Spring 2018

Film Aesthetics

Thomas Anderson
Georgia State University, tanderson47@gsu.edu

Elizabeth Lathrop
Georgia State University, elathrop@gsu.edu

Follow this and additional works at: https://oer.galileo.usg.edu/arts-collections

Part of the Visual Studies Commons

Recommended Citation

UNIVERSITY SYSTEM
OF GEORGIA

Thomas Anderson and Elizabeth Lathrop

Film Aesthetics

Affordable Learning Georgia

Georgia's Virtual Library
GALILEO
An Initiative of the University System of Georgia

Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
    - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
    - The initial proposal describes the grant project's aims in detail.
- Final Report
    - The final report describes the outcomes of the project and any lessons learned.

Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grants Round 8

Award Cycle:	Round 8
Internal Submission Deadline:	Sunday, December 11, 2016

Application Title:	294
Application ID:	#001290
Submitter First Name:	Leonard
Submitter Last Name:	Conner
Submitter Title:	Grants and Contracts Officer
Submitter Email Address:	lconner@gsu.edu
Submitter Phone Number:	678-891-2529
Submitter Campus Role:	Grants Office
Applicant First Name:	Thomas
Applicant Last Name:	Anderson
Co-Applicant Name(s):	Elizabeth Lathrop
Applicant Email Address:	tanderson47@gsu.edu
Applicant Phone Number:	678-891-3970
Primary Appointment Title:	Instructor, Fine Arts & Humanities
Institution Name(s):	Georgia State University-Perimeter College
Submission Date:	Monday, December 12, 2016

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Thomas J. Anderson, Instructor-Fine Arts and Humanities, Georgia State University-Perimeter College, Online Campus; tanderson47@gsu.edu

Elizabeth Lathrop, Assistant Professor-Fine Arts and Humanities, Georgia State University-Perimeter College, Clarkston Campus; elathrop@gsu.edu

Sponsor, (Name, Title, Department, Institution):

Ms. Andrea Morgan, Chair of Fine Arts and Humanities, Georgia State University-Perimeter College

Proposal Title: 294

Course Names, Course Numbers and Semesters Offered:

Film Aesthetics, FLME 1010 Summer-Fall 2017

Average Number of Students per Course Section:	25
Number of Course Sections Affected by Implementation in Academic Year:	20
Total Number of Students Affected by Implementation in Academic Year:	400
List the original course materials for students (including title, whether optional or required, & cost for each item):	Film Art by Bordwell and Thompson-$154.95
Requested Amount of Funding:	$10,800.00
Original per Student Cost:	$154.95
Post-Proposal Projected Student Cost:	$0.00
Projected Per Student Savings:	$154.95
Projected Total Annual Student Savings:	$50,000.00

Creation and Hosting Platforms Used ("n/a" if none):

Brightspace D2L

Proposal Category:	No-Cost-to-Students Learning Materials
Final Semester of Instruction:	Fall 2017

Project Goals:

1. Provide no cost learning materials for the FLME 1010 Film Aesthetics class to students in an electronic format that can easily be updated when necessary. Because Perimeter College of Georgia State University is an Access Institution, most students come from lower income families, and the purchase of an expensive textbook can be problematical for many of them.

An article in the Chronicle of Higher Education said survey results indicated 70% of college students said they had not bought a textbook because of the high price, and 78% of those feared it would negatively affect their grade. (1) A previous transformation project headed by Mr. Anderson (and funded by Georgia Perimeter College) saved the students more than $50,000 in the 2015-16 academic year. (350 students X $155 each for the textbook)

2. Measure the mastery of Learning Outcomes of students taking the class with these new materials against results from classes where students were required to purchase the textbook, with the goal being that this new performance will equal or exceed performance of students who purchased the book.

3. Lower the DFW rates, which can be very high in online classes. We think that the high cost of the textbook is discouraging, and that some of these students stop attending the class and even attempting to succeed because of this factor. A previous transformation project headed by Mr. Anderson (and funded by Georgia Perimeter College) showed results after one semester of a 33% drop in DFW rates.

4. Increase utilization of these materials by other instructors of this class at Perimeter College of Georgia State University, both online and on ground. Structure the content so that other instructors can easily substitute their own preferred film examples of core learning concepts in this class.

Statement of Transformation:

This class is being re-structured due to the merger between Georgia Perimeter College and Georgia State University. The decision was made to teach the class the way it has been taught at GSU as "Film Aesthetics" instead of "Introduction to Film"; this means changing the course description and course content to align with an intensive writing class vs an introductory class. 6 of the current 13 Learning Modules have to be eliminated, because "Film History" is not one of the course outcomes of the Film Aesthetics class at GSU. The other 7 modules will be reviewed and expanded to meet the outcomes of this new class. New modules will be added specifically on writing skills for film reviews and film research papers. Quizzes, Discussions, Exams, and Writing Assignments will all be revised appropriately. Links to online film clips will be updated, and will use the links provided by the Library wherever possible.

Stakeholders include the students, the instructors, the Administration, and the Library.

At least 150 students per term will benefit from not having to buy the textbook. We anticipate that the expected drop in DFW rates will facilitate this online class being offered to the GSU downtown film majors, where there currently are not any online film classes offered. Over 500 students a year take this class at the downtown campus, and the huge demand has resulted in a significant backlog of their students needing this class, which is a Prerequisite to ALL upper level film classes at GSU.

Expectations are that measured student success rates will equal or exceed those achieved while using the textbook. The effect on the rate of those dropping the course should also improve.

Transformation Action Plan:

A rubric will be developed to measure success rates in this new version of FLME 1010 compared to the versions of the class that use a textbook, both at the Perimeter campuses and the GSU main campus. Mr. Anderson and Ms. Lathrop designed a rubric that is being used at all campuses in the 2016-17 academic year to compare results of the FLME 2700 History of Motion Picture classes.

