

Film and Media Studies

Updated Assessment Plan, Spring 2018

I. Program Mission Statement

As they learn to evaluate works in journalistic and creative non-fiction writing, or in film, advertising, and public relations, students reflect their relationship with the culture of the media. Students who complete the major may adopt careers in advertising, public relations, journalism, freelance writing, film criticism, or may choose to enter graduate programs in any of these areas.

Relationship to College Learning Goals:

Content:

Students will *understand* media and the individuals and cultures that produce and consume it. The program develops *depth in the field* through an interdisciplinary range of courses that encourage students to understand their major from several positions . Students are provided *career preparation* through multiple opportunities for professional development, such as internships, courses in mass-media writing, and capstone-level work.

Essential Skills:

Students in the FMS Program *read critically* and *employ effective oral, written, and expressive communications* in an interdisciplinary context, as this is fundamentally the basis of the program, both as students evaluate existing texts and work to *create* their own. They are particularly called upon in film and media analysis courses to demonstrate *critical thinking* and *metacognition* to define lines of analysis, reflect on and refine their work, and critically engage their their relationships with and comprehension of a seemingly ubiquitous media culture. Required course content in journalism ensures students will be asked to employ the kinds of *ethical decision making* and abilities to *work in a community* that they will serve them well in their future.

II. Program Goals

1. Master the vocabulary and techniques necessary for film and media analysis.

- *College Learning Goals:*
 - *Content:* *Depth in Field and Career Preparation*
 - *Essential Skills:* *Fundamental Literacies and Critical Thinking & Application*

2. Understand and Identify Skills appropriate for producing media forms.

- *College Learning Goals:*
 - *Content:* *Depth in Field and Career Preparation*

Essential Skills: *Fundamental Literacies, Critical Thinking and Application, Creativity, Living & Working in Community*

3. Evaluate media theory and its history, such as semiotic theory, visual theory, cultural theory, ideological criticism, and post-colonial theory.

- *College Learning Goals:*
 - *Content:* *Breadth of Knowledge, Depth in Field, and Career Preparation*
 - *Essential Skills:* *Fundamental Literacies, Critical Thinking and Application, Metacognitive*

4. Examine several “master narratives” of film and culture and demonstrate the connections among those narratives, cultural practice, writing for the media, and writing about film.

- *College Learning Goals:*
 - *Content:* *Depth in Field and Career Preparation*
 - *Essential Skills:* *Fundamental Literacies, Critical Thinking and Application, Metacognitive*

5. Assess the contested areas of race, class, and gender as they materialize in film and media writing.

- *College Learning Goals:*
 - *Content:* *Depth in Field and Career Preparation,*
 - *Essential Skills:* *Fundamental Literacies, Critical Thinking and Application, Ethical Decision Making, Metacognitive*

III. Learning Objectives & IV. Measurable Learning Outcomes

GOAL #1: MASTER THE VOCABULARY AND TECHNIQUES NECESSARY FOR FILM AND MEDIA ANALYSIS.

Objectives & Outcomes:

1. Employ the language of film terminology and techniques effectively and precisely
 1. Accurately identify and describe the basic vocabulary of cinematography, editing, and sound in written and verbal film analyses
2. Communicate ideas about film culture through spoken and written analysis
 1. Facilitate knowledgeable and directed group discussions to evaluate films.

2. Write film reviews and analyses, using relevant technical, thematic, and theoretical terminology and ideas.

GOAL #2: UNDERSTAND AND IDENTIFY SKILLS APPROPRIATE FOR PRODUCING MEDIA FORMS.

Objectives & Outcomes:

1. Exhibit sound judgement, apply editorial conventions, and model best journalistic practices in the production of texts and publications
 1. Follow conventional rules for sentence structure, grammar, punctuation, and spelling as well as correct print, broadcast and web style.
 2. Adhere to media writers' legal responsibilities (including avoidance of libel, obscenity, and invasion of privacy), rights and professional ethics when producing examples of journalistic work.
 3. Students will accurately produce written works in a wide range of common media and journalistic genres, including print, broadcast, advertising, public relations, and online media
 4. Students will adhere to appropriate formatting guidelines for specific genres of written media.
2. Understand and prioritize the professional interpersonal skills relevant to the media-industry workplace.
 1. Evaluate each other's work, and meaningfully refine work in response to in-progress feedback.
 2. Work collaboratively, adopting professionally-relevant roles
 3. Execute a relevant internship in the field.
 4. Maintain rigorous deadlines and pacing.
3. Develop appropriate, complete, and accurate research and sourcing strategies
 1. Students will properly use databases and interviews as sources
 2. Students will conduct fact-checking and provide background information on news and PR stories
4. Apply fundamental skills, vocabulary, and techniques of one or more area of applied production skills, including photography, production design, screenwriting, directing, technical production, etc.
 1. Successfully use relevant technologies and/or software, such as digital photography and photo editing, computer-based graphic design, digital video editing, and/or communication tools.
 2. Identify and employ appropriate formal and/or structural characteristics of the medium
 3. Leverage the medium's characteristics, traditions, and possibilities to communicate students' intended ideas, goals, or expressions.

