



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – The Development of the Motion Picture

Course Prefix and Number – DRAM 2366

Department - Drama

Division - CFA

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
 Academic WCJC Core Course
 WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description - Emphasis on the analysis of the visual and aural aspects of selected motion pictures, dramatic aspects of narrative films, and historical growth and sociological effect of film as an art. Core Curriculum Course.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours
Practicum Hours
Other (list)

Prerequisites/Corequisites - THEA Reading and Writing requirements met

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Phil Hoke	Signature <i>Phil Hoke</i>	Date 9/7/07
Department Head Phil Hoke	Signature <i>Phil Hoke</i>	Date 9/7/07
Division Chair Paul Spellman	Signature <i>Paul Spellman</i>	Date 9/7/07
Vice President <i>Dr. Ty Pate</i>	Signature <i>Ty Pate</i>	Date 10/5/07



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

American Film History, Film Genres, Film Terminology, Production Process, Criticism.

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<ol style="list-style-type: none"> 1. To trace major happenings and movements in motion picture history. 2. To distinguish various genres of pictures. 3. To recognize and apply film terminology. 4. To identify the production process from pre production through post production process. 5. To critically evaluate a film based on specific criteria. 	<ol style="list-style-type: none"> 1. Students will complete a topical outline and be assessed on the information through in class quizzes. 2. Students will present an oral report on a specific genre of film. 3. Topical outline and class quizzes. 4. Topical outline and class quizzes. 5. Students will write a critique of a current film.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Making Sense of Movies by Robert H. Stanley; students are also expected to attend at least one current motion picture during the course of the semester.

IV. Suggested Course Maximum - 25

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Large monitor with DVD and VHS systems.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Students will be expected to read assigned chapters in the book and they will complete 3 quizzes @ 15 % each, present an oral report on film genre @ 15%; complete a 2 page written critique of a current movie @ 15%; Complete a course outline @ 15%, attendance and participation @ 10%. A=

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**

Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**

Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist



Page 1: Competencies

Course Prefix & Number: Drama 2366	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Students reading is monitored via 3 quizzes, a course outline, and the research generated for their presentation.
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Writing is assessed via a formal critique of a contemporary film.
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	Students are required to deliver a formal presentation on a specific film genre.
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Students will engage in a variety of activities including class discussions and formal critical analyses.
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	



Page 2: Perspectives

Course Prefix & Number: DRAM 2366	
Perspective	Method of Assessment
1. Individual and society/world; cultural and ethnic diversity	Students review movies within the frame of their social context. Students discuss cultural and ethnic impact that mass media has on society.
2. Individual, political, economic, and social aspects of life; being a responsible member of society	
3. Health and wellness	
4. Technology and science: use and understanding	
5. Personal values for ethical behavior	Students are held to a strong standard for personal behavior with regard to academic integrity, meeting deadlines, and academic achievement.
6. Ability to make aesthetic judgments	Students are introduced to standards of dramatic excellence and apply these standards in classroom discussions and formal critiques.
7. Logical reasoning in problem solving	
8. Integrate knowledge from and understand interrelationships of the scholarly disciplines	



Page 3: Exemplary Educational Objectives

Course Prefix & Number:	
Component Area: Humanities and Performing/Visual Arts	
Exemplary Educational Objective	Method of Assessment
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.	Students review films from the silent era to contemporary works. Various genres are introduced.
2. Understand those works as expressions of individual and human values within a historical and social context.	Each review filmed is discussed within the frame of it's historical and social context. Students awareness is assessed via a course outline.
3. Respond critically to works in the arts and humanities.	Students respond critically both in class and through a formal critique of a contemporary work.
4. Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	Students create story pitches and story boards through the course outline they complete.
5. Articulate an informed personal reaction to works in the arts and humanities.	Students discuss their reaction to all reviewed films and a film they choose of their own accord.
6. Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.	Through course quizzes, outline and the final critique, students gain a larger sense of awareness for the humanities and arts.
7. Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.	Through courses quizzes, outlines and the final critique, students gain awareness of interplay that literature, philosophy, and art have on intercultural experiences.