A Student Satisfaction Survey will be created that will ask students how satisfied they were with the content of their class, and whether they were happy with having a textbook and the cost of that textbook, and were content with learning from open access materials.

The material developed will use less "academic" language than is typical for textbooks in this field, and thus will be more understandable to the students. This information will come from the internet, other published works, and the very detailed class notes developed by these two instructors over many years of teaching either this class or versions of this class. Notes and PPTs that accompany each LM will be revised accordingly, and links to online clips will be researched or updated.

Both Mr. Anderson and Ms. Lathrop have backgrounds in course and instructional design, and are subject matter experts. Mr. Anderson will oversee the expansion of the learning modules that deal with the components of film like Production, Cinematography, Sound, Music, Editing, and Special Visual Effects; Ms. Lathrop will create the learning modules that deal with writing research papers and film reviews.

Online materials access will be through OpenStax CNX and D2L.

Quantitative & Qualitative Measures:	Quantitative:-How many students took the class, and how much money did they save by not having to buy a textbook-What was the grade distribution? How does that compare to prior terms?-How did the use of instructor materials affect the DFW rate of these classes versus the classes that still use a textbook?Qualitative:-Did at least 70% of the students score 8 or higher on the new Writing Rubric? This rubric has 4 measurable categories of Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations in Grammar, Content, Organization, and Critical Thinking

Timeline:

1/9/17: Notification and Commencement of Project

1/30/17: Attendance at Kickoff Meeting

2/17 – 5/17: Development and Programming of Materials

5/31/17: Create and Send Interim Status Report

6/2017: use materials in sections of FLME 1010 taught in Summer and Fall 2017 term

12/2017: collecting data from the new Rubric; compare to classes taught with the book; create and send the Final Report.

Budget:

$10,800.00, allocated as follows: Extra compensation will be provided to the faculty members on this project as the work conducted will be above their normal job duties and occur outside of their normal working hours. The rate of pay for each faculty is based on their Institutional Base Salary rate of pay.

Extra Compensation for Principal Investigator Thomas Anderson. $5,000.00

Extra Compensation for Co-Principal Investigator Elizabeth Lathrop. $5,000.00

Travel and other Project Expenses: $800.00

Sustainability Plan:

Team Members will continue to improve and update this course before every term, to make sure the many links are still current and that all class information is still relevant.

The course will be designed so that it can be taught by any instructor and easily adapted to their personal style and preferred film choices. The potential is there for these no cost resources to be potentially offered to as many as another 500-1000 students at the GSU downtown campus once the decision is made to offer online film courses at that campus..

---

555 North Indian Creek Drive
Clarkston, GA 30021

Fax   678-212-7505
Web   perimeter.gsu.edu

October 17, 2016

Re: Textbook Transformation Grant Proposal

I fully support Thomas Anderson in his pursuit of a Textbook Transformation Grant to design no cost learning materials for the FLME 1010 (Film Aesthetics) course. Mr. Anderson managed a similar project in 2015. He worked with film colleagues to design course materials that replaced the adopted textbook for Georgia Perimeter College's Introduction to Film course. The materials designed were incorporated into the online course template, eliminating the need for a textbook and resulting in overall savings to film students of approximately $50,000 in the 2015-2016 academic year. His plan to work with colleagues again to design open source content for FLME 1010 that will eliminate the need for an accompanying textbook is a great money-saving project that should benefit hundreds of film students at Georgia State University.

Sincerely,

Andrea Scott Morgan
Associate Department Chair
Humanities and Fine Arts Department

October 11, 2016

Office of Sponsored Proposals and Awards
Georgia State University
Atlanta, GA 30302

Re: Affordable Learning Textbook Grant Proposal (Film: Anderson and Lathrop)

To Whom It May Concern:

I am very pleased to offer this letter of support for Tom Anderson and Elizabeth Lathrop, and for their Affordable Learning Textbook Grant proposal. This grant would allow the development of no cost learning materials for students taking FLME 1010. This would be of real benefit to Perimeter College's students, many of whom come from low-income families. I believe that with this grant, Professors Anderson and Lathrop could achieve their stated goal of generating increased student outcomes in students taking their courses. I am also excited at the prospect of extending the use of the materials they will be able to develop to film faculty teaching on our other campuses.

In conclusion, I think that that the grant proposal being submitted by Anderson and Lathrop has great promise, and hope that you will carefully consider it. I give their proposal my hearty endorsement.

Sincerely,

Eric T. Morton, Ph.D.
Department Chair of Arts and Humanities
Assistant Professor of Philosophy

Syllabus

FLME 1010-006
CRN 55241
COURSE SYLLABUS
Summer 2017

COURSE TITLE: Film Aesthetics and Analysis

BRIEF COURSE DESCRIPTION: This course is designed to help you learn how to analyze and write about film, by specifically helping you learn how to evaluate the aesthetic components that make up a film, including the script, the direction, the acting, the cinematography, the lighting, sets, costumes and makeup, editing, sound recording, sound design, music, special visual effects, and special sound effects. It will also help you understand how to analyze the "style" of a Director by looking at common themes and also some technical elements of their films.

TEXT: NO TEXTBOOK REQUIRED. This class is based on instructor materials

INSTRUCTOR: Thomas J. Anderson
  E-mail: tanderson47@gsu.edu
  Phone: EM me and I will return your call

COURSE DESCRIPTION IN DEPTH:

FLME 1010 is designed to build on what you learned in FLME 2700 about film history. This class will introduce students to the basic terminology and methods commonly utilized in writing about film. Students will be exposed to the skills necessary to engage in formal academic evaluation of cinematic texts. We will study how storytelling works, how our cinematic experiences are shaped by our personal histories and expectations, and how thoughtful analysis of films can enrich our understandings of media and society.

