
Calumet College



of Saint Joseph

You Belong!
ccsj.edu

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

COURSE SYLLABUS, fall 2020**Course: ARTS/EMCO 273A—American Cinema**

Instructor Information:	
Instructor Name	Walter Skiba
Office Number:	524
Phone Number:	(219) 473-4270, messages sent to email
Email:	wskiba@ccsj.edu
Office Hours:	TR 10 a.m.-12 noon, 2-3 p.m.
Instructor Background:	
Education: Bachelor of Arts in Speech and Theater, St. Joseph's College Calumet Campus Master of Arts in Theatre, University of Connecticut; Master of Music, Roosevelt University.	
Positions at CCSJ: Associate Professor of Arts and Humanities (adjunct)	
Activities: continuing special project to research and write a history of CCSJ	

Course Information:	
Course Time:	TR 12-1:30 p.m.
Classroom:	300
Prerequisites:	None
Required Books and Materials:	<p>Sikov, Ed. American Cinema Study Guide, Fourth Edition. McGraw-Hill, 2012, available on Specker Library reserve.</p> <p>Self-tests and readings from Sikov and Belton texts and questions for films studied in class posted in Blackboard.</p> <p>Blackboard use required. To access the Blackboard site, go to www.ccsj.edu/blackboard and follow login procedures.</p> <p>Also available on Specker Library reserve: Belton, John. American Cinema/American Culture, Fourth Edition. McGraw-Hill, 2012</p>

Students in this course will:

1. Acquire knowledge of some major developments in American film history, including the origins of cinema, the studio system, the star system, and technological innovations.
2. Learn the essential elements of the classical Hollywood style and recognize their use or non-use in films viewed for class.
3. Increase their appreciation and understanding of diverse styles, genres and periods.
4. Understand and use basic technical and critical vocabulary of motion pictures.
5. Draw connections between film technology and artistry.
6. Learn the basic elements of the economic structure of the film industry.
7. Get to know the historical context, characteristics and conventions of genres such as the western, musical, romantic comedy, war film, film noir, and discuss their embodiment in specific films.
8. Develop a more sophisticated conception of “realism” as it relates to motion pictures.
9. Question their role as passive spectators and increase their ability to watch films actively and critically.
10. Speak and write effectively about films viewed for this class, making use of critical thinking skills such as interpretation, analysis, comparison and evaluation.
11. Apply these skills to an oral presentation on a chosen film not previously viewed for class.

- 1 Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- 2 Students will be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.
- 3 Students will appreciate, create, and critique the persuasive power of art and media.

Course Description:

This class presents an overview of the history of American cinema and several representative genres. Topics covered include the Hollywood style, film techniques, the studio system, the star system, the viewing of films and their relationship to society as a medium. Students view and study specific films coordinated with Study Guide units.

Learning Strategies:

1. Brief lectures to introduce films and draw connections with reading assignments
2. Viewing of films and clips with occasional instructor commentary
3. Self-tests that address important concepts in text and study guide
4. In-class quizzes that reinforce and help clarify key elements of reading assignments and instructional videos
5. Large and small group discussions of films
6. Individual or small-group written reports/reviews that address instructor-supplied questions

Experiential Learning Opportunities:

Analyzing and reviewing a film seen at a local theater

Assessments:

Major Assignments:

**Formative Assessments:
70 points**

--9 self-tests, questions 1-5 (no. 5 short essay frequently modified) for units 1-8 and 10—2 points each, 18 total

Self-tests assess your knowledge and understanding of important concepts in Study Guide and text units.

--13 2-3 page responses to discussion questions for films studied in class—3-5 points, some may be done as small group projects in class—52 points (13X4), specific rubrics given in class and posted on Blackboard

**Summative Assessments:
24 points**

--Oral presentation—12 points

You will deliver a speech presentation on a chosen film not previously viewed in class, covering such topics as historical context, director, major characters and actors, structure, cinematic elements, concluding with screening and discussion of a key scene and overall evaluation. Detailed directions will be given in class and posted in Blackboard.

