



General Education Course

Undergraduate Program

Course Title: Cinematic Language and Applications

Mahidol University International College

Course Code ICGH 115

Division...Fine and Applied Arts

TQF 3 Course Specifications

Section 1 General Information

1. Course code and course title

Thai

English ICGH 115 Cinematic Language and Applications

2. Number of credits 4 (4-0-8)

(Lecture hours – Laboratory hours - Self study hours/ week)

3. Program and type of subject

3.1 Program General Education Undergraduate Degree (International Program)

3.2 Type of Subject General Education

4. Course Coordinator and Course Lecturer

4.1 Course Coordinator Bryan Ott

4.2 Course Lecturer Bryan Ott

5. Trimester/ Year of Study

5.1 Trimester All trimesters (including summer session) / for all students in all International College Undergraduate Programs

5.2 Course Capacity Approximately 45 lecture students

6. Pre-requisite N/A

7. Co-requisites N/A

8. Venue of Study



Section 2 Goals and Objectives

1. Course Goals

Analyze film as text using learned cinematic language.

Interrogate film as a social construct in relation to culture, society and authorial intent.

Develop basic skills in research, writing and analytical thinking. Create an original short piece of media as a creative team.

2. Objectives of Course Development/Revision

2.1 Course Objectives

Maintain the efficacy of the course within the AUN-QA and TQF evaluation structure

Developing student learning with emphasis in Critical Thinking and Analysis, Creativity and Innovation and Communication

2.2 Course-level Learning Outcomes: CLOs

By the end of the course, students will be able to (CLOs)

1. CLO 1 Explore Media and Film texts through critical thinking and analysis.
2. CLO 2 Apply critical analytical thinking skills in research, writing and discussion to engage media on a personal and cultural level.
3. CLO 3 Demonstrate engagement in the class activities and discussions, develop understanding and application of learned media skills.



Section 3 Course Management

1. Course Description

Expanding student’s knowledge of film and language through the study of the language of cinema; extrapolating meaning from the applied combination of individual components including images, sound, editing and storyline; applying learned craft skills.

(Thai).....

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(English). An introduction, practice and an application of languages to critical thinking and analysis; examine key film languages and textual examples, including narrative theories; genre, film theories; an analysis of key film texts; the development of skills in research, writing and analytical thinking; applied knowledge to creative works.

2. Credit hours per trimester

Lecture (Hour(s))	Laboratory/field trip/internship (Hour(s))	Self-study (Hour(s))
48		96

3. Number of hours that the lecturer provides individual counseling and guidance.

4 hours Advising as per Trimester Office times on timetable



Section 4 Development of Students' Learning Outcome

1. Short summary on the knowledge or skills that the course intends to develop in students (CLOs)

By the end of the course, students will be able to

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2. Teaching methods for developing the knowledge or skills specified in item 1 and evaluation methods of the course learning outcomes

Course Code	Teaching methods	Evaluation Methods
CLO1	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Research • Quiz 	Individual/ Group weekly assignments In class discussion Mid Term Assessment Final Exam Assment Final Presentation(s)
CLO2	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Research 	Individual/ Group weekly assignments In class discussion Mid Term Assessment Final Presentation VDO
CLO3	<ul style="list-style-type: none"> • Discussion • Essays • Research 	Individual/ Group assignments In class discussion Mid Term Assessment Final Presentation(s)



Section 5 Teaching and Evaluation Plans

1. Teaching plan

Week	Topic	Number of Hours			Teaching Activities/ Media
		In-Class sessions	ONLINE	On-campus	
1	TU: Introduction to the course. Critical Thinking and Film Analysis language. Clip Analysis. TH: Zoom set-up + discussion of weekly presentations Film1: Spirited Away (Japan) [watch before week 2]	4	4		<ul style="list-style-type: none"> ● Lecture ● Discussion
2	TU: Introduction to Codes and conventions in Film Image – Focus on Camera + Composition TH: Weekly Group Presentation#1 [Spirited] Film2: Eighth Grade [USA] [watch before week 3]	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Research
3	TU: Applying Codes and conventions in film Film narrative –Story TH: Weekly Group Presentation#2 [Eighth Grade] Film3: ROMA (2018, Mexico) [watch before week 4]	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● In class exercise ● Research
4	TU: Story - Introduction to Narrative strategies and structure TH: Weekly Group Presentation#3 [Roma]	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Research



