

Term Information

Effective Term Summer 2015

General Information

Course Bulletin Listing/Subject Area Film Studies
Fiscal Unit/Academic Org Film Studies - D0206
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2270.02
Course Title Introduction to Film Studies Online
Transcript Abbreviation IntroFilmOnline
Course Description An introduction to the field of Film Studies based on a survey of the major theories of film analysis.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for 2270.01 or 2271

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0601
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Visual and Performing Arts

Course Details

Course goals or learning objectives/outcomes

- Students will investigate, identify and utilize major methods of film analysis.
- Students will demonstrate critical thinking skills.
- Students will identify important concepts and issues addressed by film theory.
- Students will compose arguments in both written and oral forms.
- Students will build new skills as a film scholar with the goal of producing work that follows field specific criteria.

Content Topic List

- Film genre; auteur; race and representation; sexuality.
Film theory, history criticism

Attachments

- FS2270 01ONLINESyllabusSU2014.pdf
(Syllabus. Owner: Davidson, John Ellsworth)
- ASC_Distance-Ed_Checklist.pdf: ASC_Distance-Ed_Checklist
(Other Supporting Documentation. Owner: Davidson, John Ellsworth)

Comments

- The course refers to GEC and not GE (so change that when offered), also an indication of where all texts can be found is required. *(by Heysel, Garrett Robert on 11/06/2014 08:03 PM)*
- 1) This course is an online version of FS2270, which already has GE status.
2) This syllabus is identical to the one review by ASC (see Distance Education Checklist) exception for the course number. We were informed that we could not simply use the same number (FS2270) and offer the course online occasionally; rather, we needed an independent number. hence the "New Course Request."
3) The Disability statement here is the one provided for us by ASC during its Distance Education Review. *(by Davidson, John Ellsworth on 10/29/2014 04:37 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Davidson, John Ellsworth	10/29/2014 04:37 PM	Submitted for Approval
Approved	Davidson, John Ellsworth	10/29/2014 04:38 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/06/2014 08:03 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/06/2014 08:03 PM	ASCCAO Approval

Film Studies 2270.01
INTRODUCTION TO FILM STUDIES
For Non Majors Online
 Summer 2014

Instructor:

Matt Swift
swift.23@osu.edu

Office hours:

Tuesdays and Thursdays 2-4PM in person or by appointment online
 Office: Hagerty Hall 150
 614-292-9345

Prerequisites for Course Enrollment:

Students need to have completed either History of Art 2901 - Introduction to World Cinema or English 2263 – Introduction to Film before they can enroll in this course. If you have not taken either of these two courses you should contact me immediately as this course builds on previously established concepts and knowledge from those courses.

Course Description:

This course responds to the question: “how do you study film?” During the semester, we will examine several important critical approaches to film analysis and, in the process, become familiar with different schools of film theory. The methods that we will discuss during this semester address a range of different, yet overlapping concerns: the commonalities that distinguish particular groups of films (e.g. genre; auteur); how film functions as an industry; the role of audiences and fans; the significance of new digital technologies; and how films relate to larger historical and social questions (e.g. gender issues, processes of racialization, and constructions of sexuality).

FS2270.01 is a GE course (see below) and counts as an introductory course in the film studies minor. (<http://www.film-studies.osu.edu/>).

Organization of class sessions and preparation for class:Summary of Goals and Objectives

- Students will investigate, identify and utilize major methods of film analysis.
- Students will identify important concepts and issues addressed by film theory.
- Students will demonstrate critical thinking skills.
- Students will compose arguments in both written and oral forms.
- Students will build new skills as a film scholar with the goal of producing work that follows field specific criteria.

GEC Category, Expected Learning Outcomes, and our specific approach to realizing those outcomes:

Film Studies 2270.01 fulfills the GE requirement in 2 Breadth; C Arts and Humanities; (2) Visual and Performing Arts, and was designed specifically with the learning outcomes of that component in mind:

2 Breadth: C. Arts and Humanities

- Goals:
 - Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.
- Expected Learning Outcomes:
 - Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
 - Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
 - Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

(2) Visual and Performing Arts Expected Learning Outcomes:

- Students develop abilities to analyze, appreciate, and interpret significant works of art.
- Students develop abilities to be informed observers or active participants in a discipline within the visual, spatial, and performing arts.

