

ENGL 208 Introduction to Film-DEAdd-2016-01-29

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Form Information



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First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-DEAdd-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

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Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

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**Indicates a required field*

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Proposing Department/Unit*	English	Contact Phone*	724-357-2261

Course Level*	undergraduate-level
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	ENGL 208					
Course Title*	Introduction to Film					
Type of Proposal*	<i>See CBA, Art. 42.D.1 for Definition</i> online					
Brief Course Outline*	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>1. Course Outline</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">We ek</td> <td style="width: 40%;">Readings</td> <td style="width: 50%;">Topics/Films/Assignments</td> </tr> </table>			We ek	Readings	Topics/Films/Assignments
We ek	Readings	Topics/Films/Assignments				

1	Chapter 1, Looking at the Movies	<p>Course Introduction</p> <p>Weekly focus: Pittsburgh/Pennsylvania</p> <p>Featured Film:</p> <ul style="list-style-type: none"> • TBA (To Be Announced) <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
2	Chapter 1, Looking at the Movies	<p>Weekly focus: Medicine</p> <p>Topics:</p> <ul style="list-style-type: none"> • Film analysis • View Expectations • Implicit and Explicit Meaning <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
3	Chapter 2, Principles of Film Form	<p>Weekly focus: Sports</p> <p>Topics:</p> <ul style="list-style-type: none"> • Film form • Form and expectations • Patterns <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
4	Chapter 2, Principles of Film Form	<p>Weekly focus: Education</p> <p>Topics:</p> <ul style="list-style-type: none"> • Fundamentals of Film Form • Realism and Antirealism • Cinematic Language <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>

	Chapter 3, Types of Movies	<p>Weekly focus: Humor in War</p> <p>Topics:</p> <ul style="list-style-type: none"> • Types of Movies • Hybrid Movies • Genre <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
6	Chapter 3, Types of Movies	<p>Weekly focus: Disabilities</p> <p>Topics:</p> <ul style="list-style-type: none"> • Genre • Evolution and transformation of genre • Animation <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
7	Chapter 4, Elements of Narrative	<p>Weekly focus: Western</p> <p>Topics:</p> <ul style="list-style-type: none"> • What is narrative • The screenwriter • Elements of Narrative <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
8	Chapter 5, Mise-en-Scene	<p>Weekly focus: Biographies</p> <p>Topics:</p> <ul style="list-style-type: none"> • What is Mise-en-scene • Design • Composition <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
9	Chapter 6, Cinematography	<p>Weekly focus: Fashion/Wardrobe</p> <p>Topics:</p> <ul style="list-style-type: none"> • Cinematographic properties of the shot • Framing of the shot • Speed and length of the shot • Special Effects • <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>

10	Chapter 7, Acting	<p>Weekly focus: Plays made into films/Film Adaptation</p> <p>Topics:</p> <ul style="list-style-type: none"> • What is Acting • The evolution of screen acting • Casting actors <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
11	Chapter 7, Acting	<p>Weekly focus: Ethics</p> <p>Topics:</p> <ul style="list-style-type: none"> • Aspects of performance • How filmmaking affects acting • Looking at acting <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
12	Chapter 8, Editing	<p>Weekly focus: Music</p> <p>Topics:</p> <ul style="list-style-type: none"> • The film Editor • Major approaches to editing: continuity and discontinuity • Looking at editing <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
13	Chapter 9, Sound	<p>Weekly focus: Animals</p> <p>Topics:</p> <ul style="list-style-type: none"> • Sound production • Describing film sound • Sources of Film sound • Types of film sound • Functions of film sound <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>

	14	Chapter 10 Film History	<p>Weekly focus: Taking Risks (Best stunts)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Basic approaches to studying film history • A short overview of film history <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
	15	Chapter 11, Filmmaking Technologies and Production Systems	<p>Weekly focus: So Stupid – it's funny</p> <p>Topics:</p> <ul style="list-style-type: none"> • Money, methods, and materials: the whole equation • Film and digital technology: an overview • The studio system • The independent system • Financing in the industry • Marketing and distribution <p>Check weekly course module in D2L for detailed readings, assignments and options.</p>
	16	Review of selected films and readings	Final student presentations

Rationale for Proposal (Required Questions from CBA)