This class puts a strong emphasis on critical thinking, and an even stronger emphasis on writing about film. Consequently, students will be expected to develop the skills necessary to formulate a cogent argument, and to convey ideas effectively and

coherently via the written word. The critical, argumentative, and written skills gained in this course are those required for the 3000 and 4000 upper-level film studies courses at the GSU Atlanta Campus, as well as for other critical engagements with the world.

EVALUATION

Class Passport/Syllabus Quiz	10 points (1%)
Chapter Discussion Questions	195 points (19.5%)
Chapter Quizzes	195 points (19.5%)
Midterm Exam	100 points (10%)
Final Exam	100 points (10%)
3 Film Essay Written Assignments	400 points (40%)
Total	1000 points

A=900-1000, B=800-899, C=700-799, D=600-699, F=599 or lower.

The only late work accepted will be for the first 3 research papers. The first 3 papers may be turned in up to ONE WEEK LATE, **but will incur a 10% penalty for being late**.   No late discussion posts will be counted; no quizzes or exams may be taken after the posted due date has passed.

Students are responsible for completing each module, which includes acquiring and viewing films when required. Many clips from the films have links included to youtube and other sites, and some films will be provided free of charge via online streaming outlets, **OBTAINING ANY OTHER FILMS FOR THE COURSE IS THE STUDENT'S RESPONSIBILITY**. It is a good idea to budget renting some films into your miscellaneous school costs; most films are $2.99 to rent online from i-tunes or amazon.com, or you may sign up for a service such as Netflix or Hulu. Films are available from many sources for free, including various campus libraries and the public library. Please keep in mind that you did not have to buy a textbook for this class, and the instructor is making every effort to minimize any additional costs.

Perimeter College of Georgia State University does have a specific licensing agreement with Swank Films to show the following films that relate to this class:

Go to this link: http://digitalcampus.swank.com/gpc313757/SDC. The log in ID and password are both gpc123. This list of available films is subject to change, as this is an annual license that undergoes some changes for each academic year.

You will have one week to complete each module. Please read each chapter and view each film early enough to allow ample time to participate in the online discussions for each module.

CLASS PASSPORT/SYLLABUS QUIZ
You must take and score 100 on this simple, 5 question quiz, before gaining access to the other materials in this course. **Please understand clearly that taking this**

quiz also means that you have officially started this course, and that you plan to fully participate.

By taking this quiz, you will be agreeing to the following:

Perimeter College requires students to use GSU-provided email accounts for communication. The Perimeter College account holder must maintain password security and not share his or her login information with anyone, including spouses, parents, friends, and family.

Therefore, only the registered student is permitted to login to iCollege with his or her assigned username and password to participate in this class. Allowing someone other than the registered student to access this iCollege class for any reason is considered cheating and a violation of the Georgia State University's Policy on Academic Honesty. Users must not use profanity, obscenities, or derogatory remarks in email messages. Threatening, sexual, ethnic, and/or racial harassment, including unwanted/unsolicited bulk electronic mail, is strictly prohibited. Persons in violation of these expectations are subject to a range of sanctions, including the loss of computer network access privileges, disciplinary action, dismissal from the College and legal action.

Furthermore, I agree to abide by the instructor's attendance policy outlined in the course syllabus.

By submitting this quiz, I, the account holder, certify that I understand the expectations and the agreement stated herein, will comply, and do intend to proceed with this course

TECHNOLOGY REQUIREMENTS
Computer/Internet Access/Software
-PC or laptop with Windows XP or above, and an Internet connection, preferably DSL or cable.
-You must use your GSU Student Email account, and **must** use **Microsoft Word** to compose your papers.
-We recommend use of the Google Chrome Browser; you should also have the Internet Explorer Browser, as you will need this to use the free Silverlight software to view some of the free films available from the PC/GSU library.

REQUIRED TECHNOLOGY SKILLS:
-You are expected to know how to use the iCollege system.
-If you are unfamiliar with iCollege, please view the iCollege orientation video at:
http://teaching.technology.gsu.edu/tools/brightspace/brightspace-student-support/icollege-student-orientation/
-For additional training material, login instructions, student orientation, and support information, please visit the PC Online main page.
-You can get technology help between 7AM and 10PM, 7 days a week, by contacting help@gsu.edu or by calling **404-413-4357.**

-You can also get help 24 hours a day from the BrightSpace/D2L help site:
 http://d2lhelp.view.usg.edu

OTHER REQUIRED TECHNOLOGY SKILLS:

-Able to send and receive email,

-Proficient use of the Internet;

-Use an Internet browser, be able to locate information using the Internet

-Create documents using Microsoft Word

-Transfer information from your computer to the iCollege course management system

FILM PAPERS: there are 3 of these

Paper 1: (100 points) Write a 500 word paper describing the Narrative Structure of "Casablanca". This should include a summary of the plot, but do this in the context of how this relates to the structure (the beginning, middle, and end, as well as where the flashback scene fits in and why this scene is important. Also, specifically describe whether this film uses a Restricted Narrative or an Unrestricted Narrative, and use a specific scene or two from the film to support your conclusion.

Please make sure to cite your sources. If you fail to cite at least 2 sources, there is an automatic deduction of 5 points from your paper. Use sources like imdb.com to confirm the spellings of the names of the characters, actors etc.