Our aims in FS2270.01:

- Cinematic film, delivered also through the companion technological forms of video, dvd, and computer formats, arose to become one of the dominant modes of human expression in the twentieth century. As the primary subject matter of this course is film as a distinctive visual and aural art form interrelated to a variety of cultural phenomenon, students in FS 2270.01 will increase their ability to respond to direct interaction with works of cinema in an informed manner.
- FS 2270.01 introduces students to films and views on film from different times and traditions, hence increasing their ability to examine the present cross-culturally and trans-historically, while remaining aware of the importance of cultural context for artistic expression.
- FS 2270.01 is designed to incorporate primary and critical material from a broad range of outlooks and contexts, which invites students to enter into a process of understanding and challenging the comfort of the view from their “own world” when compared to others.
- Part of the process alluded to in #3 involves an increased exposure to, sensitivity to, and appreciation of social and cultural diversity, along with its attending problems of inequality.
- FS 2270.01 will foster an understanding of international and global perspectives not just through the introduction of individual works or theorists from outside of the US, but through its engagement with the essence of the subject matter. Since their very inception film and film theory have challenged the restrictions of national boundaries on thought, expression, and the circulation of ideas. Recognition of this potential was a vital part of the early response to cinema among intellectuals, and it remains absolutely central to the endeavor of film studies today.
- Examination of the formation and reinforcement of human beliefs and norms is a significant component of film studies, as is the nature of reality and it’s (in-) compatibility with representation.
- FS 2270.01 requires that students understand and be able to interpret theoretical writing actively.
- While fostering the skills of dynamic, well informed film observation, this course also aims to help students become better critical thinkers.

Texts and Other Readings

Timothy Corrigan. *A Short Guide to Writing about Film (7th Edition)*. Pearson Education Inc., 2009. (required)

The Journal of Short Film Vol. 21 (required)

Electronic Essays will be posted on Carmen(required)

Film Screenings

In this course the students will be responsible for viewing films on their own time.

For most of the course students will be required to view at least one feature length film which corresponds to that week’s lessons and discussions.

Students will also be required to watch one short film from The Journal of Short Film per week. The Journal of Short Film is a DVD that can be purchased directly from the Film Studies Program online at <http://thejsf.org> and either shipped to you directly or picked up after purchase in my office.

If students have seen the assigned films before they have an advantage, but I ask that in that case they nonetheless watch the films again. Re-viewing is essential to detailed, sophisticated analysis. Additionally, in order for course discussion to be as productive as possible, it is necessary that the films be equivalently fresh in everyone’s mind.

The films assigned for the course are accessible to stream through OSU Secured Media Library, but students should feel free to purchase the films, acquire a monthly subscription Netflix or Hulu as well as check local libraries. The cost of text books and supplementary material has been kept low to provide the ability for students to obtain copies of the films on their own if necessary. If films need to be screened several times to complete an assignment it is the student’s responsibility to obtain a copy within enough time to complete the associated assignment.

Course Website and Other Technology Needs

As this is an online course the majority of the instruction, participation and assessment will be conducted through Carmen. To use Carmen, go to <https://carmen.osu.edu> and log in using the same username and password that you use to check your OSU e-mail. If you experience any problems or have a question about accessing Carmen or other online materials, please contact the Help Desk [688-HELP or 688-8743 (TDD)] or visit the following website: <http://telr.osu.edu/carmen/students>. If the problem persist please notify me by email so I can stay informed if any major technical issues affecting the course.

This course will relay all of the course information via the internet. With this being the case students should have a basic understanding, usability skills with, and access to the following technologies to successfully participate in the course.

