

<b>Course Code &amp; No. - Section:</b>	CORE 101 - Section 1
<b>Course Title (Credits):</b>	SNC Experience – Film Breaking, Filmmaking
<b>Term &amp; Year:</b>	Fall 2015
<b>Course Ref. No. (CRN):</b>	80019
<b>Instructors:</b>	Christopher Anderson and Dr. Samantha Bankston
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<b>Office Hours:</b>	By appointment
<b>Class Meeting Time:</b>	MW 9:00– 11:15 a.m.
<b>Location:</b>	TCES 139
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None

### Topic Description:

In this course students will break down and analyze the techniques of cinematic and documentary filmmakers, learning about the visual and literary tools used to engage emotions, enlighten audiences, and call others to action. Then, building upon the film analysis, students will form a team with classmates and plan, film, edit, and screen their own documentary film, highlighting a community challenge, profiling local change makers, or calling the audience to advocacy.

### Required Texts and Materials

1. *Film: An Introduction* (4<sup>th</sup> edition), by William H. Phillips, ISBN 978-0312487256
2. A loose-leaf binder in which to keep all handouts, articles, and returned work during the course.
3. Laptop computer (one that meets the published SNC [Laptop requirements](#) at the link on the IT helpdesk page) and internet access.

**Methods of Assessing Student Outcomes:** Student outcomes will be assessed through class participation and grades earned on the various exercises, challenges and presentations outlined below.

Topic-related assignments	Points
<i>Chasing Ice</i> Oral Presentation	100
In-class activities	200
Topic Total	<b>300</b>
<b>Community Partner Challenge</b>	
Community Challenge Presentation	100
Community Challenge Poster Presentation	100
In-class and out-of-class participation	200
Community Partner Challenge Total	<b>400</b>
<b>Class Service Project</b>	
In-class and out-of-class participation in planning and preparing	200
Class project contribution	100
Class Service Project Total	<b>300</b>
<b>Total for all three course components:</b>	<b>1000</b>

**Attendance:** Attendance at all class sessions is mandatory. Habitual tardiness will not be tolerated; attendance will be taken at 9:05. Full attendance is expected in that class preparation/participation is a significant component of a student's grade. Only three (3) absences are allowed for normal illness, transportation issues, etc. Hence, doctors' notes or other similar documentation are neither required nor

accepted. The 4<sup>th</sup> absence will each result in a full grade point deduction from a student's preparation/participation grade. Any student missing five (5) class sessions without severe extenuating circumstances such as hospitalization, death in the immediate family, etc. will earn an "F" in the class. **Persistent texting or internet use will count as an absence, as people so occupied are not really present.**

**Late assignments:** Unless special arrangements are made to the contrary, **late assignments will not be accepted.** Email if anticipating tardiness.

**Individual and group projects and assignments** will be graded according to schemes provided for each assignment. No groups greater than three students! **All members of groups are expected to contribute substantially, and not allow others to claim credit for work they did not actually do.** Numerical scores on individual assignments or grade elements will be based on the degree to which the student has satisfied the assignment's requirements and demonstrated mastery of the material covered.

**Grading Policy:** Grading will be based upon the assignments outlined above. Although grades on the assignments described above will be the primary means of grade assessment, improvement throughout the semester will be very important in terms of the final grade. A grade based on the total points earned out of the thousand points possible will be assigned based on the chart provided below. However, if significant improvement occurs throughout the course this fact will be taken into account.

Grade	Total Points Earned
A	930-1,000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	0-599

### Course Description

This course is the common intellectual experience shared by all Sierra Nevada College students, employing variable topics grounded in the social sciences (economics, psychology, political science, anthropology, and sociology). Topics are selected from areas within art, business, humanities, and science to engage entering students while developing the critical skills necessary for a successful and stimulating college career. The learning objectives of the course will develop the abilities central to active, engaged learning. Those abilities include critical thinking, problem-solving, creativity/ innovation, oral communication, teamwork, peer critique, self-reflection, higher-order questioning, and active discussion.