This paper is due June 18; late papers will be accepted until June 25, but will get a 10% penalty. **Please be sure to both use and cite at least two sources; you will lose 5 points if you do not do this.**

Paper 2: (100 points) Write a 500 word paper analyzing the Cinematography in *The French Connection.* This paper will be due on June 25.   You should approach this by examining 3 specific scenes in this film; detail the camera angles, the camera movement, the use of rack focus, the movement of the actors and other elements within the frame-- and describe to me how each of these elements contributes to the emotional impact of the film and the development of the characters. Your paper should specifically discuss how the cinematography creates a visual contrast between the characters of Popeye Doyle and Alain Charnier. Please be sure to both use and cite at least two sources; you lose 5 points if you do not do this.

The paper is DUE June 25; late window is open until July 2, but late papers get a 10% grade penalty

Paper 3: (200 points) From the list provided, select a Director and view at least 3 of their films. In this 1000 word paper, identify some of the common elements in the films of this director (similar themes and characters, types of shots, the music, visual effects) and compare and contrast these in your paper. This paper is due July 23; **no late papers accepted.** Please be sure to both use and cite at least two sources; you lose 5 points if you do not do this. This paper will count **200 points**, or 20% of

your overall grade, so you need to take some time to develop this paper, and put an appropriate amount of effort into it.

A WORD ABOUT SOURCES

Wikipedia is an excellent resource for plot summaries and other information about a particular film. Some professors have reservations about Wikipedia; I find it to be very helpful personally. That does not mean I am giving your permission to copy and paste plot summaries from this site. You can use it as a guide, but your papers will need to greatly condense any information from this site, and also to include references to specific scenes and other critical sources that help form the basis for any conclusions you arrived at.

I'm not a big fan of SparkNotes; sometimes their stuff is interesting, but I find this site to be more interested in taking short cuts than providing a lot of deeper analysis.

IMDB.com is an excellent resource for the correct spellings of the names of the cast and crew, quotes from the film, interesting trivia, and sometimes some excellent customer reviews.

Rogerebert.com has a collection of reviews from the noted critic and others he was associated with.

And you can always do a Google search. Just please remember that I can do a Google search also if your paper is reading like a magazine quality article. Like most professors, I have alarm bells that go off when student papers contain language that is over even my head.

LEARNING AND TUTORING CENTER:

If you need help with improving your writing skills, we strongly encourage you to take advantage of the free services of the Learning and Tutoring Center. They can be contacted at: http://depts.gpc.edu/~gpcltc/index.html

ONLINE MODULE DISCUSSIONS:

All students are required to participate in online discussions each week. Students can earn up to 15 points each week based on the quality of comments made and contribution to the discussion at hand. A simple 'I agree' or 'I disagree' is not sufficient – you must add thoughtful insights or questions to the discussed topics in order to receive credit for that week. I will provide further instruction on discussion posts in the discussions area during the first week of class. Active participation in discussions will ensure a more thorough knowledge of course material and allow you to explore new ideas and interact with your instructor and classmates.

You can expect the grading to look something like this:

10 points – Thorough, well-written response to discussion questions or to a classmate/instructor post. Posts will contain references to specific ideas from the

course and examples either from the week's film or from another film that the student has seen outside of class, and excellent posts will also contain a link to where clips can be viewed on youtube.com or elsewhere.   Student will clearly convey that they understand concepts from the week's material. Student also may ask a thought-provoking question to the instructor or his/her classmates in an attempt to better understand the learning module's concepts.

5-9 points –Initial posts that are not as well written or thought out. A two or three sentence post that is very general and vague will typically earn 5 or 6 points.

1 point each, up to a maximum of 5 points each week – your follow up posts on comments that your fellow students have made; these points are given for thoughtful interaction, not just an "I agree" or "I disagree".

YOU MUST MAKE FIVE (5) RESPONSE POSTS EACH WEEK, IN ADDITION TO YOUR ORIGINAL POST, TO POTENTIALLY GET ALL 15 POSSIBLE POINTS FOR THE DISCUSSIONS!

NO CREDIT will be given for any posts made after the due date has passed. These late posts miss one of the main reasons for these discussions, which is to encourage interaction between the students and the Professor, and interaction between the students in the class.

OFFICE HOURS/CONTACTING THE INSTRUCTOR:

I will do my very best to be readily and immediately available for any questions or concerns you might have regarding course material. The best way to contact me is at tanderson47@gsu.edu; this goes directly to my i-phone. I am committed to responding to student e-mails within at least 12 hours.   If you want to schedule a time to talk with me, send me an EM and we will set up a time that works.

I will specifically be in my office and will immediately respond to you at the following times:
Mondays and Thursdays: 11AM to 3PM
Wednesdays 8PM to 10PM

The course outline below provides you with a basic calendar of assignments and due dates. Modules, films, film essays and quizzes are listed below along with due dates. I also send out occasional announcements. Read these carefully. You will be responsible for information disseminated from the instructor via these announcements.

COURSE OUTLINE*

CLASS BEGINS JUNE 5, 2017

MODULE 1 June 5-11   Read the Notes for Module 1. Take the Module 1 Quiz.
                            Participate in the Module 1 Discussion. View the film
                            Casablanca.

MODULE 2 – June 8-14   Read the Notes for Module 2 on the Classic Hollywood Narrative form of filmmaking and Review the PPT for Module 2, Take the Module 2 Quiz, Participate in the Module 2 Discussion. View the film *The French Connection.*

MODULE 3 – June 12-18   Read the Notes for Module 3 and Review the PPT for Module 3. Take the Module 3 Quiz. Participate in the Module 3 Discussion. View the film *Psycho.* Turn in Film Paper #1 by June 18. (see description above)

MODULE 4– June 15-21   Read the Notes for Module 4 (Cinematography) and Review the PPT for Module 4. Take the Module 4 Quiz. Participate in the Module 4 Discussion.

MODULE 5 – June 19-25   Read the Notes for Module 5 (Editing) and Review the PPT for Module 5. Take the Module 5 Quiz. Participate in the Module 5 Discussion. Paper # 2 is due June 25.