- **Basic Online Course Skills**
 - Basic computer functions and web-browsing
 - Navigation of Carmen
- **Specific Needs for the Course**
 - Use of Carmen to view documents, take quizzes, post discussions, and watch videos
 - Use of Streaming Services to watch required films
 - Use of Wordpress.com to create online project for final (Basic word processing ability)

Evaluation Categories:

- **Participation: 35%**
 - **Course Introductory Assignments 5%**
 1. **Syllabus Quiz 2.5%**
 2. **Icebreaker Assignment 2.5%**
 - **Style Quiz 5%**
 - **Discussion Board Participation 20%**
- **Screening Reports and Journal 15%**
- **Midterm/Real World Activity 15%**
- **Class Wiki 35%**
 - **Group Page 15%**
 - **Individual Page 20%**

Explanation of my expectations and of the evaluation categories:

- **Participation (25%)**
 - This grade will be based on appropriate and proactive online contributions to discussions and participation in activities.
 - Productive and thought-provoking class discussions depend upon adequate preparation and your willingness to participate. Engagement with both the text book and the films are imperative to succeed in this course. In order to do this, I encourage you to take notes on the films that you are required to screen (on central themes and motifs; narrative structure; key sequences; important stylistic devices; etc.), as well as on the reading (on the central argument and main supporting points). Note-taking will help you understand the material, better articulate your observations, and formulate questions.
 - **Course Introductory Assignments (5%)**
 3. **Syllabus Quiz (2.5)**
 - During the first week of the course students will review and identify portions of the syllabus by taking a quiz.
 - This quiz will serve as a way for students to engage with what the course consist of as far as objectives, how those objectives will be meet using course activities, when those course activities are due, and how those activities will be assessed for a grade.
 4. **Icebreaker Assignment (2.5%)**
 - In an online environment it is important to for the participants in a course to create a community and get to know each other.
 - This assignment asks students to answer basic questions about themselves in a discussion board as well as comment on other student's answers.
 - The exercise will provide everyone in the class a chance to see who is in the course, why they are taking the course, and other more general information about each person that will help us work together throughout the term as well as during the group portions of the course.
 - **Style Quiz (5%)**
 5. The Style Quiz is designed for students to utilize formal film analysis knowledge.
 6. The quiz is designed so that students can take the quiz as many times as needed to score a 100%.
 7. Students should utilize the Film Analysis Terms document while taking the quiz so they can identify the terms and definitions for key formal analysis concepts and match them with the appropriate answers to questions associated with the accompanying video.
 - **Online Discussion Post (20%)**
 8. Each week there will be a discussion board for both of the readings and the film screening After each screening and reading each student is required to post a (300-500 word) analysis about the screening and one of the readings to the Carmen website. The suggested post topics will be provided in the discussion section of the course. Participation in the discussion boards makes up 20% of your overall grade.
 9. After posting an analysis, students are required to thoughtfully respond to two other students' analysis in 150-300 words. These responses must be on students post in the discussion boards not associated with that student's weekly post. Ex: Analysis on Screening, response one on text book, response 2 on essay
 10. The analysis will count as 75% of that assignments grade and the two responses will count as the other 25%.
 11. The discussion post will be assessed on proper use of grammar and spelling (no abbreviations or text lingo), construction of an argument that coincides with the topic and uses descriptive language about both formal and social elements of the film.

- **Weekly Screening Reports and Journal (15%)** Completing all 12 assignments will provide (1%) extra towards this grade.
 - **Screening Reports (6%)** plus (1%) for completing all 6 reports.
 12. Students will create a screening report containing 4 formal elements and 1 descriptive paragraph for each element about a short film they have been assigned from *The Journal of Film*.
 13. Information on how to write a descriptive paragraph for a film can be found in your text book *Writing about Film* on page 9.
 14. Screening Reports are due in the drop box every 2 weeks starting in week 3 of the course. See the dropboxes below for specific due dates.
 15. Students will be assessed on creating structured paragraphs that reflect each of the formal elements chosen for the assignment. There are 6 screening reports in total. Each screening Report is worth 1% of your final grade AKA 1 point out of 100 in the course. By completing all 6 screening reports you will receive 1 extra point for a total of 7.
 - **Screening Journal (6%)** plus (1%) for completing all 6 entries.
 16. Students will produce a screening journal that chronicles their screenings throughout the term using a descriptive paragraph and formal film analysis.
 17. In preparation for a profession in film studies students should watch a plethora of films and television shows. This journal should chronicle the students screening habits every other week for the term starting week 3.
 18. By the end of the term the student should have 6 journal entries. Journal entries are due in the dropbox at the end of the week they are due.
 19. Students will be assessed on creating structured paragraphs that reflect each of the formal elements chosen for the assignment.