### Key assignments:

**Oral Presentation on *Chasing Ice*:** This Innovation Challenge asks students to identify an aspect related to the documentary and develop their own film analysis. There is an expectation academic research, into the problem and robustness of the solution. The Innovation Challenge culminates in an individual presentation in Prezi or PowerPoint format delivered in front of the class. The oral presentation will be accompanied by an informative, visually meaningful handout or giveaway that will be distributed to members of the class. (Outcome 1, 3, 4, 5, 6)

**Community Challenge Presentation:** Students are introduced to a challenge posed by the leader of a local community organization in an area that is related to the class topic. Students will work in teams to research the problem and develop potential solutions to this challenge. Students are expected to do field research and interviews as well as academic research. Teams will present their solutions to the class and the community leader for feedback. Presentations will include a PowerPoint or Prezi that follows principles of visual literacy. (Outcome 1, 2, 3, 4, 5, 6)

**Community Challenge Poster Presentation:** As their final project, Community Challenge Teams will integrate feedback and suggestions from the community organization representatives and peer critiques in order to refine their solutions as described at the Community Challenge presentation. The point of this assignment is to focus on incorporating feedback, solution refinement and the iterative design process. An important part of the evaluation process will be grading students on how effectively students were able to constructively incorporate suggestions and modify their solution in response to feedback. Visual literacy and effective poster design is also an important aspect of the evaluation and grading. This assignment will culminate in a campus-wide symposium event where students will present their ideas through a poster presentation. (Outcome 1, 2, 3, 4, 5, 6, 7)

**Class Service Project:** The class will develop a documentary related to the class topic and implement it. The point of the class project is to stress collaboration, innovative thinking, and application of content knowledge.

**Topic content Assignments:** (Outcome 8, 9, 10)

Required readings

Required CPA (questions or outlining)

Required in-class activities

Required out-side of class assignments, such as the annotated bibliography

In-Class quizzes, interviews, and drafts of presentations

Participation in the service project

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**Written assignments:** All students are encouraged to submit draft work for review and comment as time allows. Papers will be graded using the SNC Common Writing Rubric.

**In Class Activities** – Some of your most important learning opportunities will arise during open, respectful discussion with your peers and through in-class activities. For this reason, it is essential for you to attend and participate in class sessions. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class. An example of the opportunities for in-class participation include:

- Notes from the Field Presentations: (Outcome 5)
- Brainstorming Exercises: (Outcome 6)
- Integrative Thinking Prototyping: (Outcome 6)
- Networking Event Challenge: (Outcome 2) Info Literacy Challenge: (Outcome 4)
- Peer Feedback Exercises: (Outcome 7)
- National Assessments: (Outcome 6) Content Activities: (Outcome 8 and 9)

**Out of Class Activities** – In an active learning environment, it is important to prepare to fully participate and engage in each class session. More than other classes you may have experienced, homework is an essential aspect of your learning. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class. Examples of assignments include:

- Info Literacy Homework: (Outcome 4)
- Community Challenge PowerPoint or Prezi Draft: (Outcome 3)
- Innovation Challenge Write Up: (Outcome 6)
- Innovation Challenge Source Check: (Outcome 4)
- Poster Draft: (Outcome 3)

- Content Activities: (Outcome 8)

**Student Outcomes:** Upon successful completion of this course:

1. Students will demonstrate strong oral communication skills and proficiency with a variety of presentation formats. (Liberal Arts)
2. Students will identify complimentary team members, form effective teams and accomplish tasks in a team environment. (Professional Preparedness)
3. Students will demonstrate strong visual literacy skills that can be expressed in a variety of mediums. Students will be able to both communicate visually and interpret the visual communication of others. (Liberal Arts)
4. Students will be able to use basic information literacy skills, including identification of sources, evaluation of sources and application of data, to support their projects. (Liberal Arts)
5. Students will have basic field investigation skills including identification of appropriate real-world sources of information, interview skills and field note creation. (Liberal Arts)
6. Students will have the tools to support creativity and innovation as applied to problem solving in real world environments, including brainstorming and generating and validating solutions . (Entrepreneurial Thinking)
7. Students will be comfortable both giving and receiving peer feedback and will demonstrate the ability to adapt their existing work based on this feedback. (Professional Preparedness)
8. Students will learn to analyze and create documentary films