MODULE 6 – June 22-28   Read the Notes for Module 6 (Sound) and Review the PPT for Module 6. Take the Module 6 Quiz. Participate in the Module 6 Discussion.

MIDTERM EXAM   Window to take the Midterm Exam is June 26-July 2.

MODULE 7 – June 29-July 5 Read the Notes for Module 7 (Music) and Review the PPT for Module 7. Take the Module 7 Quiz. Participate in the Module 7 Discussion.

MODULE 8 – July 3-9   Read the Notes for Module 8 (Sound Design and Special Audio Effects) and Review the PPT.   Take the Module 8 Quiz. Participate in the Module 8 Discussion." Identify the Director whose work you will analyze in your Final Paper for this class.

MODULE 9 –July 6-12   Read the Notes for Module 9 - Special Visual Effects and Review the PPT. Take the Module 9 Quiz. Participate in the Module 9 Discussion.

MODULE 10 –July 10-16   Read the Notes for Module 10 on Film Style, and also read the notes on *Run Lola Run.* Take the Module 10 Quiz. Participate in the Module 10 Discussion. View the first film connected with your Final Paper.

MODULE 11 – July 13-19   Read the notes for Module 11 on The Films of James Cameron and Review the PPT. Take the Module 11 Quiz. Participate in the Module 11 Discussion. View the second film connected with your Final Paper

MODULE 12 –July 17-23   Read the notes for Module 12 on The Films of Martin Scorsese and Review the PPT. Take the Module 12 Quiz. Participate in the Module 12 Discussion. View the third film connected with your Final Paper

MODULE 13 –July 20-23   Read the notes for Module 13 on The Films of Christopher Nolan and Review the PPT. Take the Module 13 Quiz. Participate in the Module 13 Discussion. Final Paper due July 23.

FINAL PAPER – due July 23

FINAL EXAM – Window to take the Final Exam is July 24-26

*This schedule is tentative and subject to change.

NOTE ON FILMS VIEWED IN COURSE:
It is the student's responsibility to obtain most films. All but two of the films are available to purchase online either through iTunes (www.apple.com/iTunes) or Amazon.com. Many are available through the public library and Perimeter College campus libraries, and some are available through a license agreement that Perimeter College of Georgia State University has with Swank Motion Pictures. A wide variety of films will be viewed in this class, including silent, black & white, foreign, subtitled movies, sometimes including graphic imagery and scenes. No student will like all the films that will be shown in the class (just as he or she would probably not like all the books assigned in a literature course). The point of the course is not to entertain. Rather, the point is to expand horizons and teach something about the wide range of films available.

END OF COURSE POLICIES
Final grades will not be posted in iCollege; you may obtain them in PAWS using this link: http://paws.gsu.edu/. Roughly 48 hours after final grades are made available in PAWS, students will be denied access to the course. If you need to contact me about anything related to the course, you may e-mail me using Perimeter College of Georgia State University webmail. If for any reason you re-take the course, you will not be allowed to access work from a prior semester.

IMPORTANT POLICIES AND COLLEGE STATEMENTS

Most of you know that Georgia Perimeter College merged with Georgia State University in January of 2016; some policies are still being updated due to this merger, so please understand this. Here is a link to the Georgia State University student policies for 2016-17: http://studenthandbook.gsu.edu/

This is a link to the Official Code of Student Conduct: http://codeofconduct.gsu.edu/

AMERICANS WITH DISABILITIES ACT STATEMENT

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services.

The CDS office for Perimeter College of Georgia State University can be accessed at this link: **http://disability.gsu.edu/.** Telephone numbers for CDS Counselors for help with different kinds of disabilities are listed on this web page.

ACADEMIC HONESTY STATEMENT

Perimeter College of Georgia State University requires that students not attempt to defraud, deceive, or mislead an instructor in arriving at an honest grade assessment.

CONDUCT CODE: Academic Honesty (as printed in the College Student Handbook)

The Perimeter College of Georgia State University Student Handbook section on "Academic Dishonesty" outlines the steps of due process in such cases.

Perimeter College of Georgia State University exists to educate its students; to advance, preserve, and disseminate knowledge; and to advance the public interest and the welfare of society as a whole. Essential to such purposes is an orderly climate of academic integrity, of rational and critical inquiry, of intellectual freedom, and of freedom of individual thought and expression consistent with the rights of others. To the end that such a climate may be established and maintained, the college as an institution and each member of the college community have reciprocal rights and have obligations. It is the obligation of the college as an institution to ensure orderly operation, to preserve academic freedom, to protect the rights of all members of the college community, to prohibit acts which materially and substantially interfere with legitimate educational objectives or interfere with the rights of others, and to institute disciplinary action where conduct adversely affects pursuit of the college's educational objectives.

Membership in the college community confers upon students certain rights and imposes certain responsibilities. Students are expected to understand and exercise their rights, meet their responsibilities, and respect the rights of others. The college is expected to enforce these responsibilities and to afford these rights to students. More importantly, it will help students create and preserve a climate in which their identities can develop without denying this same opportunity to others. Unfamiliarity with the student conduct code does not excuse students from carrying out their responsibilities as members of the college community.

Plagiarism

A form of cheating that occurs when you present as your own ideas (a) authors' verbatim work or the precise language of others without properly acknowledging or attributing such use to them; (b) paraphrasing without proper attribution; (c) patching together diverse sources without acknowledging them; or (d) outright theft of someone else's significant ideas without proper attribution.

Any paper containing plagiarized elements will receive an "F" for that assignment and cannot be made up. If you submit such work, you also may be subjected to further disciplinary action as defined in The Perimeter College of Georgia State University Student Handbook. There is an appeals process for grievances, the guidelines for which are available from the Humanities Department.