- **Midterm/ Real World Activity (15%)**
 - Students will produce a critical review of a film following the concepts of a review set forth in the course text book *Writing about Film*.
 - The assignment consists of students viewing a recently released film (2-3 weeks old at the most). Students are responsible for either taking enough notes in a single viewing or viewing the films as many times as needed to complete the assignment.
 - After viewing the film students will write a critical review of between 600 to 800 words.
 - The assignment mimics the real world experience of a film review that has limited access to a film and must produce a critical review on a deadline and within a very specific word limit.
 - Students will be assessed on their use of grammar, spelling, critical engagement with the film, and criticism of formal, social, and historical importance or insignificance of the film.
 - The Midterm/Real World Activity is due during the 8th week of the course.

- **Class Website (35%)**
 - **Group Page (15%)**
 20. Students will choose a group to participate in to create a group generate page that coincides with a specific theoretical framework discussed in class. Each group will be assigned 1 theoretical framework to define, provide information of major theories and essays on, and provide examples of films and images that have been used to approach the theory.
 21. Students will be assessed as a group on the ability to create this article about their assigned theory, as well as their ability to create and provide access to supportive materials.
 22. As part of the group assignment, each student will create a short 300 to 500 word narrative describing how they participated in the group page as well as citing what portions of the page they were responsible for.
 23. The group page is due during the 13th week of class. Both the page and narratives will be assessed together to provide grades based on amount of participation as well as ability to meet the benchmarks set above for both parts of the assignment.
 24. The group page should be no less than 3000 words which equals about 600 words or 1 written page per student. All supplementary images and videos will be assessed outside of the 3000 word limit.
 - **Individual Page (20%)**
 25. Students will create an individual page about a film of their choosing following the theoretical approach that they previously defined as part of the group page.
 26. Students should follow the same guidelines for the individual page as the group page such as introducing the film and theoretical approach, providing citations of research, embedding, images and videos if necessary.
 27. The individual page should be at least 3000 words which equal about 5 written pages per student. All supplementary images and videos will be assessed outside of the 3000 word limit.
 28. Students will be assessed on the analysis of the film, consideration of both formal and social aspects of the film, and relating the film to the students assigned theoretical approach.
 29. The individual wiki page is due during finals week.

Extra credit

Extra credit is available upon student request. If you have an extra credit project you would like to use for this course you must come to my office hours and discuss the project with me no later than the end of the 7th week of the course. I will allow extra credit projects to count towards the course on a student by student basis and through evaluation of the extra credit project. Extra credit will NOT determine your grade. It will be used at the end of the course to “swing” grades upwards that are already leaning that way (e.g. from a B+ to an A-).

Policy on late work:

Late work will be accepted up to one week after the due date (with the exception of the Final Paper, which may be turned in up to 24 hours late), but the grade will be reduced by 10% (e.g., a homework that would have received a B will receive a C) for every 24 hours the assignment is late. The majority of assignments will use the Carmen dropbox and will have closing dates. This means any late assignment will have to be turned into me by email.

Grading scale

A+	100-98	C+	78-79
A	94-97	C	74-77
A-	90-93	C-	70-73
B+	88-89	D+	68-69
B	84-87	D	60-67
B-	80-83	E	59 and below

Academic Misconduct:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).”

Additional Resources

For additional resources provided by The Ohio State University, students should visit the following links: Resources for Campus Life, Academic Support and Tutoring, Personal Support Services, and Health and Wellness.
<http://artsandsciences.osu.edu/current-students/university-resources>

Resources on Important Dates, Fees, and other pertinent services.

<http://ssc.osu.edu/>

Disability Statement:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor of their needs. The Office for Disability Services is located in 150 Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901;

<http://www.ods.ohio-state.edu/>.

