

# HRS 80: INTRODUCTION TO FILM

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## In Workflow

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3. ALS College Committee Chair (rfisher@csus.edu)
4. ALS Dean (mwilson@csus.edu)
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6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
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## Approval Path

1. Wed, 24 Jul 2019 17:57:51 GMT  
Mary Doyno (mary.doyno): Approved for HRS Committee Chair
2. Wed, 11 Sep 2019 20:16:26 GMT  
Alyson Buckman (abuckman): Approved for HRS Chair
3. Sat, 21 Sep 2019 20:48:02 GMT  
Robin Fisher (rfisher): Rollback to Initiator
4. Wed, 25 Sep 2019 21:58:31 GMT  
Victoria Shinbrot (vica): Approved for HRS Committee Chair
5. Mon, 07 Oct 2019 17:53:30 GMT  
Alyson Buckman (abuckman): Approved for HRS Chair
6. Wed, 09 Oct 2019 20:32:12 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
7. Thu, 10 Oct 2019 21:38:31 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## New Course Proposal

Date Submitted: Wed, 25 Sep 2019 20:46:24 GMT

**Viewing:** HRS 80 : Introduction to Film

**Last edit:** Mon, 07 Oct 2019 17:52:49 GMT

Changes proposed by: Alyson Buckman (101013636)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Alyson Buckman	abuckman@csus.edu	916-278-5334

**Catalog Title:**

Introduction to Film

**Class Schedule Title:**

Introduction to Film

**Academic Group: (College)**

ALS - Arts & Letters

**Academic Organization: (Department)**

Humanities and Religious Studies

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2019 (2019/2020 Catalog)

**Subject Area: (prefix)**

HRS - Humanities and Religious Studies

**Catalog Number: (course number)**

80

**Course ID: (For administrative use only.)**

140751

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

HRS 80 functions as an introduction to film as an art form for students. Students are taught the vocabulary of film as well as the basics of analyzing film meaning through visual elements. The course is global and historical in scope as well. This course represents the movement of HRS 180 to lower-division, a move supported by the presence of similar courses in lower-division community college offerings around the area. This course functions as an introductory-level course. The writing assignment has decreased in level of complexity required. As an introductory course teaching basic visual aesthetics, it belongs in lower-division.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Introduction to the aesthetics of cinema, including understanding of how lighting, editing, angles, shot length, and framing create meaning in film. Discussion of aesthetic movements such as German Expressionism, Nouvelle Vague, and auteurism.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

Students will be able to:

- 1) Appreciate and analyze a variety of film types and genres
- 2) Compare and contrast different modes of filmmaking
- 3) Demonstrate visual literacy, including understanding of the way angles, lighting, shot lengths, and editing (among others) creates meaning in films
- 4) Apply the techniques of formal analysis to film, including, for instance, understanding of symbolism and narrative
- 5) Understand and analyze the ways in which film contributes to and reflects the representation of diverse peoples.

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

Quizzes and exams will test retention of knowledge (ELO 3, 5)

Quizzes and exams will demonstrate the ability to compare and contrast (ELO 2)

Student essays will demonstrate the ability to analyze films and apply concepts (ELO 1, 3, 4)

Discussions will emphasize how films contribute to the representation of different groups (ELO 5)

**For whom is this course being developed?**

General Education

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

**University Learning Goals****Undergraduate Learning Goals:**

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Integrative learning

Personal and social responsibility

Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

C1. Arts

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Read, write, and understand relatively complex and sophisticated English prose.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

180 to HRS 80 syllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

Whether or not there will be multiple sections will depend upon enrollment. The basics of the course will remain the same across (potential) sections: the vocabulary taught, the inclusion of writing, the ELOs, and the analysis of film. Films chosen for analysis and textbook used may vary as may number and type of testing.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

All sections will be required to turn in syllabi to assess the extent to which ELO, GE, and course objectives are met as well as to evaluate modes of assessment.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

Syllabi review and observation. Full-time faculty members who teach this course will be in charge of assessing compliance.