4. Produce examples of creative work, such as videos, photo essays, screenplays, lighting design, etc.

GOAL #3: EVALUATE MEDIA THEORY AND ITS HISTORY

Objectives & Outcomes:

1. Understand and apply the premises of semiotic theory, post-modernist theory, and cultural studies
 1. Analyze films and other forms of media through accurate use of relevant theoretical positions
 2. Write critical reviews of screenplays, films and other media forms
2. Identify theoretical frameworks that relate to students' own media writing or production
 1. Conduct capstone-level scholarship and writing
3. Students will understand the development of various mediums' societal and cultural influences.
 1. Demonstrate understanding of interconnected evolution and influence of media technologies and genres
 2. Understand and use relevant cultural, and/or historical frameworks to analyze films.

GOAL #4: EXAMINE SEVERAL "MASTER NARRATIVES" OF FILM AND CULTURE

Objectives & Outcomes:

1. Demonstrate knowledge of ideological forces at work in films based on their cultural and historical contexts, with particular focus on gender, race, class, and environment.
 3. Identify and describe ideological influences in media examples, in written and verbal analyses and on relevant portions of exams.
 4. Demonstrate a detailed and deep awareness of how all commercial film can work as propaganda, through in-class discussions, written film analyses, and relevant portions of exams.
2. Students will examine the power of advertising in all its forms and its relationship to America's consumer culture
 1. Students will create forms of promotional and advertising media, either written or visual
 2. Students will demonstrate knowledge of advertising's function and impact through in-class discussions, relevant portions of exams, and written analysis.
3. Become familiar with cultural and historical contexts which shape content and reception of media

1. Students will describe and analyze the interdependent relationship between media and culture using specific filmic examples, both in written responses and class discussions.

GOAL #5: ASSESS THE CONTESTED AREAS OF RACE, CLASS, AND GENDER AS THEY MATERIALIZE IN FILM AND MEDIA WRITING.

OBJECTIVES & OUTCOMES:

1. Examine the ways in which media biases have historically created “the other”
 1. Demonstrate, in written and/or verbal analysis, stereotypes that media and culture create and the degree to which we base our “realities” on those stereotypes
 2. Identify and examine biases that influence the creation and distribution of media.
2. Examine the roles of race, class, and/or gender within specific media genres
 1. Analyze the construction of contested terms and genre definitions.
 2. Actively problematize issues of sex, gender, race, ethnicity, and social class in films, forms of mass media, and media analysis.
 3. Identify and interpret race, class, and/or gender-related themes found in mass media and film.

IV. Means of Assessment of Outcomes

Goal	Objective	Outcome	How Measured	Measurement Tool	Success Criteria	Data Location
1	MASTER THE VOCABULARY AND TECHNIQUES NECESSARY FOR FILM AND MEDIA ANALYSIS.					
	1. Employ the language of film terminology and techniques effectively and precisely	1. Accurately identify and describe the basic vocabulary of cinematography, editing, and sound in written and verbal film analyses	Presentations; Contributions to Class Discussions; Written Discussion Questions; Exams; Film Reviews	Exam Key; Locally Developed Rubrics;	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files

	2. Communicate ideas about film culture through spoken and written analysis	1. Facilitate knowledgeable and directed group discussions to evaluate films.	Presentations; Written Discussion Questions;	locally developed rubrics;	95% of students to score at or above D level	Faculty files
		2. Write film reviews and analyses, using relevant technical, thematic, and theoretical terminology and ideas.	Exams; Film Reviews; Reflection Papers; Term Papers	Exam Key; Locally Developed Rubrics;	95% of students to score at or above D level	Faculty files
2	UNDERSTAND AND IDENTIFY SKILLS APPROPRIATE FOR PRODUCING MEDIA FORMS					
	1.Exhibit sound judgement, apply editorial conventions, and model best journalistic practices in the production of texts and publications	1. Follow conventional rules for sentence structure, grammar, punctuation, and spelling as well as correct print, broadcast and web style.	Term Paper, Written Articles, Peer-Review, Capstone Research; Exam	Exam Key; Locally Developed Rubrics;	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		2.Adhere to media writers' legal responsibilities (including avoidance of libel, obscenity, and invasion of privacy), rights and professional ethics when producing examples of journalistic work.	Genre and Medium-Specific written texts; Campus Publications	Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		3. Students will accurately produce written works in a wide range of common media and journalistic genres, including print, broadcast, advertising, public relations, and online media	Genre and Medium-Specific written texts; Campus Publications;	Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files