Other Disability Related Resources can be found at:

<http://ada.osu.edu/resources/Links.htm>

Film Studies 2270.01

Summer 2014
CALENDAR

Preparation work	Activities to complete
WEEK 1: May 5th Introduction to the Course	
<ul style="list-style-type: none"> • Watch Intro Video • Read Syllabus • Acquire required textbooks and DVD 	<ul style="list-style-type: none"> • Take Syllabus Quiz • Test technology for class • Complete Icebreaker Assignment
WEEK 2: May 12th Introduction and Film as Language	
<ul style="list-style-type: none"> • Complete Readings: • <i>Corrigan</i> Ch 1 (p1-18); • <i>Bazin</i> The Evolution of the Language of Cinema (Carmen) 	<ul style="list-style-type: none"> • Screen film: <i>Whats Opera Doc? and Duck Amuck</i> • Watch Lecture: <i>Film Terms</i> • Discussion Post • Complete Style Quiz
WEEK 3: May 19th Avant Garde Film Style	
<ul style="list-style-type: none"> • Complete Readings: • <i>Corrigan</i> Ch 2 (p19-31); • <i>Arnheim</i> Film and Reality (Carmen) • Study <i>Film Analysis Terms Document</i> 	<ul style="list-style-type: none"> • Screen film: Maya Deren / <i>Meshes of the Afternoon</i>, Stan Brakhage / <i>Window, Water, Baby, Moving and Mothlight</i>, Michael Snow/ <i>So This Is</i>, Chris Marker/ <i>La Jetee</i> • Discussion Post • Complete Screening Report 1
WEEK 4: May 26th Documentary Film Style	
<ul style="list-style-type: none"> • Complete Readings: • <i>Corrigan</i> Ch 3; (p39-86) • <i>Flitterman-Lewis</i> Documenting the Ineffable 	<ul style="list-style-type: none"> • Screen film: <i>Night and Fog / High School</i> • Discussion Post • Complete Screening Journal Entry 1
WEEK 5: June 2nd Narrative Film Style	
<ul style="list-style-type: none"> • Complete Readings: • <i>Corrigan</i> Ch 4; (p87-113) • <i>Harman</i> Semiotics and the Cinema: Metz and Wollen (Carmen) 	<ul style="list-style-type: none"> • Screen film: <i>Psycho</i> • Discussion Post • Complete Screening Report 2 •
WEEK 6: June 9th Three Approaches – Realism, Modernism and Post Modernism	
<ul style="list-style-type: none"> • Complete Readings: • <i>Corrigan</i> Ch. 5; (p114-132) • <i>Allen</i> The Impact of Digital Technologies on Film Aesthetics (Carmen) 	<ul style="list-style-type: none"> • Screen film: <i>Harry Potter and the Goblet of Fire</i> • Discussion Post • Complete Screening Journal Entry 2
WEEK 7: June 16th Genre and Cinematic Conventions	
<ul style="list-style-type: none"> • Complete Readings: • <i>Corrigan</i> Ch 6; (p133-163) • <i>Braudy</i> Genre: The Conventions of Connection (Carmen) 	<ul style="list-style-type: none"> • Screen film: <i>West Side Story</i> • Discussion Post • Complete Screening Report 3
WEEK 8 – June 23rd Midterm/ Real World Activity Due by Sunday in Carmen Dropbox by 11:59PM June 29th	
<ul style="list-style-type: none"> • Complete Screening Journal Entry 3 	

WEEK 9: June 30th Film, Ideology, and Auteur	
<ul style="list-style-type: none"> • Complete Readings: • <i>Comolli and Narboni</i> Cinema/Ideology/Criticism (Carmen) 	<ul style="list-style-type: none"> • Screen film: <i>Vivre sa vie: Film en douze tableaux / My Life to Live</i> • Discussion Post • Complete Screening Report 4
WEEK 10: July 7th Culture and Identity in Film	
<ul style="list-style-type: none"> • Complete Readings; • <i>Crofts</i> Reconstructing National Cinema(s) (Carmen) 	<ul style="list-style-type: none"> • Screen film: <i>In the Mood for Love</i> • Discussion Post • Complete Screening Journal Entry 4
WEEK 11: July 14th Film Race and Ethnicity	
<ul style="list-style-type: none"> • Complete Readings: • <i>Diamara</i> Black Spectatorship: Problems of Identification and Resistance (Carmen) 	<ul style="list-style-type: none"> • Screen film: <i>Dead Presidents</i> • Complete Screening Report 5 •
WEEK 12: July 21st Gender and Sexuality in Film	
<ul style="list-style-type: none"> • Complete Readings: • <i>Mulvey</i> Visual Pleasure and the Narrative Cinema (Carmen) 	<ul style="list-style-type: none"> • Screen film: <i>Aliens</i> • Complete Screening Journal Entry 5
WEEK 13: July 28th Group Wiki Assignment Due by 11:59PM Sunday Night August 3rd	
<ul style="list-style-type: none"> • Complete Screening Journal Entry 6 • Complete Screening Report 6 	
WEEK 14: Finals Week August 4th Individual Wiki Assignment Due by 11:59PM Tuesday Night August 5th	

