

## **FLM535 Classic Hollywood Cinema (3 credit hours) Course Syllabus**

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### **Course Description**

This course explores the popular reception, historical and technological advents, and narrative, aesthetic and cultural aspects of the “Golden Age” of cinema as it developed in the United States. The time period is roughly 1929-1945, though some consider it to extend through 1950 and even 1960. Members of the class will be required to arrange for a viewing of feature films through purchase, rental from a streaming service provider such as Netflix or Amazon Prime, or internet search for free streaming. Students will have many options of films to choose from in screening weeks, so there shouldn't be a problem finding the required number of screenings.

### **Course Learning Outcomes**

Through readings, active online discussion, exercises, writing, research, individual film case studies, and film viewing, upon completion of this course the student will be able to:

1. Examine the industrial, aesthetic and cultural aspects and social conditions of the phenomenon known as classic Hollywood cinema (CHC);
2. Analyze films of the classic Hollywood period using various critical and historical approaches to the study of film;
3. Employ research skills in film studies;
4. Identify films and filmmakers as well as stylistic and narrative elements of CHC;
5. Apply concepts and terminology relating to CHC filmmaking practices.

### **Required Textbook(s) and Resources**

#### **Textbooks**

Stevens, G. (2009). *Conversations with the Great Moviemakers of Hollywood's Golden Age at the American Film Institute*. New York, NY: Knopf-Doubleday.

Bordwell, D., Staiger, J., and Thompson, K. (1985). *The Classical Hollywood Cinema: Film Style and Mode of Production to 1960*. New York, NY: Columbia UP.

Gocsik, K. and Monahan, D. (2009). *Writing About Movies*, 5<sup>th</sup> edition. Knopf Doubleday.

Digital versions of these books are included automatically as part of your course fees. You can access your book through the DragonACCESS tool within your course.

## Feature Length Films

You will be required to screen films periodically in this course. You will have a wide range of films to choose from (see FLM535 Screenings), but it is your responsibility to make sure you can screen them during the week they are required. A quick search online can often locate some of the films streaming for free on sites such as YouTube or Vimeo, and many are available via streaming services such as Amazon Prime and Netflix. Some students have opted to purchase or rent their films, which is entirely up to you.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

In this course, you'll be reading about and responding to texts that explain the Classic Hollywood Cinema time period as well as filmmakers who were working during this time period. You will also analyze movies made during this era and discuss relevant details with your classmates. Hopefully, when the course is finished, you'll have gained an appreciation of this unique style and how this era was the foundation for all modern Hollywood films.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Discussions</b> Activity 1.1 (20)	<b>Discussions</b> Activity 2.1 (20)	–	<b>Discussions</b> Activity 4.1 (70)	–	<b>Discussions</b> Activity 6.1 (20) Activity 6.2 (100)	–	<b>230</b>
<b>Screening Response</b> Activity 1.2 (30)	<b>Screening Response</b> Activity 2.2 (30)	<b>Screening Response</b> Activity 3.1 (30)	–	<b>Screening Response</b> Activity 5.1 (30)	–	<b>Screening Response</b> Activity 7.1 (30)	<b>150</b>
<b>Reading Responses</b> Activity 1.3 (30)	<b>Filmmakers and Reading Responses</b> Activity 2.3 (50)	<b>Filmmakers and Reading Responses</b> Activity 3.2 (50)	–	<b>Filmmakers and Reading Responses</b> Activity 5.2 (50)	–	<b>Filmmakers and Reading Responses</b> Activity 7.2 (50)	<b>230</b>
–	–	<b>Reflection</b> Activity 3.3 (20)	<b>Presentation</b> Activity 4.32 (150)	–	<b>Research Project</b> Activity 6.3 (200)	<b>Reflection</b> Activity 7.3 (20)	<b>390</b>
<b>80</b>	<b>100</b>	<b>100</b>	<b>220</b>	<b>80</b>	<b>320</b>	<b>100</b>	<b>1000</b>

## Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

F: <70%

Please see the [Academic Bulletin](#) for grade appeal information.

## Course Schedule and Weekly Checklist

### Week 1

- MON: Activity 1.1: Introductions & Studying Cinema
- WED: Activity 1.2: Screening Responses – Initial Post
- SAT: Activity 1.2: Screening Responses – Secondary Posts
- SUN: Activity 1.3: Reading Responses

### Week 2

- WED: Activity 2.1: Studying Film History and CHC – Initial Post
- WED: Activity 2.2: Screening Response – Initial Post
- SAT: Activity 2.1: Studying Film History and CHC – Secondary Posts
- SAT: Activity 2.2: Screening Response – Secondary Posts
- SUN: Activity 2.3: Filmmakers and Reading Responses

### Week 3

- WED: Activity 3.1: Screening Response – Initial Post
- SAT: Activity 3.1: Screening Response – Secondary Posts
- SUN: Activity 3.2: Filmmakers and Reading Responses

SUN: Activity 3.3: Course Reflection

#### **Week 4**

WED: Activity 4.1: Film Description and Outline/Draft – Initial Post

SAT: Activity 4.1: Film Description and Outline/Draft – Secondary Posts

SUN: Activity 4.2: Film Presentation

#### **Week 5**

WED: Activity 5.1: Screening Response – Initial Post

SAT: Activity 5.1: Screening Response – Secondary Posts

SUN: Activity 5.2: Filmmakers and Reading Responses

#### **Week 6**

WED: Activity 6.1: Tips on Writing & Common Problems – Initial Post

WED: Activity 6.2: Research Project: Summary & Outline/Draft – Initial Post

SAT: Activity 6.1: Tips on Writing & Common Problems – Secondary Posts

SAT: Activity 6.2: Research Project: Summary & Outline/Draft – Secondary Posts

SUN: Activity 6.3: Research Project Final Draft

#### **Week 7**

WED: Activity 7.1: Screening Response – Initial Post

THU: Activity 7.2: Filmmakers and Reading Responses

SAT: Activity 7.1: Screening Response – Secondary Posts

SUN: Activity 7.3: Final Thoughts

## Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

### Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations).
  - Utilize and incorporate instructor provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For details, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

### You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu) or by calling 419-448-3021.

## Technical Support

For Moodle support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

## Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

## **Additional Support**

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

## **Comments or Concerns**

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).