Cheating

Cheating includes any attempt to defraud, deceive, or mislead a professor in arriving at an honest grade assessment. Plagiarism is a form of cheating that occurs when students present as their own the ideas or work of others. Giving unauthorized help to other students also constitutes cheating.

Both initial and any subsequent violation of this policy will result in a formal hearing by the Student College Court.

Unless specifically authorized by the professor, the following are examples of cheating or plagiarism, although this list is certainly not exhaustive.

A.   Cheating on a test or quiz includes:

·   looking at or copying from other students' work;

·   allowing other students to look at or copy their work;

·   exchanging information with other students;

·   speaking or whispering (students may speak to professors at any time);

·   opening a textbook or notebook; or

·   looking at notes.

B.   Cheating on writing assignments, homework, or other out-of-class assignments includes:

·   copying work or answers from other students;

·   copying ideas or text from printed sources and from computer or other electronic sources without proper documentation;

·   having someone else do the assignment; or

·   allowing other students to "borrow" work and present it as their own.

C.   Cheating on late work or tests includes:

·   providing false information or documents in order to be allowed to make up a missed test, quiz, or homework

When source materials are used in the writing of papers, students must document the use of these sources by following the documentation style stipulated by their professor.

Students who require clarification of any of the above concepts must consult with their professor.

Cheating of any kind may result in penalties ranging from a grade of F or 0 on the assignment to a final course grade of F. Professors also may refer cases to the College Court for assignment of additional penalties that may include suspension or expulsion from Perimeter College of Georgia State University. Such cases may be brought before the College Court regardless of whether or not the accused admits guilt when initially charged. The accused should know that, at the sentencing phase, the Court might consider any previous record of cheating in determining the severity of the penalty.

The Perimeter College of Georgia State University Student Handbook section on "Academic Dishonesty" outlines the steps of due process in such cases.

Academic Expulsion

Students may be suspended or expelled from Perimeter College of Georgia State University for violations of the Academic Honesty Policies.

STATEMENT OF NON-DISCRIMINATION
Perimeter College of Georgia State University supports the Civil Rights Act of 1964, Executive Order #11246, Title IX, of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, sexual orientation, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college. Any individual with a grievance related to the enforcement of any of the above provisions should contact the Director of Human Resources, Ombudsperson.

AFFIRMATIVE ACTION STATEMENT
Perimeter College of Georgia State University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

EQUAL OPPORTUNITY STATEMENT

No person shall, on the basis of age, race, religion, color, gender, sexual orientation, national origin or disability, be excluded from participation in, or be denied benefits of, or be subjected to discrimination under any program or activity of Perimeter College of Georgia State University.

ANTI-SEXUAL HARRASSMENT POLICY STATEMENT
Perimeter College of Georgia State University seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault, we encourage you to report this. If you report this to a faculty member, he or she must notify one of our college's Assistant Title IX Coordinators / Student Deans about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information please

refer to our sexual misconduct official policy form:
http://codeofconduct.gsu.edu/files/2013/03/Sexual-Misconduct-Policy-Approved-June-2015.pdf

TOBACCO/SMOKE FREE STATEMENT
Perimeter College of GSU is a Tobacco and Smoke Free Institution.
Effective October 1, 2014, Perimeter College of GSU prohibits the use of tobacco products* on any property owned, leased, or controlled by GSU.
All faculty, staff, students, visitors, vendors, contractors, and all others are prohibited from using any tobacco products while on GSU property.
"Tobacco Products" are defined as cigarettes, pipes, cigars, all forms of smokeless tobacco, clove cigarettes and other smoking devices that use tobacco (such as hookahs) or simulate the use of tobacco (such as electronic cigarettes). Violations of the smoking policy will be handled under the Perimeter College of GSU Student Code of Conduct.

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Instructions:

A. Your final report submission must include four separate component files:

1. *Completed report form. Please complete per inline instructions. The italicized text is provided for your assistance; please delete the italicized text before submitting your report.*
2. *Course Outline document with links to the materials as used per day, week, or unit, organized chronologically. View Course Outline Example*
   a. *For each resource, give the title, author, Creative Commons licenses (if appropriate), and freely accessible URL to the material. Include all open-access links to all adopted, adapted, and newly created course materials.*
3. *Supporting data on the impact of your Textbook Transformation (survey, analyzed data collected, etc.)*
4. *A photograph of your team and/or your students for use in ALG website and materials.*
   a. *Photograph must be 800x600 pixels at minimum (length x height).*
   b. *Photograph must be taken together: individual team member photographs and website headshots not accepted.*

B. Go to http://affordablelearninggeorgia.org/site/final_report_submission to submit these four components of your final report. Follow the instructions on the webpage for uploading your documents. You will receive a confirmation email. Based on receipt of this report, ALG will process the final payment for your grant. ALG may follow up with additional questions or to request your participation in a publication, presentation, or other event.

Date: 12/11/2017

Grant Number: 294

Institution Name(s): Georgia State University

Team Members (Name, Title, Department, Institutions if different, and email address for each): Thomas J. Anderson, Linda Bowen

Project Lead: Thomas J. Anderson

Course Name(s) and Course Numbers: FLME 1010

Semester Project Began: Spring 2017

Semester(s) of Implementation: Summer 2017 and Fall 2017

Average Number of Students Per Course Section: 25

Number of Course Sections Affected by Implementation: 2

Total Number of Students Affected by Implementation: 50

1. Narrative

The outcomes are pretty much as I expected. This is the fourth project like this I have done, so I've got the format down; it really comes down to putting in the time to do the research, writing, and programming, since this was for an online class.

Students absolutely enjoy not having to pay for a $200 book, and their performance in this class is on par with how they perform in my other classes.