Arts and Sciences Distance Education Online Course Component Technical Review Checklist

Course: Film Studies 2270

Instructor: Matt Swift

Summary: Online Course

COURSE TECHNOLOGY

Standard	Yes	Yes with Revisions	No	Feedback/Recommendations
1. The tools and media support the course learning objectives.	✓			All the tools you have integrated into the course—videos, discussion boards, and weekly readings are more than sufficient for the overall course learning objectives. Tools Used: Carmen, The Journal of Short Film, Secure Media Library, Netflix, Hulu
2. Course tools and media support student engagement and guide the student to become an active learner.	✓			The weekly readings and videos along with discussion posts provide a consistent set of assignments that make it easy for the students to interact with the course and each other as they complete their work.
3. Navigation throughout the online components of the course is logical, consistent, and efficient.	✓			Course materials will be organized within Carmen to match the week-to-week schedule outlined in the course syllabus. A downloadable copy of the complete syllabus should also be made available within Carmen as a PDF document.
4. Students can readily access the technologies required in the course.	✓			All technology platforms being used for this course are accessible to students. Recommend that you include a “course technology” section in the syllabus providing the students with the required technical proficiencies needed to participate in all parts of this course. This will help the student understand the expected skill set needed to take an online course.

				<p>Example for your reference:</p> <p>Course technology</p> <p>Baseline technical skills necessary for online courses</p> <ul style="list-style-type: none">• Basic computer and web-browsing skills• Navigating Carmen <p>Technology skills necessary for this specific course</p> <ul style="list-style-type: none">• Carmen, text, audio, and text/video chat <p>Necessary equipment</p> <ul style="list-style-type: none">• Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection• Webcam: built-in or external webcam, fully installed• Microphone: built-in laptop or tablet mic or external microphone• DVD player <p>Necessary software</p> <ul style="list-style-type: none">• CarmenConnect• The Journal of Short Film• Netflix• Hulu• Secure Media Library
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5. The course technologies are current.	✓			The primary tool being utilized for access to course content for this course is Carmen - a current core common tool provided by the university. The Journal of Short Film is a current website being managed by the Department of Film Studies. All streaming video services being utilized for this course are current streaming platforms.
6. Funding and support for the course technologies are sustainable for future sections of the course.	✓			There will be costs associated with captioning for video content. Any additional funding required to support this course should be planned for as a part of the departmental budget planning process.
7. The course technologies, tools and media will be evaluated and updated as underlying technologies, platforms and approaches change.	✓			Students will be surveyed on the technology used in the course each time the course is taught. Technology modifications based on student feedback will be implemented, as the instructor and department deem appropriate.
8. The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			The faculty member should add an overview and instructions for students to access Carmen technical support. (8-Help) https://odee.osu.edu/resourcecenter/carmen
9. Course instructions articulate or link to the institution's accessibility policies and services.	✓			The below link should be included in the syllabus. This text should be in 18pt Bold font for the accessibility statement. http://ada.osu.edu/resources/Links.htm
10. Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.	✓			The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus. http://artsandsciences.osu.edu/current-students/university-resources
11. Course instructions articulate or link to an explanation of how the institution's student	✓			The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus.

support services can help students succeed and how students can access these services.				http://ssc.osu.edu
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Reviewer Information

- Date Reviewed: Mike Kaylor
- Reviewed By: 10/6/2014