--Take-home/in-class final test—12 points

	The final assesses your ability to (1) discuss a topic in some depth, chosen from a list of questions encompassing Study Guile units and films screened in class and (2) to respond to interpretation, analysis and evaluation questions about a new film.																
Class Participation: 10 points	Includes arriving on time, staying for the entire period, following classroom decorum expectations, listening, taking notes, engaging in viewing activities, asking questions, joining in small and large group discussions, completing in-class activities including quizzes on specified text and video materials. Deductions from class participation points: 1 point for arriving late or leaving early, 2 points for each class missed beyond 3, points deducted as determined by instructor for classroom decorum violations Total points not determined until end of semester.																
Total: 104 points																	
Grading Scale:																	
<table> <tr> <td>100% - 92%: A</td> <td>91% - 90%: A-</td> <td></td> </tr> <tr> <td>89% - 88%: B+</td> <td>87% - 82%: B</td> <td>81% - 80%: B-</td> </tr> <tr> <td>79% - 78%: C+</td> <td>77% - 72%: C</td> <td>71% - 70%: C-</td> </tr> <tr> <td>69% - 68%: D+</td> <td>67% - 62%: D</td> <td>61% - 60%: D-</td> </tr> <tr> <td>59% and below:</td> <td>F</td> <td></td> </tr> </table>			100% - 92%: A	91% - 90%: A-		89% - 88%: B+	87% - 82%: B	81% - 80%: B-	79% - 78%: C+	77% - 72%: C	71% - 70%: C-	69% - 68%: D+	67% - 62%: D	61% - 60%: D-	59% and below:	F	
100% - 92%: A	91% - 90%: A-																
89% - 88%: B+	87% - 82%: B	81% - 80%: B-															
79% - 78%: C+	77% - 72%: C	71% - 70%: C-															
69% - 68%: D+	67% - 62%: D	61% - 60%: D-															
59% and below:	F																

Course Schedule:

Aug. 25-27—introduction to course; The Story of Film: An Odyssey, episode 1-- 1895-1918: The World Discovers a New Art Form, discussion and in-class written responses to discussion questions

Sept. 1-3--The Hollywood Style (foundation unit)

- Reading: Sikov Study Guide (SG)—Unit 1: Belton Textbook (T)—Chapters 1, 2 and 3
 Optional viewing: Tape 101
 Film: The Great Gatsby (2013)
- Sept. 8-10—The Hollywood Style (cont.)
 Film: Hidden Figures (2016)
- Sept. 15-17—The Hollywood Style (cont.)
 Film: Bella (2006)
- Sept. 22-24—The Studio System
 SG—Unit 2; T—Chap. 4
 Tape 102
 Film: Robin Hood (1938) or Casablanca (1942)
- Sept. 29-Oct. 1--The Star System (featuring silent film stars)
 SG—Unit 3; T—Chap. 5
 Tape 103
 The Story of Film: An Odyssey, episode 2: 1918-1928 (excerpt)
 Films: The Kid (1921), Shoes (1916)
- Oct. 6-8--The Western
 SG—Unit 4; T—Chap. 11
 Tape 104
 Film: The Man Who Shot Liberty Valance (1962) or 3:10 to Yuma (2007)
- Oct. 13-15—The Musical
 SG—Unit 5; T—Chap. 7
 Listening and structural analysis: Star Wars overture
 Film: Top Hat (1935)
- Oct. 20-22--American Comedy
 SG—Unit 6; T—Chap. 8
 Tape 105
 Film: Some Like It Hot (1959) or Waiting for Guffman (1996)
- Oct. 27-29--War and Cinema
 SG—Unit 7; T—Chap. 9
 Tape 106
 Film: Testament of Youth (2014)
- Nov. 3-5--Film Noir
 SG—Unit 8; T—Chap. 10
 Tape 107
 Films: Laura (1944) or Chinatown (1974)
- Nov. 10-12--Hollywood in the Age of Television

SG—Unit 10; T—Chap. 14
 Tape 108
 Film: Dial M for Murder (1954)
 Directions for speech presentations

Nov. 17-19 —Recent films
 SG Units 11-12, no self-test submitted
 Film: Field of Dreams (1989) or Do the Right Thing (1989)

Nov. 23-27—Fall Break (Thanksgiving week)

Dec. 1-3—Recent films (cont.)
 Film: The Shape of Water (2017) or 1917 (2019)
 Take-home portion of final test distributed, due Friday, Dec. 11

Dec. 8-10—Speech presentations on chosen films not previously studied in class; in-class portion of final test

Note: I reserve the right to change this schedule to meet the needs of the class. Reminders and adjustments will be announced in class and posted in Blackboard. Other films may be selected in place of titles listed.