**Instructional Strategies:** This course uses a challenge-based active learning model to engage students in the topic. In addition to traditional contentment delivery, the course relies on student-directed immersive activities to introduce students to the topic. Peer learning and teamwork are essential elements in the course. The desired student outcomes of this course are heavily oriented toward understanding, implications, and application. Consequently, classroom discussion and activities will emphasize these three outcomes. Since it is assumed that students in the course can read the material presented and explained in the required text, in-class lectures will be kept to a minimum and will primarily serve to clarify or amplify material explained in the text. Therefore, it is essential and expected that all students will have completed any required reading or assigned work prior to the class session(s) to which it pertains so that formal classroom time can be more productively spent on activities designed to promote deeper learning and retention. Not all material appearing in the textbook(s) may be covered in class or in assignments but all such material is eligible for inclusion in the mid-term or final exams. Individual and group assignments, case discussions and other in-class and out-of-class activities will provide students with an opportunity to enhance their understanding of concepts and their implications, and to learn how to apply these concepts to real-life situations. Students requiring additional help with course material are encouraged to contact the instructor.

### The Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**. [Note: SNC's four core themes are emphasized in **bold** text.]

### ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu), office in Prim Library: PL-304.

**The SNC Email System**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

**Sanctions for Cheating and/or Plagiarism****The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

**Consequences of Violating the Student Honor Code**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3<sup>rd</sup> Offense: Student is expelled.

**Prim Library Resources**

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

**Disclaimer** - If any part of this syllabus violates Sierra Nevada College policy or any other governing policy, that policy will take precedence.

**Note:** The instructors reserve the right to modify the syllabus or schedule if it is in the best interest of the students to do so. Any changes will be communicated in class and posted on the course Moodle site.

The schedule of classes for CORE 101, section 1, begins on the next page.

## Schedule of classes for CORE 101, section 1 – Film Breaking, Filmmaking

Date	Topic and In-Class Activities	Major Assignments
<b>M 8/17</b>	Sections meet together Group orientation activities Student introductions	
W 8/19	Intro to content topic, syllabus review, class structure, service partner brainstorming in groups, plan to approach service partner	
M 8/24	Introduce cinematic terms, watch <i>Eternal Sunshine of the Spotless Mind</i>	
<b>W 8/26</b>	Identify service partner's needs, brainstorm BCSSE 10:15am	Bring laptops to class for BCSSE
<b>M 8/31</b>	Experimental film analysis: Stan Brakhage Information Literacy (Markle) 10:00am	
W 9/2	What makes a good documentary? Watch <i>Chasing Ice</i>	Report on service partners
M 9/7	Labor Day, no class	
W 9/9	Work on oral presentations with Prezi	
M 9/14	Oral Presentations using Prezi Debriefing	Oral Presentation on one filmic aspect (to be assigned) of <i>Chasing Ice</i>
W 9/16	Introduce community partners	
M 9/21	Discuss problems (root causes, key problems), break into groups according to key problems and brainstorm solutions	
W 9/23	Editing techniques, watch short film Team contracts, assign groups (filming, interviewing, lighting, props, promotion, etc.)	
M 9/28	Interviewing techniques, watch <i>The Corporation</i>	
W 9/30	The Version of the Film that is Seen (Setting, color, sound, length), watch short animated film	
M 10/5	What Steps Might Be Taken to Construct Documentaries? Watch <i>DamNation</i>	
<b>W 10/7</b>	Lighting, watch short documentary Visual Literacy (Lanier) 10:00am	
M 10/12	Find visual cues for poster presentation	Visuals that you could use for your poster
W 10/14	Brainstorm documentary, storyboard	
M 10/19	Present storyboard and documentary idea for groups in class, peer review	Present storyboard in class
W 10/21	Present documentary idea and storyboard Logistic preparation for filming	Storyboard due
M 10/26	Filming	
W 10/28	Filming	
M 11/2	Poster creation in class	
W 11/4	Poster revisions due, mock poster pitch for peer review	
<b>M 11/9</b>	Community Project Poster Symposium	Community Project Poster Symposium

W 11/11	Veteran's Day, no class	
M 11/16	Filming	
W 11/18	Editing	
M 11/23	Thanksgiving, no class	
W 11/25	Thanksgiving, no class	
M 11/31	Editing	
W 12/2	Film screening, critique, and reflection	Film Due
M 12/7	Reading Day	
<b>T 12/8</b>	Service Project Symposium/Presentations	Service Project Symposium/Presentations