<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</p>	<p>Dr. Hibsman received his doctorate in Educational Technology and has regularly used D2L in all the courses he has taught at IUP. Prior to coming to IUP, Dr. Hibsman worked for over eight years teaching and developing online courses as part of his full-time course load for undergraduate and graduate programs using several educational website platforms (D2L, Moodle, Blackboard, and ECollege). At IUP Dr. Hibsman participated in the Designing Your First Online Course: the Basics, Plus workshop offered in December 2011 by David Porter, Online Learning Specialist from the Office of Distance and Continuing Education. Dr. Hibsman has taught multiple online courses at IUP: Engl-222 Technical Writing, Engl-202 Advanced Composition, Engl-281 Nautical Film & Literature.</p>
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<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</p>	<p>ENGL-208 Introduction to Film</p> <p>Concentrates of the film as an artistic medium. Eight to 12 motion pictures are shown during the semester and are analyzed in class discussions.</p> <p>How each course objective will be met via distance education technologies is summarized below:</p> <p>A. Critically explore and analyze content in film.</p> <p>Students will be introduced to multiple readings and movie viewings related to a variety of film topics focusing on film form, patterns, realism, expectations, genres, narrative, screen writing, mise-en-scene, cinematography, lighting, framing, camera movement, acting, editing, sound, animation and film history. Students will get reading assignments from lesson modules in D2L and participate in the discussion forums that will provide students an opportunity to practice strong analytical writing skills while clearing expressing and defending their viewpoints. In all their online postings, assignments, and projects they will have to incorporate correct grammar, punctuation, and spelling. Students will be evaluated using D2L discussion forum and short writing assignments submitted by email or to the D2L Dropbox.</p> <p>B. Evaluate the relationship and themes between written material and visual representations.</p> <p>Students will have to research and analyze diverse writings and film and provide a different group perspective (interrupting how various audiences will perceive the work) as assigned by the instructor. Students will share individual and group papers to the discussion area of D2L.</p> <p>C. Understanding key concepts and contemporary issues in selected films and literature.</p> <p>Students will have to determine how the literary genres present the best features and attributes of the work. Usually, students will have a choice of different films (within the same genre) to choose from for their writing assignments. The students will have the opportunity to evaluate the imagery displayed in each genre. A comparison between different genres, authors, and contemporary issues will be presented in their final portfolio.</p> <p>D. Writing, organizing, and formatting responsive documents based on questions from the lecture sessions, discussion chats, and assignment sheets.</p> <p>As we proceed through the different works, students will use previous topics discussed in class to examine the discussion questions presented. Every week (day) students will have to critically analyze assigned readings and films. They must submit writing assignments for every module to the Drop Box and post their results and opinions to the Discussion area.</p>
<p>How will the instructor-student and student-student interaction take place?*(if applicable)</p>	<p>A variety of formal and informal interactions will be built into the course for the purposes of feedback and evaluation. As part of all weekly modules and assignments, students will be expected to participate in threaded discussions regarding course content. Furthermore, the student will collaborate with other group members via team discussion area and then document and present their interaction and group project to the instructor in D2L. The instructor's role in these discussions is to provide feedback to the students, to clarify information, to correct false assumptions, and to provide additional guidance in understanding the course content. The instructor will also assist students (through Skype or email) in preparing class projects that evaluate student ability to apply new concepts learned in this course. Additional teacher-student interactions will take place via e-mail, using Wimba, telephone and online office hours as needed.</p> <p>Students will interact with one another through the threaded discussion forums and course e-mail. Within the discussion forum a specific topic is usually set aside for informal student interactions to discuss topic off topic, but to still build relationships and communication skills.</p> <p>Student films and documentaries can be accessed through a variety of methods:</p> <ul style="list-style-type: none"> • The supplemental textbook materials include, tutorials and short films used in discussions • Full-length films may have to access through Netflix (students must obtain an account). • Films can also be accessed through Youtube (some films may cost \$2.99). • Also most professors have DVDs that can be borrowed. • Professors also have the option of placing DVDs in the library Reserve area if students want to take that approach.

<p>How will student achievement be evaluated?</p>	<p>Assignment and class participation – 70%: Students will complete at least twelve writing assignments throughout the weekly modules. Assignment breakdowns will be posted in the Content section of D2L with due dates and submittal location (DropBox and /or Discussion Area). Feedback will be provided to students every week so they can evaluate their understanding and enhance their papers prior to being placed in their course portfolio.</p> <p>Discussion Threads—20% (Online Collaboration) – Students will post at least five of their assignments to a group discussion. Detailed descriptions and directions for the assignment will be provided on the D2L course page. Student discussion posts will complement their assignment and provide them differing views on how to complete the assignment. They must evaluate and critically analyze other student papers. Then they must take the remarks made to their papers and revise the assignment before placing it in their portfolio. The discussion threads will be evaluated by quantity, as well as, by quality.</p> <p>Career Portfolio– 10%: The course portfolio will contain electronic versions of their revised work, Author Overview, Genre Breakdown, and final opinion paper.</p>
<p>How will academic honesty for tests and assignments be addressed?*</p>	<p>Academic integrity will be maintained using a variety of methods. These methods include the use of informal writing assignments (to establish a norm) and testing controls available in D2L. Additionally, students will be informed of policies pertaining to academic integrity and expected to agree to a statement regarding course policies to assure their understanding. The following statement will be included among the course policies in the course syllabus:</p> <p><i>Academic Integrity Policy</i></p> <p><i>Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:</i></p> <ul style="list-style-type: none"> • <i>Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.</i> • <i>Using unauthorized materials and resources during quizzes and tests.</i> • <i>Possessing course examination materials without the prior knowledge of the instructor.</i> • <i>Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge with attribution to their originators.</i> • <i>Engaging behaviors that are disruptive or threatening to others.</i> • <i>Using computer technology in any way other than for the purposes intended for the course.</i> <p><i>Please note that IUP faculty use a variety of technologies and techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Undergraduate Catalog, which is available at http://www.iup.edu/registrar/catalog/.</i></p> <p>Papers can be submitted to Turnitin.com for evaluation by the professor to avoid any plagiarism.</p> <p>Introductory Writing Assignment—At the onset of the course, students will be required to introduce themselves, tell what discipline they are studying, what they know about film analysis, why they chose this course, and what courses, if any, they have taken online. If desired, students may also include a photograph in their discussion posts by using the attachment feature. This informal assignment will be used as a baseline writing sample to which to compare student written work through the remainder of the course for the purposes of detecting potential plagiarism and academic dishonesty.</p>

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