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	<p>Film4: She's Gotta Have it (Dir. Spike Lee, USA) [watch before week 5]</p>				
5	<p>TU: Cinema History</p> <p>TH: Weekly Group Presentation#4 [She's]</p> <p>Film5: HUGO (Dir. Scorsese, USA) [watch before week 7]</p>	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● In class exercise ● Research
6	<p>TU: Midterm Examination</p> <p>TH: Introduce Term Project</p>	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Research ● EXAM
7	<p>TU: Editing</p> <p>Weekly Group Presentation#5 [HUGO]</p> <p>Film6: The Truman Show (Dir. Peter Weir, USA) [watch before week 8]</p>	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Research
8	<p>TU: Continued Study of the effect of editing on story</p> <p>TH: Weekly Group Presentation#6 [Truman]</p> <p>No film for next week</p>	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● In class exercise ● Research
9	<p>TU: Tension</p> <p>TH: Discussion of Group Project ideas – Tell me your Group project ideas/goals</p>	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Research
10	<p>TU: Sound and Music</p> <p>TH: Group Final Project Workshop</p>	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● In class exercise



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	FILM7: Eternal Sunshine of the Spotless Mind (Dir. M. Gondry, USA) [watch for the final essay exam Week 12]				<ul style="list-style-type: none"> ● Research
11	TU: Open Lecture Topic TH: Group Final Project Workshop	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Research
12	TU: Final Written Exam TH: Group Final Presentation Workshop [Record your VDO pres]	4	4	●	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Research
13	TU: Final Presentation Deadline + Upload				
	Total	48	48		

2. Plan for Assessing Course Learning Outcomes

2.1 Assessing and Evaluating Learning Achievement

a. Formative Assessment

- Targeted questions
- In Class Discussion
- Essays
- Worksheets
- Individual Feedback on homework

b. Summative Assessment

(1) Tools and Percentage Weight in Assessment and Evaluation



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Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)	
		In Class Participation	Attendance record
CLO 1 Explore Media and Film texts through critical thinking and analysis.	Weekly Group Presentations	30	30%
CLO 2 Apply critical analytical thinking skills in research, writing and discussion to engage media on a personal and cultural level.	Mid-term Exam	25	45%
	Final Exam	20	
CLO 3 Demonstrate engagement in the class activities and discussions, develop understanding and application of learned media skills.	Final Presentation(s) of creative work	25	25%
Total			100



(2) Grading System

Rubric scoring

Grade	Achievement	Final score (% range)
A	Excellent	90-100
B+	Very Good	85-89
B	Good	80-84
C+	Fairly Good	75-79
C	Fair	70-74
D+	Poor	65-69
D	Very Poor	60-64
F	Fail	Less than 60

ASSESSMENT CRITERIA FOR ATTENDANCE AND PARTICIPATION								
Assessment Criteria	Excellent (A)	Very Good (B+)	Good (B)	Fair (C+)	Fair (C)	Pass (D+)	Pass (D)	Poor (F)
Attendance	Attend all classes Often participated in class activities	Attend 90% or more but less than 100% of classes with evidence Sometimes participated in class activities,	Attend 90% or more but less than 100% of classes with no evidences Sometimes participated in class activities,	Attend 85% or more but less than 90% of classes with evidences Occasionally participated in class activity	Attend 85% or more but less than 90% of classes with no evidences Occasionally participated in class activity	Attend 80% or more but less than 85% of classes with evidences Rarely participated in class activity	Attend 80% or more but less than 85% of classes with no evidences Rarely participated in class activity	Fail to attend 80% of the class. Students are not allowed to take their final examination. Never participated in class activity



Assignments

ASSESSMENT CRITERIA FOR ASSIGNMENTS/ DISCUSSION/ QUIZZES					
Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Very poor (D to D+)	Fail (F)
Knowledge and comprehension	Demonstrated comprehensive knowledge and understanding of the subject.	Demonstrated good knowledge and understanding of the subject.	Demonstrated satisfactory knowledge and understanding of the subject.	Demonstrated a very limited knowledge and understanding of the subject.	Demonstrated very poor knowledge and understanding of the subject.
Application	Demonstrated substantial application of concepts	Demonstrated clear application of concepts	Demonstrated satisfactory application of concepts	Demonstrated very limited ability to apply concepts	Unable to apply concepts
Analysis	Demonstrated clearly the ability to analyze and draw appropriate and inventive conclusions.	Demonstrated good effort in analyzing and drawing conclusions.	Satisfactory evidence of analyzing and drawing conclusions	Minimal evidence of analyzing and drawing conclusions.	Inability to analyze and draw conclusions.