		4. Students will adhere to appropriate formatting guidelines for specific genres of written media.	Genre and Medium-Specific written texts; Campus Publications	Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
	2. Understand and prioritize the professional interpersonal skills relevant to the media-industry workplace.	1. Evaluate each other's work, and meaningfully refine work in response to in-progress feedback.	Peer-Reviews; in-class workshops on in-progress work; Editing sample articles; working critiques; final critiques	locally developed rubrics	95% of students to score at or above D level	Faculty files
		2. Work collaboratively, adopting professionally-relevant roles	Genre and Medium-Specific written texts; Campus Publications; mock editorial board meeting;	locally developed rubrics	95% of students to score at or above D level	Faculty files
		3. Execute a relevant internship in the field.	Poster Presentation; Reflection coursework as assigned	locally developed rubrics	95% of students to score at or above D level	Faculty files
		4. Maintain rigorous deadlines and pacing.	In-Progress Work; Contributions to Class Discussions; Discussion Questions	locally developed rubrics	95% of students to score at or above D level	Faculty files

	3. Develop appropriate, complete, and accurate research and sourcing strategies	1. Students will properly use databases and interviews as sources	Genre and Medium-Specific written texts; Campus Publications; Term Papers; Capstone Research Project	Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		2. Students will conduct fact-checking and provide background information on news and PR stories	Genre and Medium-Specific written texts; Campus Publications;	Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
	4. Apply fundamental skills, vocabulary, and techniques of one or more area of applied production skills, including photography, production design, screenwriting, directing, technical production, etc.	1. Successfully use relevant technologies and/or software, such as digital photography and photo editing, computer-based graphic design, digital video editing, and/or communication tools.	Digital photos; Short Films/Videos; Publication Design	Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		2. Identify and employ appropriate formal and/or structural characteristics of the medium	In-Class Critiques; Contributions to Class Discussions; Project Proposals; Project Statements	Locally Developed Rubrics; In-Class Critiques	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files

		3. Leverage the medium's characteristics, traditions, and possibilities to communicate students' intended ideas, goals, or expressions.	In-Class Critiques; Contributions to Class Discussions; Project Proposals; Project Statements	Locally Developed Rubrics; In-Class Critiques	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		4. Produce examples of creative work, such as videos, photo essays, screenplays, lighting design, etc.	Portfolio of Work and/or Proposals; Written Screenplays; Culminating Projects; Capstone Creative Project	Locally Developed Rubrics; In-Class Critiques	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
3	EXPLORE PRODUCTION SKILLS RELATED TO THE CREATION OF VARIOUS FORMS OF FILM OR VISUAL MEDIA					
	1. Apply fundamental skills, vocabulary, and techniques of one or more area of applied production skills, including photography, production design, screenwriting, directing, technical production, etc.	1. Successfully use relevant technologies and/or software, such as digital photography and photo editing, computer-based graphic design, digital video editing, and/or communication tool	Digital photos; Short Films/Videos; Publication Design	Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		2. Identify and employ appropriate formal and/or structural characteristics of the medium	In-Class Critiques; Contributions to Class Discussions; Project Proposals; Project Statements	Locally Developed Rubrics; In-Class Critiques	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		3. Leverage the medium's characteristics, traditions, and possibilities to communicate students' intended ideas, goals, or expressions.	In-Class Critiques; Contributions to Class Discussions; Project Proposals; Project Statements	Locally Developed Rubrics; In-Class Critiques	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files

		4. Produce examples of creative work, such as videos, photo essays, screenplays, lighting design, etc.	Portfolio of Work and/or Proposals; Written Screenplays; Culminating Projects; Capstone Creative Project	Locally Developed Rubrics; In-Class Critiques	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files; Thesis Archives
	2.. Understand and prioritize the process of activities that leads to media creation.	1. Submit in-progress work for classmate and professor comments and critiques	In-Progress Work; Pre-Work Studies/Exercises; Project Proposals;	Locally Developed Rubrics; In-Class Critiques	95% of students to score at or above D level	Faculty files
		2. Revise and refine work in response to peer and instructor feedback.	Working Critiques; Final Critiques; In-Class Workshops	Locally Developed Rubrics; In-Class Critiques	95% of students to score at or above D level	Faculty files
4	EVALUATE MEDIA THEORY AND ITS HISTORY SUCH AS SEMIOTIC THEORY, VISUAL THEORY, CULTURAL THEORY, IDEOLOGICAL CRITICISM, AND POST-COLONIAL THEORY.					
	1. Understand and apply the premises of semiotic theory, post-modernist theory, and cultural studies	1. Analyze films and other forms of media through accurate use of relevant theoretical positions	Film Review; Screenplay Analysis; Written Discussion Questions; Presentations	Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		2. Write critical reviews of screenplays, films and other media forms	Film Review; Screenplay Analysis; Capstone Analysis project	Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files; Thesis Archives
2. Identify theoretical frameworks that relate to students' own media writing or production	1. Conduct capstone-level scholarship, analysis, and/or creative project	Senior Thesis Project	Locally Developed Rubrics	All students are required to pass capstone coursework	Faculty files; Thesis Archives	

