nature of the Beast

Learning Segment One: The Artistic Impulses and The Process of Art
The Categories of Art
Film as Art, Storytelling, and Literature
Discussion Board Posting: I Know What I Like

Learning Segment Two: Student as Critic and Consumer
Types and Purposes of Criticism
Tools for Student Criticism
Homework: You Really Should Watch This
Activity: We Recommend . . .
Viewing Assignment: Student's Choice

Unit Two: The Structure of Film Literature

Learning Segment Three: The "Arc" of a Plot
The Elements of a Good Story
Viewing Assignment: Shakespeare in Love
Homework: Shakespeare in Love Worksheets
Discussion Board Posting: Wow, that Shakespeare movie really . . .

Learning Segment Four: Variations of a Theme
Theme: Individualization or Universality
Theme: Innate or Deconstructed
Viewing Assignment: Citizen Kane or A Lion in Winter or
The Shawshank Redemption
Writing Assignment: A Theme, A Theme, My Kingdom for a Theme
Quiz One

Unit Three: Who's Telling the Story

Learning Segment Five: Acting: The Elements of Becoming the Character
Actors: Stars vs. Actor, American vs European, Western vs. Non-western
Viewing Assignment: Casablanca or African Queen
Silence of the Lambs or A History of Violence
Activity: We Would Like to Nominate
Discussion Board Posting: No, Man, the World Greatest Actor is . . .

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- Learning Segment Six: The Director:
Director vs Auteur
Concept of Style
Performance Elements vs. Visual Elements
Viewing Assignment: Dr. Strangelove or A Clockwork Orange
Schindler's List or Saving Private Ryan
Writing Assignment: I Can Do Better Than That
Writing Assignment: All I Want Mr. Wizard is . . . Style
Quiz Two
- Unit Four: Film as Visual StoryTelling
- Learning Segment Seven: Color vs. Black and White
Screen Format and Production Design
Costume, Make-up, and Lighting
Viewing Assignment: Battleship Potemkin or Birth of a Nation
Sweeney Todd or Chicago
Pleasantville or The Wizard of Oz
- Learning Segment Eight Cinematography
Composition
Visual Effects
Animation
Viewing Assignment: Return of the King or The Dark Knight
Sin City or 300
Shrek or Kung Fu Panda
Activity: Oh, Look, Pretty Pictures . . . Oh, Look, Blood and Gore
Discussion Board Posting: Of Course Animated Movies Are For Kids
- Learning Segment Nine Editing: Coherence and Continuity
Editing: Rhythms, Tempo and Time Control
Viewing Assignments: Ran or 2001: A Space Odyssey
The Godfather or The Grapes of Wrath
Writing Assignment: Time Control . . . How Long Should Our Movies Be
- Learning Segment Ten Dialogue: Sound, Silence, and Rhythm
Sound Effects: Underscoring and Emotional Punch
The Musical Score
Viewing Assignments: A Prairie Home Companion or Walk the Line
Life is Beautiful or The Thin Red Line
A Clockwork Orange or Amadeus
O Brother, Where Art Thou or A Mighty Wind
Writing Assignment: That Movie Made Me Cry So Much . . . or
That Movie Made Me So Angry
Discussion Board Posting: Musicals Are Soooooo Dumb
Quiz Three

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Unit Five: Genre: The Type of Stories We Tell

Learning Segment Eleven: What is Genre?
Strengths of Genre Films
Basic Genres and their Characteristics
Viewing Assignments: The Wild Bunch or She Wore a Yellow Ribbon
The Usual Suspects or L. A. Confidential
Star Wars or Blade Runner
Student Group Project: Out Genre Is . . .
Discussion Board Posting: Why My Genre is the Best

Learning Segment Twelve: The Business of Sequels and Remakes
Evaluating Sequels and Remakes
Viewing Assignments: Watch any two films in one of the following series: Die Hard, Jaws, Lethal Weapon, Indiana Jones, Rocky, Rambo
Writing Assignment: World's Best Sequel . . . World's Worst Sequel

Unit Six: Storytelling and Society

Learning Segment Thirteen: Film, Literature and Society
Does Film Shape or Reflect Social and Cultural Values
Censorship in Film: Sex, Violence, and Language
Social Problem Films
Viewing Assignment: Pulp Fiction or Brokeback Mountain
A Time to Kill or Norma Rae
Discussion Posting: Is American Media Racist
Writing Assignment: There is Sex and Violence in Our Culture Because
There is Sex and Violence in Our Media . . . or . . .
There is Sex and Violence in Our Media Because
There is Sex and Violence in Our Culture

Quiz Four

In Closing: Guilty Pleasures: I Can't Believe I Watched That . . . and Enjoyed It
Student's Choice

CAPSTONE ESSAY DUE . . . Lions . . . and Tigers . . . and Bears . . . Oh My!!!

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