WRITTEN ASSIGNMENTS					
Assessment Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Very Poor (D to D+)	Fail (F)
<i>Topic</i>	Topic is clear, and well discussed in the introduction.	Topic is quite clear, and is well discussed in the introduction	Topic is stated, but the introduction does not clarify it enough.	Topic is somehow in the introduction	The topic is not discussed or introduced at all.
<i>Organization</i>	Paper is well organized. All the facts and details support the discussion in an ordered way. Follows the correct layout.	Paper is organized and reveals details. Most of the information supports the discussion and is logically stated. Follows the correct layout.	Organization to be improved, but it is still understandable. The information is too dependent on secondary sources. Mostly	The organization is quite basic. The focus on the topic is present but the information is not processed deeply enough.	Writing is not organized at all. There is not focus and fact and details do not support the statement.



			follows the correct layout.		
<i>Interpretation and analysis</i>	The interpretation matches the information and the analysis is fully checked with parallel material.	The interpretation and information is essentially correct, but more attention should have been given to parallel material.	The interpretation and information would have benefitted to more parallel analysis.	The interpretation is too basic, no parallel analysis done and analysis still basic.	There is no process of interpretation and the information given is not further analyzed.
<i>Final Observations and conclusions</i>	Observation and conclusions are clearly stated, and really matching the introductive statement	Observations and conclusions are stated, but more discussion could have been done relatively to connection with the initial part	Observation and conclusions are present, but any link with the statement in the introduction is missing.	Observations are not clear and the conclusion is very weak	Observations are not clear, and the conclusions are missing or completely off-topic.

ASSESSMENT CRITERIA FOR FINAL AND IN CLASS PRESENTATIONS					
Assessment Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Very poor (D to D+)	Fail (F)
Content	Topic is tight and clearly-focused; accurate explanation of key concepts and theories; excellent applications of theory; use of accurate information; research from a wide variety of legitimate resources	Topic is adequately focused and relevant; explanation of key concepts and theories are mostly accurate; some good applications of theory; minor inconsistency and inaccuracy in information; research from an adequate amount of legitimate resources	Topic needs more focus; some inaccurate explanation of key concepts and theories; information is presented without establishing links to the thesis; fair amount of inaccuracy in the information; research from a few legitimate resources	Topic lacks relevance and focus; inaccurate or incomplete explanation of key concepts and theories; most information does not support thesis; distractive amount of inaccuracy in information; research lacks legitimate resources	Absence of relevance and focus in topic; no reference is made to literature or theory; information does not support the thesis in any way; highly inaccurate information frequents; no evidence of valid research
Organization	Extremely well-organized; clear	Generally well-organized; mostly	Somewhat organized; a few	Poor organization; many ideas are not	Absence of organization; a lack



	and logical sequence of ideas; the presentation is clear and concise	clear and logical order of ideas; the presentation is generally clear and understandable	ideas are not presented in proper order; some parts of the presentation may be wordy or unclear	presented in proper order; most parts of the presentation are wordy or unclear	of proper sequence of ideas; the presentation is not intelligible
Creativity & Use of technology	Excellent use of presentation techniques and technology to enhance presentation and capture audience's attention.	Some good attempts in using presentation techniques and technology to enhance presentation and capture audience's attention	Attempts in using presentation techniques and technology are not very effective.	The presentation is generally flat and dull.	Use of inappropriate techniques which produce negative effects for the presentation.
Grammar, Usage, Mechanics and Spelling	Few or no errors in mechanics, usage, grammar, or spelling; sentences are free of jargon; complete and easy to understand	Minor errors in mechanics, usage, grammar, or spelling; sentences are mostly jargon-free, complete and understandable	Several errors in mechanics, usage, grammar or spelling, some hinder understanding. Sentences may contain jargon or are too long.	The document is difficult to understand because of errors in mechanics, usage, grammar or spelling. Sentences are too long or contain jargons.	The document is very difficult to understand because of errors in mechanics, usage, grammar, spelling, excessive jargons and incomplete sentences.
Delivery and time	Maintain good eye contact throughout; positively confident presence; very good voice level; clear articulation and proper language Maintains time	Maintain reasonable eye contact; reasonably confident presence; voice level is mostly good; speaks with satisfactory pronunciation Within time limit	Occasional lapses in eye contact; lack of confidence at times; weak delivery a few parts of the presentation unclear; unclear diction with occasional fillers Minimally over or under runs time frame	Poor eye contact; weak presence; poor delivery makes some parts of the presentation difficult to understand; diction, and use of slang prevents the audience from understanding the presentation. Over or under runs time frame	Lack of eye contact; lack of presence; voice level is almost inaudible; bad articulation, slangs or fillers make the presentation difficult to understand Extensively over or under runs time frame