	3. Students will understand the development of various mediums' societal and cultural influences.	1. Demonstrate understanding of interconnected evolution and influence of media technologies and genres	Film Review; Screenplay Analysis; Written Discussion Questions; Reflection Paper; Presentations; Exams;	Exam Key; Locally Developed Rubrics;	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		2. Understand and use relevant cultural, and/or historical frameworks to analyze films.	Film Review; Screenplay Analysis; Written Discussion Questions; Reflection Paper; Presentations; Exams;	Exam Key; Locally Developed Rubrics;	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
5	EXAMINE SEVERAL "MASTER NARRATIVES" OF FILM AND CULTURE AND DEMONSTRATE THE CONNECTIONS AMONG THOSE NARRATIVES, CULTURAL PRACTICE, WRITING FOR THE MEDIA, AND WRITING ABOUT FILM.					
	1. Demonstrate knowledge of ideological forces at work in films based on their cultural and historical contexts, with particular focus on gender, race, class, and environment.	1. Identify and describe ideological influences in media examples, in written and verbal analyses and on relevant portions of exams.	Film Review; Screenplay Analysis; Written Discussion Questions; Reflection Paper; Presentations; Exams;	Exam Key; Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		2. Demonstrate a detailed and deep awareness of how all commercial film can work as propaganda, through in-class discussions, written film analyses, and relevant portions of exams.	Film Review; Screenplay Analysis; Written Discussion Questions; Reflection Paper; Presentations; Exams;	Exam Key; Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
	2. Students will examine the power of advertising in all its forms and its relationship to America's consumer culture	1. Students will create forms of promotional and advertising media, either written or visual.	Genre-Specific Assignments: Press Releases; PSAs, TV Commercial Script	Locally Developed Rubric	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files

		2. Students will demonstrate knowledge of advertising's function and impact through in-class discussions, relevant portions of exams, and written analysis	In-Class Discussions; Film Review; Screenplay Analysis; Written Discussion Questions; Reflection Paper; Presentations; Exams;	Locally Developed Rubric	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
	3. Become familiar with cultural and historical contexts which shape content and reception of media	1. Students will describe and analyze the interdependent relationship between media and culture using specific filmic examples, both in written responses and class discussions.	In-Class Discussions; Film Review; Screenplay Analysis; Written Discussion Questions; Reflection Paper; Presentations; Exams;	Locally Developed Rubric	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
6	ASSESS THE CONTESTED AREAS OF RACE, CLASS, AND GENDER AS THEY MATERIALIZE IN FILM AND MEDIA WRITING.					
	1. Examine the ways in which media biases have historically created "the other"	1. Demonstrate, in written and/or verbal analysis, stereotypes that media and culture create and the degree to which we base our "realities" on those stereotypes	Film Reviews; Class Discussions; Written Discussion Questions; Presentations; Exams	Exam Key; Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		2. Identify and examine biases that influence the creation and distribution of media.	Film Reviews; Class Discussions; Written Discussion Questions; Presentations; Exams	Exam Key; Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files; Documentation of artworks and installations
2. Examine the roles of race, class, and/or gender within specific media genres	1. Analyze the construction of contested terms and genre definitions.	Film Reviews; Class Discussions; Written Discussion Questions; Presentations; Exams	Exam Key; Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files	

		2. Actively problematize issues of sex, gender, race, ethnicity, and social class in films, forms of mass media, and media analysis.	Film Reviews; Class Discussions; Written Discussion Questions; Presentations; Exams	Exam Key; Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files
		3. Identify and interpret race, class, and/or gender-related themes found in mass media and film.	Film Reviews; Class Discussions; Written Discussion Questions; Presentations; Exams	Exam Key; Locally Developed Rubrics	95% of students to score at or above D level; 65% at or above B level; 20% at or above A level	Faculty files

How Assessment Data Will Be Utilized

The tenuous state of the FMS program presents certain Assessment challenges, but this plan can help to guide future program changes. Ongoing work centers around establishing a more viable, rigorous curriculum in FMS, and this Plan delineates our priorities. The data collected in the upcoming year should help faculty understand the effectiveness of upcoming changes, with particular emphasis on areas we’ve anecdotally found to need attention.