

IV. Place of Course in College Curriculum

- A. Free elective
- B. This course serves as a General Education course in the Humanities/Appreciation of the Arts
- C. This course meets a program elective for Communication Studies (AA) and Digital Media/Film Studies (AS).
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

Each instructor for the Survey of American Film organizes the course content according to the films and film excerpts they select. However, the following content is typically integral to this course.

- A. Fundamentals of Film Language.
 - 1. Mise en scene
 - 2. Camera and Lighting
 - 3. Editing
 - 4. Sound
- B. Background on Hollywood Movie Industry
 - 1. Hollywood “studio system”
 - 2. Hollywood narrative style
 - 3. Hollywood visual style
- C. Hollywood Film Genres (examples)
 - 1. Romantic Comedy
 - 2. The Western
 - 3. Science Fiction/Horror
 - 4. Film Noir
- D. Cultural, Historical, or Cinematic Themes in American Films (examples below)
 - 1. The Coming-of-Age Experience in Hollywood Films
 - 2. Quest and Conquest: The American Story
 - 3. The Outsider: The Search for American Identity
 - 4. Cultural Diversity in Contemporary American Films
 - 5. The Family Experience in American Film.
 - 6. Ideology, Feminism, and Auteur Theories
 - 7. Myths and Archetypes: Hero’s Journey

VI. A. Course Learning Outcomes:

At the completion of the course, students will be able to:

- 1. Produce writing that reflects critical and creative thought about films and film criticism (G.E. 1, 6)

2. Collaborate with others to analyze the communicative power of film images (G.E. 1, 6)
3. Use relevant resource materials to evaluate information about films and film criticism (G.E. 1, 4)
4. Explore commonalities and differences in values, perspectives, and behaviors in films representing different time periods, cultures, and cinematic traditions (G.E. 1, 6)

B. Assessment Instruments

1. Assigned quizzes on readings and screenings
2. Assigned exercises
3. Analytical essays
4. Mid-term and final examinations
5. Discussions
6. Response questions
7. Independent research project (paper or class presentation)

VII. Grade Determinants

- A. Class participation
- B. Quizzes
- C. Analytical essays
- D. Mid-term and/or Final essay exams
- E. Weekly journal entries or response papers
- F. Film notes
- G. Independent research project (paper or class presentation)

Given the goals and outcomes described above, the primary formats, modes, and methods for teaching and learning that may be used in the course include:

- A. Lecture/discussion
- B. Explication and analysis of literary and cinematic texts
- C. Small group discussion and collaboration
- D. Journal writing or response papers and note-taking
- E. Research
- F. Screenings and scene deconstructions
- G. Field trips (optional) to events such as off-campus film screenings, lectures, or conferences.

VIII. Texts and Materials

Suggested textbook(s) and materials:

The Writers Journey, Christopher Vogler. Michael Weise Productions.

Engaging Cinema, Bill Nichols. W.W. Norton C& Company, Inc.

Readings may be selected from among primary and secondary sources for specific films and time periods covered in the course, including, for example, readings from

filmmakers' autobiographies, film theory, or social commentary from contemporary texts, film criticism or commentary from contemporary journals and magazines, etc.

Newspaper or periodical articles covering current American cultural movements or events relevant to course screenings.

Web-based materials and in-class handouts.

Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date textbook information.

IX. Resources

1. DVD/Video Projection
2. CATT Classroom
3. Internet Resources
4. Library resources and bibliographic instruction for research projects

X. Check One: Honors Course N/A

Definition: FILM-122 H conforms to the definition of an Honors Course because it enriches and challenges students beyond the scope of the regular curriculum for Film-122. The course requires additional reading and class preparation and is writing-intensive. It also includes an academically rigorous research project, requiring resources beyond those assigned for FILM-122, and resulting in either a sourced research paper or a class presentation. Class discussions will be conducted as seminars in which students must be more actively engaged than in a regular non-honors American Film class.

A. EDUCATIONAL GOALS AND LEARNING OUTCOMES

The educational goals and learning outcomes for FILM-122H are the same as those outlined in Section VI above. However, students in the Honors class will have the advantage of interacting and collaborating with other Honors students in a seminar setting, as well as receiving guided assistance from their professor and a reference librarian for a research project, which will serve as the culmination of the coursework. There are also optional educational opportunities with FILM 122H, such as field trips to off-campus screenings, lectures, or conferences.

B. HONORS COURSE CONTENT

- Reading: Required readings from primary and secondary contemporary texts and publications, as opposed to a standard Film textbook. Supplemental readings from current print and online sources.
- Writing: Weekly note-taking and journal writing or response papers. Mid-term and final essay exams. Research project resulting in a paper or class presentation.
- Discussion: Class discussions are in a seminar format, and students must be well-prepared and engaged.

C. ASSESSMENT INSTRUMENTS FOR HONORS WORK

Students will be assessed based on:

- Class participation based on seminar-format discussion of readings and screenings for the course. The quality of note-taking, journal entries, and response papers also impacts the assessment of class participation.
- Performance on mid-term and final essay examinations.
- Content, depth of analysis, clarity, and organization of the research paper or presentation.

D. GRADE DETERMINANTS FOR HONORS WORK

- Student performance in classroom discussions
- Weekly note-taking and journal writing or response paper assignments
- Mid-term and final essay examinations
- Research paper or class presentation