2. Quotes

Dear Professor Anderson: Thank you for everything. I enjoyed your class. Thank you for your encouraging words when I was feeling down.

Thanks, [name removed]

BTW I really enjoyed your class this semester!

Piece of Peace, [name removed]

Professor Anderson,

Thank you for conducting such a great class. As always, I learned so much, and yes, I adored doing the Wes Anderson paper. Until this class, I could not have told you or anyone else what a Wes Anderson movie was and why I liked them so much.

I have to share something with you that I ran across yesterday while finally watching Scorsese's *Wolf of Wall Street*. In the trivia section that pops up while watching a film on Amazon, it said that the real wolf, Jordan Belfort, was inspired to have such outlandish and aggressive behavior by the Gordon Gecko character in *Wall Street*. So much for my argument that movies might not promote bad behavior in their viewers!

Have a great rest of the summer, [name removed]

Thanks for a great class! [name removed]

I would like to say that I really enjoyed your class and the amazing amount of knowledge that I gained.

Thanks!, [name removed]

3. Quantitative and Qualitative Measures

<div align="center">

Perimeter College
Student Evaluation of Instructor - Online Course Evaluation

</div>

Course:	55241 FLME 1010 FILM AESTHETICS & ANALYSIS
Instructor:	Thomas J. Anderson
Distribution:	Online
Enrollment:	25
Respondents:	15
Percentage:	60%

5 - Strongly Agree
4 - Agree
3 - Neither
2 - Disagree
1 - Strongly Disagree

	5	4	3	2	1	Inst
1.1 The instructor follows the plan for the course as established in the syllabus.	12	1	1	0	0	
1.2 The instructor explains the course requirements and grading system clearly.	12	1	1	0	0	
1.3 The instructor is well prepared for class.	12	1	1	0	0	
1.4 The instructor communicates effectively.	12	1	1	0	0	
1.5 The instructor is accessible to students.	12	0	2	0	0	
1.6 The instructor treats me with respect.	12	1	1	0	0	
1.7 The instructor introduced me to the tools and resources needed for class.	12	1	1	0	0	
1.8 The instructor organized the course content in the Learning Management System clearly.	11	2	1	0	0	
1.9 The instructor gave clear instructions for completing assignments.	11	2	1	0	0	
1.10 The assignments contribute to my learning.	12	1	1	0	0	

1.11 The assignments related to the appropriate learning objectives.	12	1	1	0	0
1.12 The assignments made me think critically in the course.	12	0	2	0	0
1.13 The assignments contribute to my achieving the course learning objectives.	12	1	1	0	0
1.14 The instructor provides feedback on graded assignments in a timely manner.	12	1	1	0	0
1.15 The instructor encourages the students to actively participate in discussions and projects.	12	1	1	0	0
1.16 The instructor has high standards for achievement in this class.	11	2	1	0	0
1.17 The instructor responds to emails and posts in a timely manner.	12	0	2	0	0
1.18 The instructor displays presence and availability in the course.	12	1	1	0	0
1.19 The instructor provides feedback that guides me in better understanding the material.	12	1	1	0	0

2.1 Please describe what you liked most about the instructor.
1. He was very involved and knowledgeable in the subject.
2. He has great feedback. He made the class fun!
3. He was active in the class and provided all the information needed for tests.
4. nice person Period! :)
5. he was engaging
6. interacted as much as he could given the online course setting
7. na
8. Professor Anderson has such in-depth knowledge of his subject matter, and he participates in the class discussions.

2.2 Please describe what you liked about this course.
1. Instructor was very involved and knowledgeable in the subject.
2. Introduced me to a lot of film information I had no idea about originally. Very interesting.
3. NIce Period! I learnt a lot
4. I love films.
5. The information I learned in the course was amazing
6. na
7. Everything. I really liked doing the papers, because it helped me apply what I was learning.

2.3 Please describe what could be enhanced in this course.

1. Wouldn't change anything.
2. Clearer dates on the assignments since they sort of overlap, although as long as you keep check it's easy understand.
3. free movie all the time. we already paid...
4. accessibility.
5. na
6. Nothing I can think of right now.

2.4 Please describe what contributed most to your successful completion of the course?

1. The involvement of the instructor and class material.
2. His feedback made me want to learn more.
3. Information provided in the modules. It was clear what was going to be on the quizzes to ensure I had the information prior.
4. google, youtube
5. working hard.
6. The availability of the instructor
7. na
8. The material and the instructor feedback.

2.5 Would you recommend this instructor to other students? Why or Why not?

1. Most definitely. He was very involved, knowledgeable, and made the course interesting.
2. Yes! This instructor gives you everything you need to learn the material and peaks your interests to learn
3. Yes. Easy to follow and give feedback. The information provided was helpful and interesting.
4. yes
5. yes, he is very engaging
6. Yes because he made the online course easy and fun
7. na
8. Yes. This course teaches you about film, but it teaches you a great deal of history. In other words, what was going on in the world that precipitated the movie being made and the director's vision?

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: _____50_____

- Positive: ___93_____ % of ___14_____ number of respondents
- Neutral: ___1_____ % of ___14_____ number of respondents

- Negative: ___0___ % of ___14___ number of respondents

-

- **Student Learning Outcomes and Grades**

FLME 1010 is a new course for the Perimeter Campuses of GSU; in the merger with GSU Atlanta Campus, it was decided to adopt the way that GSU-A had been teaching this course. Compared to the previous FILM 1010, the outcomes are somewhat better. 88% of the students got a C or better in the Summer 2017 class. 78% of the students got a C or better in the Fall 2017 class. The better Summer numbers reflect that we get a lot of transient students in the summer who are students at places like UGA, Auburn, Alabama, and many other universities. In the previous versions of FILM 1010, our goal was to have 70% or more of the students pass the class.