(3) Re-examination (If course lecturer allows to have re-examination)



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N/A - (Not applicable with MUIC)

3. Student Appeals

Addressed initially via Instructor; follow up if necessary with Program Director then Chairman.

Section 6 Teaching Materials and Resources

1. Textbooks and/or other documents/materials

- 1) Cinematic Sociology: Social Life in Film, Jean-Anne Sutherland and Kathryn Felty, 2010.
- 2) Film Theory: An Introduction, Robert Stam 2000
- 3) Genre and Contemporary Hollywood, Steve Neale 2002.

Section 7 Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students

- Informal discussion and feedback
- Formal student evaluations

2. Strategies for evaluating teaching methods

- Peer observation
- Talking to and sharing with peers teaching methods

3. Improvement of teaching methods

- Collating exemplar work for reference
- Feedbacks from students
- Dialogue with peers
- Updating teaching methods through attending conferences or seminars



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4. Verification process for evaluating students' standard achievement outcomes in the course

- Comments from students on learning outcomes and evaluation criteria
- Formative feedbacks to students' project and papers are clearly explained and commuted to students
- Comments from students on feedbacks

5. Review and plan for improving the effectiveness of the course

- Dialogue with peers and people in the industry of their opinion on the outcome.
- Dialogue with students who had finished studying their opinion on the outcome.



Appendix

(Course Code)	Learning Outcomes in General Education (MU-GE LOs)								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO 1 Explore Media and Film texts through critical thinking and analysis.	1.1			4.2					
CLO 2 Apply critical analytical thinking skills in research, writing and discussion to engage media on a personal and cultural level.			3.4						
CLO 3 Demonstrate engagement in the class activities and discussions, develop understanding and application of learned media skills.	1.3								



MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgment and decision to arrive at solution or problem solving relevant to real-world issues/problems	1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. identify concepts related to the context of learned issues/topics 2. demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 3. collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. synthesize information to arrive at logical reasoning
	2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. apply simple mathematical methods to the solution of 'real-world' problems 2. make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. apply concept of process management to solve problems
2. Creativity & Innovation: Shows capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/results by applying the evidence-based process management concepts	3. acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. connect, synthesize and/or transform ideas or solutions within a particular framework 2. integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
	4. create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. articulate the rationale for & consequences of his/her solution-identify opportunities & risk 3. implement innovation through process management approach
	5. explore and situate oneself in a new physical environment and intellectual perspectives	1. demonstrate cultural competencies and adaptabilities in different working environments 2. resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problem or situation at hand
3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically-engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. identify the national & global challenges associated with current economic, political, and social systems 3. exhibit characteristics of responsible citizenship 4. work effectively in diverse team (and multi-cultural settings)
	7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	1. identify ethical issues and recognize different viewpoint and ideologies 2. guide & lead others 3. apply principle of ethical leadership, collaborative engagement, and respect diversity
4. Communication: communicate effectively and confidently using oral, visual, and written language	8. use a variety of means/ technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	1. communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report. 2. prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. demonstrate competence in a second or additional language
5. Collaboration and Working with team: collaborate and work effectively with team to arrive at team goals	9. collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	1. collaborate effectively with others as a responsible team member to achieve team goals in time 2. interact with others respectfully, whether as a team member or leader, to create a productive teamwork