

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Film Appreciation		
<b>CODE NO. :</b>	GAS105	<b>SEMESTER:</b>	Winter 2011
<b>PROGRAM:</b>	Graphic Design and others		
<b>AUTHOR:</b>	General Arts & Science Department		
<b>DATE:</b>	Dec. 2010	<b>PREVIOUS OUTLINE DATED:</b>	Dec. 2009
<b>APPROVED:</b>	"Angelique Lemay"		Jan. 2011
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	<b>CHAIR</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3 (three)		
<b>PREREQUISITE(S):</b>	None		
<b>HOURS/WEEK:</b>	2 (two)		

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*For additional information, please contact the Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

## Film Appreciation

### I. COURSE DESCRIPTION:

This introduction to movies will provide an opportunity to understand the importance of visual creativity in human affairs. The students will gain the capacity to recognize and evaluate artistic creativity of film and film production. Through viewing, discussing, and presenting, students will gain an aesthetic appreciation for the arts.

### II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Understand the complexity of the film production process.

#### Potential elements of the performance

- Distinguish the different professional roles in the film production industry and their specific contribution to the production process: writer, producer, director, cast, and crew.
- Discriminate the three phases of the production process: pre-production, shooting, postproduction.
- Discriminate film categories and film genres.
- Be aware of the legal implications of the production process: intellectual properties, contractual issues.

2. Realize the importance of a well crafted, well narrated, and attractive story in the creation of films.

#### Potential elements of the performance

- Identify the themes of the story.
- Identify the story genre: fiction narrative and non-fiction stories.
- Recognize the different parts of a film story.
- Analyze the point of view of the film narrative.
- Describe the main features of the characters and their influence to resolve the conflict.
- Discriminate different ways to present the plot.
- Write a treatment to communicate a film story.

3. Investigate film adaptation.

#### Potential elements of the performance

- Practice visualizations to record memories and read material.
- Translate ideas and thoughts into images and words using draws, and verbal elaboration.
- Write “treatment” and “storyboards” based on a short story or a song lyric.

4. Appreciate and practice creative and technical aspects of film edition.

Potential elements of the performance

- Identify the most common types of editing.
- Realize the crucial role of editing in visual storytelling.
- Use the learned techniques to edit a short sequence of film.

5. Analyze and practice film reviews.

Potential elements of the performance

- Identify analytical categories of a film review.
- Read and compare professional film reviews.
- Consider the audience of a film review.
- Write a comparative analysis of two films, utilizing the analytical categories of a professional film review.

6. Reflect on one's learning process.

Potential elements of the performance

- Elaborate on the contribution of one's professional field to the creation and appreciation of films.
- Design a creative activity to show what and how was learned in the course.
- Communicate one's comprehension and integration of the course material through the self-designed creative activity.

### III. TOPICS:

1. The film production process: stages, professional roles, types of films.
2. Audiovisual storytelling: elements of a well narrated audiovisual visual story.
3. Film adaptation: how to create a film out of ideas, short stories, and songs.
4. Creative and technical aspects of film edition.
5. Film reviews.
6. Application of students' field of studies to film appreciation and creation.

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- The professor will provide a course package with written materials and class activities.
- A binder to keep the course package and class activities.
- A pair of headsets and a microphone.

**V. EVALUATION PROCESS/GRADING SYSTEM (\*):**

1. Film reviews	30 %
2. Presentation	20 %
3. Experimental short film	30 %
4. Analysis of own film	20 %
<b>TOTAL</b>	<b>100 %</b>

(\*) In the interest of keeping this course outline succinct, specific instructions, due dates, and marking schemes for each assignment will be announced in class and will be posted on LMS.

**The following semester grades will be assigned to students:**

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**NOTE: Mid-term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the mid-term grade is an interim grade and is subject to change.**

**VI. SPECIAL NOTES:**

**ATTENDANCE:** Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. In this course, attendance will be recorded every class at the beginning of the class.

**ACADEMIC HONESTY** will be enforced at all times; and violations will be sanctioned according to the college policies. Students are expected to acquire the habit of referencing all the sources from which they take information. When they do group work, all members are to collaborate evenly according to specific individual roles agreed to by group members. A group member who attempts to use classmates' work without offering any significant contribution to the group work will not receive credit for the corresponding assignment.

**CELL PHONES, PDAs, AND OTHER ELECTRONIC DEVICES** need to be turned off before the class starts. Students can use laptops with the sole purpose of taking class notes and completing class assignments, only if a previous explicit authorization by the professor has been granted.

**ALL ASSIGNMENT SUBMISSIONS TAKE PLACE IN THE CLASSROOM AND ARE PERSONAL.** Students are responsible for submitting assignments on time, in the classroom, and personally to the professor. If a student miss a class when an assignment is due, s/he is responsible to deliver the assignment personally to the professor.

**LATE SUBMISSION** of assignments will be accepted but 10 % of the assignment grade will be deducted per late day up to one week past the due date. Following the first late week, an extra 10 % will be deducted per each late week. No late assignments will be accepted once the professor has returned the corresponding marked assignments to the class.

**DATES OF PRE-SCHEDULED CONSULTATIONS, PRESENTATIONS, AND PERFORMANCES, ONCE AGREED, WILL NOT BE CHANGED** and missing them without PREVIOUS notice to the professor will result in not getting credit for these evaluation components.

**THE COURSE CONTENT AND THE EVALUATION SYSTEM CAN BE MODIFIED** at the professor's discretion in order to meet students' needs. All changes will be communicated to the students.

**VII. COURSE OUTLINE ADDENDUM:** The provisions contained in the addendum located on the portal form part of this course outline.