Most movies studied in class will be on room-use reserve in the Specker Library. These and other films may be available through video rental outlets, online services, or public libraries. Call ahead or check online.

Study tips: Create a semester-long schedule with blocks of time set aside for reading, viewing and writing. Make weekly and daily adjustments for special events, obligations, priorities, etc. Take notes during class. Check Blackboard for announcements and postings at least once a day.

Responsibilities	
Attending Class	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>Attendance in this class matters because you need to view films in order to talk or write about them, you cannot engage in discussion or other activities if you are not present, and you will likely miss important information.</p> <p>Note; While viewing and discussing films as a group is best, you can view a film on your own and write about it if you are unable to attend.</p>

	<p>Three (3) absences are allowed for personal reasons, illness, doctor or therapist appointments, required participation in college-sponsored events, such as athletics, or jury duty. Provide documentation when possible. Assignments must be made up. All other absences incur a deduction of 1 point each in the class participation component of your final grade.</p> <p>Allowances will be made for COVID-19 issues.</p> <p>Note: Financial aid regulations require all faculty to keep attendance records, including the last date of attendance in cases of course withdrawal.</p>
<p>Turning In Your Work</p>	<p>You cannot succeed in this class if you do not turn in all your work when due. Self-tests are due at the beginning of class on assigned Study Guide unit. Responses to discussion questions are due the class immediately following the screening. Late assignments may be accepted, with instructor approval, up to one week past the due date when assignment are returned with instructor feedback and evaluation. You will lose points for assignments not made up.</p> <p>Self-tests and movie reports/reviews must be typed and double-spaced, 12 or 14 pt. font preferred. The following items should appear in the upper right-hand corner of the first page:</p> <p>-- (for movie discussion questions) student's name, title of film, Study Guide unit number, date</p> <p>-- (for self-tests) student's name, Study Guide unit number, date</p>
<p>Meeting Standards for Classroom Behavior</p>	<ul style="list-style-type: none"> • Use all the class time. Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others. • Come prepared. Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. • Use electronic devices only for class purposes. Engage with your classmates and the instructor without technological distractions. If you violate this rule, you will be given a fair warning. If you continue to violate this rule, you will be asked to leave, in which case you will be marked absent. Exceptions

	<p>for family emergencies, job requirements or special needs must be cleared with me in advance. Headphones and ear pieces are not allowed.</p> <p>Classroom decorum and mutual respect: In our class: 1) everyone is allowed to feel they can work and learn in a safe and caring environment; 2) everyone learns about, understands, appreciates, and respects varied races, ethnicities, classes, genders, physical and mental abilities; 3) everyone matters; 4) all individuals are to be respected and treated with dignity and civility; and 5) everyone shares the responsibility for making our class, and CCSJ, a positive and better place to work and learn.</p> <p>Comments and questions are encouraged during film introductions and follow-up discussions, but only one person talks at a time. You are expected to arrive in class on time, stay for the entire period, and engage in all activities. Leaving and re-entering the room during class is distracting, sometimes disruptive; it is not allowed except in unusual circumstances. Sidebar conversations, sleeping and unauthorized use of electronic devices are out of place. Food and beverages may be allowed with specified restrictions. A 5-minute break may be given as needed. You may use electronic devices during this time.</p> <p>I will give a student who engages in any inappropriate or disruptive behavior a verbal warning. (Disruptive behavior interferes with the normal operation of the class.) If the offending behavior persists, I will ask the student to leave the class and will later notify the Dean of Students, athletic coach or academic advisor. To be allowed back into class, the student must first meet with me, acknowledge the inappropriateness of the behavior, and agree not to engage in it again. If any kind of unacceptable behavior continues, I will request that the student withdraw voluntarily or be withdrawn administratively from the class.</p> <p>I make the final determination of what is considered unacceptable classroom behavior.</p> <p>You are responsible for maintaining eligibility requirements for scholarships, financial aid or athletics.</p> <ul style="list-style-type: none"> •
<p>CCSJ Student Honor Code</p>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p>

	<p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.</p>

Resources	
CCSJ Book Rental Program	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester,</p>

	<p>simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>
Student Success Center	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
Disability Services	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
Student Assistance Program	<p>Through a partnership with Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at offices in Crown Point or Hammond. For more information, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.</p>
CCSJ Alerts	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p>

