

Course Code & No. - Section:	CORE 301 - Section 1
Course Title (Credits):	SNC Experience – Film
Term & Year:	Spring 2016
Course Ref. No. (CRN):	10440
Instructors:	Christopher Anderson and Dr. Samantha Bankston
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Office Hours:	By appointment
Class Meeting Time:	MW 10:00– 11:15 a.m.
Location:	TCES 215
Prerequisites:	None
Corequisites:	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

You will be given handouts for film assignments.

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
Information Literacy Project	100
Visual Literacy Presentation	100
Oral Communication Presentation	100
Midterm	100
Poster Project	100
Participation	200
Attendance	200
Final (Film Screening)	100
Total:	1000

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 4th 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:

1) Information Literacy - Students begin by learning to research through the process of researching documentaries in general and the responsibilities of their own roles in the crafting of their own documentary. The project will be written (one paragraph summaries per source about what makes a good documentary and two other summaries from two different sources about their role in our documentary - all sources noted in correct MLA format).

2) Visual Literacy - Students continue to refine their research skills by researching and teaching the class about one element of visual literacy through a visual presentation/lesson that shows/teaches that element. This project reinforces Project 1. Having each student teach an element of visual literacy (and using that element in their visual presentation) will provide the class with a quality overview of all elements of visual literacy - taught piece by piece by the class itself.

3) Midterm - Students create the midterm themselves - each student writes 3 questions about his or her element of visual literacy, and each student writes a question or two about the research process/techniques/available sources.

4) Oral Communication - Each student gives an oral presentation on an element of oral communication without the use of a visual aid.

5) Poster Project – Students will work in small groups to create a poster that integrates what they have learned about filmmaking with the topic of the final documentary film to be produced.

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, 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.

- 1st 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.
- 2nd 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.
- 3rd 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 301, section 1, begins on the next page.

Schedule of classes for CORE 301, section 1 – Film

Date	Topic and In-Class Activities	Major Assignments
W 1/20	Sections meet together Group orientation activities Student introductions	
M 1/25	Intro to content topic, syllabus review, Handout cinematic terms , film topic brainstorming in groups, screening <i>Unbearable</i>	
W 1/27	Discuss cinematic terms, continue to brainstorm documentary topic/potential community partners	Read Handout on Cinematic Terms Each student will be assigned a term
M 2/1	Found Footage: <i>Auschwitz</i> (15 mins) Discuss what makes good found footage Practice researching found footage for documentary	http://www.openculture.com/2015/02/auschwitz-captured-in-haunting-drone-footage.html *Bring laptop to class
W 2/3	Research Presentations on what makes a good documentary	Information Literacy Project Due
M 2/8	Visual literacy lesson	
W 2/10	Watch: <i>A Man with A Movie Camera</i> (1:06), Vertov	Review cinematic terms
M 2/15	Presidents' Day	No Class
W 2/17	Visual Literacy Presentations	Visual Literacy Project Due on cinematic terms and <i>A Man with A Movie Camera</i>
M 2/22	Interviewing techniques Watch: <i>Zizek!</i>	
W 2/24	Discuss interviewing techniques witnessed in <i>Zizek!</i> Film analysis	
M 2/29	Oral Presentations on Interviewing Techniques	Oral Presentations
W 3/2	Team contracts, assign groups for class documentary	Construct team contracts
M 3/7	Midterm Exam	Midterm Exam
W 3/9	Filming #1	Film Interview with Community Partner
M 3/14	Spring Break, no class	

W 3/16	Spring Break, no class	
M 3/21	Critique Interview	
W 3/23	Cinematography Watch: <i>Jackson Pollock 51</i>	Handout on cinematography http://www.openculture.com/2011/08/jackson_pollock_lights_camera_paint.html
M 3/28	Editing	Read handout on editing
W 3/30	Brainstorm documentary structure Discuss plot structure	
M 4/4	Filming	Filming
W 4/6	Review footage, establish storyline	
M 4/11	Editing	Editing
W 4/13	Poster creation in class	
M 4/18	Poster revisions due, mock poster pitch for peer review	
W 4/20	Community Project Poster Symposium	Community Project Poster Symposium
M 4/25	Editing	
W 4/27	Narration recording	
M 5/2	Film screening, critique	
W 5/4	Reading Day, no class	
TBD	Service Project Symposium/Presentations	Service Project Symposium/Presentations