Student outcomes should be described in detail in Section 3b.

Choose One:
- __X__   Positive: Higher performance outcomes measured over previous semester(s)
- ___   Neutral: Same performance outcomes over previous semester(s)
- ___   Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

_16.9__ % of students, out of a total __49__ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:
- ___   Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- __X__   Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- ___   Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative: The below is for the Summer 2017 class; student evaluation for the Fall 2017 class will not be available until later in December

<div align="center">

Perimeter College

Student Evaluation of Instructor - Online Course Evaluation

</div>

Course:	55241 FLME 1010 FILM AESTHETICS & ANALYSIS
Instructor:	Thomas J. Anderson
Distribution:	Online
Enrollment:	25
Respondents:	15
Percentage:	60%

5 - Strongly Agree
4 - Agree
3 - Neither
2 - Disagree
1 - Strongly Disagree

		5	**4**	**3**	**2**	**1**	**Inst**
1.1	The instructor follows the plan for the course as established in the syllabus.	12	1	1	0	0	4.8
1.2	The instructor explains the course requirements and grading system clearly.	12	1	1	0	0	4.8
1.3	The instructor is well prepared for class.	12	1	1	0	0	4.8
1.4	The instructor communicates effectively.	12	1	1	0	0	4.8
1.5	The instructor is accessible to students.	12	0	2	0	0	4.7
1.6	The instructor treats me with respect.	12	1	1	0	0	4.8
1.7	The instructor introduced me to the tools and resources needed for class.	12	1	1	0	0	4.8

1.8	The instructor organized the course content in the Learning Management System clearly.	11	2	1	0	0	4.7
1.9	The instructor gave clear instructions for completing assignments.	11	2	1	0	0	4.7
1.10	The assignments contribute to my learning.	12	1	1	0	0	4.8
1.11	The assignments related to the appropriate learning objectives.	12	1	1	0	0	4.8
1.12	The assignments made me think critically in the course.	12	0	2	0	0	4.7
1.13	The assignments contribute to my achieving the course learning objectives.	12	1	1	0	0	4.8
1.14	The instructor provides feedback on graded assignments in a timely manner.	12	1	1	0	0	4.8
1.15	The instructor encourages the students to actively participate in discussions and projects.	12	1	1	0	0	4.8
1.16	The instructor has high standards for achievement in this class.	11	2	1	0	0	4.7
1.17	The instructor responds to emails and posts in a timely manner.	12	0	2	0	0	4.7
1.18	The instructor displays presence and availability in the course.	12	1	1	0	0	4.8
1.19	The instructor provides feedback that guides me in better understanding the material.	12	1	1	0	0	4.8

2.1 Please describe what you liked most about the instructor.
1. He was very involved and knowledgeable in the subject.
2. He has great feedback. He made the class fun!
3. He was active in the class and provided all the information needed for tests.
4. nice person Period! :)
5. he was engaging
6. interacted as much as he could given the online course setting
7. na
8. Professor Anderson has such in-depth knowledge of his subject matter, and he participates in the class discussions.

2.2 Please describe what you liked about this course.
1. Instructor was very involved and knowledgeable in the subject.
2. Introduced me to a lot of film information I had no idea about originally. Very interesting.
3. NIce Period! I learnt a lot
4. I love films.
5. The information I learned in the course was amazing
6. na
7. Everything. I really liked doing the papers, because it helped me apply what I was learning.

2.3 Please describe what could be enhanced in this course.
1. Wouldn't change anything.
2. Clearer dates on the assignments since they sort of overlap, although as long as you keep check it's easy to understand.
3. free movie all the time. we already paid...
4. accessibility.
5. na
6. Nothing I can think of right now.

2.4 Please describe what contributed most to your successful completion of the course?
1. The involvement of the instructor and class material.
2. His feedback made me want to learn more.
3. Information provided in the modules. It was clear what was going to be on the quizzes to ensure I had the right information prior.
4. google, youtube
5. working hard.
6. The availability of the instructor
7. na
8. The material and the instructor feedback.

2.5 Would you recommend this instructor to other students? Why or Why not?
1. Most definitely. He was very involved, knowledgeable, and made the course interesting.
2. Yes! This instructor gives you everything you need to learn the material and peaks your interests to learn more.
3. Yes. Easy to follow and give feedback. The information provided was helpful and interesting.
4. yes
5. yes, he is very engaging
6. Yes because he made the online course easy and fun
7. na

8. Yes. This course teaches you about film, but it teaches you a great deal of history. In other words, what was going on in the world that precipitated the movie being made and the director's vision?

GRADE ANALYSIS OF NEW FLME 1010 CLASSES

	SUMMER 2017	%	FALL 2017	%
A	15	60	16	50
B	5	20	6	18.75
C	2	8	3	9.375
D	0	0	2	6.25
F	3	12	5	15.625
TOTAL	25		32	
C or better	22	88	25	78.125
Drop/WD	2		0	
DFW Rate		18.5		15.625

4. Sustainability Plan

- *The course template is in I-College and is being made available to other instructors. I will be checking all of the course materials in the week before the Learning Module each term to make sure that all of the links are still viable, and have requested ongoing feedback from students in case they do have any problems or find what they think is an error.*

5. Future Plans

- *All 3 of my current classes now use learning materials that I have developed.*
- *I am planning at some point to do a seminar at one of the ALG conferences, or will at least propose an idea for a seminar for consideration. The template that I use and structure for all of these online film classes are applicable to any of the film history classes taught in the University System.*

6. Description of Photograph

- *Sorry; this is currently being taught online only, so there was no opportunity for a photograph. I am also working from out of state this month; I will get a photo of Linda Bowen and I in January, and send that to you.*