



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: Classic Cinema

Course Number: THF 275

Credit Hrs. 3

Lecture Hrs. 3

Lab Hrs. 0

Clinical Hrs. 0

Variable Hrs. 0

Total Hours of Instruction: 3

Total Contact Hours: 52.8

(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Overview of the techniques, aesthetics, vocabulary, and criticism of the cinema in a historical context. As an introduction to classic cinema, this course will establish a sense of both film history's general outline and film theory's most important issues.

Prerequisite (s): none

Co-requisite (s): none

Course Objectives:

- Develop an understanding of and a greater appreciation for the art and history of film.
- Examine a variety of film genres and come to an understanding of the conventions of each.
- Discuss a number of topics related to the controversial themes of the films.
- Examine contemporary and historical American and international cinema in their broader historical and cultural contexts.
- Define the elements of film aesthetics and criticism.
- Identify some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, narrative vs. Experimental films, and so on.
- Discuss the cultural assumptions that underlie films made in and outside the United States.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Develop an understanding of and a greater appreciation for the art and history of film. (DQP 1,2,3,5,6,7,8,9,10,11,12,14,15,16)
- Examine a variety of film genres and come to an understanding of the conventions of each. (DQP 1,2,3,5,6,7,8,9,10,11,12,14,15,16)
- Discuss a number of topics related to the controversial themes of the films. (DQP 1,2,3,5,6,7,8,9,10,11,12,14,15,16)
- Examine contemporary and historical American and international cinema in their broader historical and cultural contexts. (DQP 1,2,3,5,6,7,8,9,10,11,12,14,15,16,17)
- Define the elements of film aesthetics and criticism. (DQP 1,2,3,5,6,7,8,9,10,11,12,14,15,16)
- Identify some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, narrative vs. Experimental films, and so on. (DQP 1,2,3,5,6,7,8,9,10,11,12,14,15,16)
- Discuss the cultural assumptions that underlie films made in and outside the United States. (DQP 1,2,3,5,6,7,8,9,10,11,12,14,15,16)



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Suggested Methods of Instruction:

Lecture, motion picture viewing, supplemental videos and small group work.

Suggested Methods of Assessment and Evaluation:

Current: Reading and/or Viewing Logs [DQP #'s 2-3, 6, 8, 12]; Multiple Choice & True/False Chapter Tests [DQP #'s 2,-3, 6, 10]; Compare & Contrast Essay Assignments [DQP #'s 1-3, 5-12, 14-16]; Research Paper [DQP #'s 1-3, 5-12, 14-16]; Discussion Board Assignments

Prospective: Quizzes; In-class and/or On-line Discussion

Adopted Text at Time of Course Adoption/Revision:

Possibilities include (but are not limited to) the following:

Bordwell, D., Thompson, K. (2003). *Film History: An Introduction (2nd ed.)*. New York: McGraw-Hill.
Braudy, L., Cohen, M., eds. (2004). *Film Theory and Criticism (6th ed.)*. Oxford: Oxford UP.
Pramaggiore, M., Wallis, T. (2006). *Film: A Critical Introduction*. New York: Pearson.

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

WEEK 1	Course Overview: pre-cinema storytelling
WEEK 2	Historical Origins: pioneers, nature of narrative, dawn of cinema
WEEK 3	Historical Origins: pioneers, nature of narrative, dawn of cinema
WEEK 4	Development of Film Language: regional, national, international
WEEK 5	Hollywood vs. The Avant-Garde: dreams vs. nightmares
WEEK 6	Hollywood vs. The Avant-Garde: dreams vs. nightmares
WEEK 7	“Talkies”: sound vs. vision
WEEK 8	Genres: Western and Musical
WEEK 9	Genres: Science Fiction & Horror
WEEK 10	Genres: Comedy
WEEK 11	Genres: Documentary and Animation
WEEK 12	Genres: Suspense & Noir
WEEK 13	Film and The State: censorship, “bread and circuses”
WEEK 14	Auteurism and International Cinema
WEEK 15	Film Criticism and Aesthetics
WEEK 16	Final Projects/Presentations

Part 1 & Part 2 approved by CRDAP on: 09 25 15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012