## **General Education Details - Area C1: Arts**

Section 1.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of Area C1 and the writing requirements are met for all course sections, and what steps does the department plan to take to ensure that instructors comply with the category criteria and who is responsible?**

Our department conducts regular syllabi review and observation of lecturers and tenure-track faculty members. Full-time faculty members who teach this course and the department's curriculum committee will be in charge of assessing compliance.

## **General criteria:**

**Indicate how the course is introductory and has no prerequisites.**

This course teaches the vocabulary necessary to talk about film as well as introducing students to artistic movements in film.

**Indicate how the course is broad in scope or survey in nature.**

The course covers the period from the invention of film in the 1890s to contemporary films; it also discusses such elements as German Expressionism, Surrealism, the French New Wave, and auteur theory. Each of these is covered in a week and is a basic introduction that is backed up through representative examples. The course attempts global coverage as well as representation of race and gender. In other words, it is broadly historical, broadly representative, and utilizes an introductory-level of analysis.

## Specific criteria:

Indicate in written statements how the course meets each of the following Learning Criteria for Category C1. Relate the statements to the course syllabus and outline. Be as succinct as possible.

**Think conceptually and critically about medium, performance or presentation, and production for at least one art form.**

The Film concentrates on film as a form, although television may be discussed comparatively. Students are provided critical vocabulary and opportunities to apply this vocabulary to consider the making of meaning in film through visual elements.

**Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.**

Students apply critical concepts of filmmaking to understand how films make meaning. Both artistic movements and cultural forces are discussed for the films chosen for analysis. Aesthetics are taught along with "reading" strategies for films.

**Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources.**

A variety of genres are covered in choosing films, and cultural context for each film is examined as well. This context may be national, regional, or based in particular racial/ethnic groups.

**Be able to develop and defend informed judgments about creative work**

Students analyze how well the types of cinematography used in a given film create meaning, using evidence from it.

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The course utilizes both informal writing and graded, formal essays to evaluate students ability to apply key concepts.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

Please attach any additional files not requested above:

RE\_ HRS 180 to HRS 80.pdf

**Reviewer Comments:**

**Alyson Buckman (abuckman) (Wed, 24 Jul 2019 18:59:28 GMT):**English and Film Studies were consulted about the movement of HRS 180 to 8 and shared no concerns about it other than that it should not replace the current required lower-division course offered by the English Department.

**Alyson Buckman (abuckman) (Sun, 25 Aug 2019 19:55:56 GMT):**Sorry, this should be HRS 80 rather than 8 to preserve catalog logic (in which our film classes currently are 180, 181, 183, 185). I'm not sure how to change this in the document.

**Alyson Buckman (abuckman) (Sun, 25 Aug 2019 20:02:13 GMT):**Course description: Please add to "aesthetics of cinema" the following, "including understanding of how lighting, editing, angles, shot length, and framing create meaning in film. Discussion of aesthetic movements such as German Expressionism, Nouvelle Vague, and auteurism." Justification: please add that the writing assignment has decreased in level of complexity required. As an introductory course teaching basic visual aesthetics, it belongs in lower-division.

**Ian Harvey (iharvey) (Sat, 21 Sep 2019 16:55:16 GMT):**Dear Alyson, This is Ian Harvey on behalf of the ALS Curriculum Committee. Your course proposal has been approved pending the following revisions: Remove "3 units" at the end of the catalog course description. Learning Outcomes: Please reconsider the necessity of outcome 3 given outcomes 1, 2, and 4. Or, if there is an aspect of visual literacy the other outcomes do not cover, then perhaps 3 might have a more specific description. Please review the syllabus attached as it speaks of HRS 8 rather than 80. Also, add the new course description to the syllabus.

**Robin Fisher (rfisher) (Sat, 21 Sep 2019 20:48:02 GMT):**Rollback: Dear Alyson, Please see Prof. Harvey's editorial revisions on behalf of the Committee. Please let me know if you have any questions. Thank you, Robin Fisher

**Alyson Buckman (abuckman) (Wed, 25 Sep 2019 20:46:52 GMT):**Changes made as per Ian Harvey's Curriculum Committee requests. Thank you!

Key: 13884