FLM151 Film Analysis
Rubric for Film Viewing Assignments
There are four important goals for this class: First, you need to hone your communication skills in making a compelling written argument for a point of view. Second, you must be able to watch a film with an artist's eyes and analyze what makes it work (or not). Third, you need to increase your technical vocabulary of film terms. Fourth, you need to expand your viewing repertoire of films that address the art and craft of filmmaking by their excellence.

Resources:	Deliverables:
- There is a film that you must view each week in its entirety and related question(s) to answer in a short, argumentative response. The viewing assignment on Moodle each week has the question(s). - There are about ten assignments in the 300+ word range. - Each film requires additional research either on the web or in libraries.	- Nine 300 word responses. Please Note: - The responses will be uploaded to the Film Analysis Website. - Use MS Word, RTF, or PDF file formats. - File name: FLM151 (semester/year)(your Digipen email name)(assignment name from the Film Analysis Website assignment link).

Outline:
In addition to art and craft excellence, the films have been chosen to represent a wide range of film structures. They start with simple three-act structures and become increasingly more complex. Your weekly analyses will continue the important, ongoing, discussion of film structures in this class.

Each rubric breaks down an objective of the class into significant elements (sub-objectives) that help define success. Sub-objectives near the top of the table are more important than ones closer to the bottom. The checkpoints under each rubric suggest some specific items that in part, or in conjunction with other items, help support success.

Evaluation:
- 30% Objective #14 Writing Rubric
- 50% Objective #13 Content Rubric--
- 10% Presentation Rubric
- 10% Research Rubric
- The checkpoints under each rubric suggest some specific items that in part, or in conjunction with other items, help support success.

Suggestions:
- In general, it is extremely important to make sure you address the question posed, not the question you want to answer.
- I do not want film reviews as you would read on-line or in a newspaper or a rehash of the story. Your opinion is optional, welcome (if reasoned) and over and above the assignment word count.
- I want you to demonstrate concepts and terminology you've learned in class in relation to the film.
- There is a generally accepted range of "correct" approaches to most questions. The strength of your argument is important in delivering your response.
- Several questions have no "right" answers. The strength of your argument and how you incorporate cinematic concepts you've learned are critical for answering the questions.
- You need to back up your argument with examples from your viewing documented by either a time stamp or frame stamp indicating the the position of the example on the film's timeline.
- You need to make a persuasive argument in very few words; do not waste any words with "fluff" or by repeating the question.
- You should use concepts and terms we've discussed in class or ones you've seen in your reading assignments (or gathered through independent research).
- Paragraph form may not always be the best way to answer; lists or tables may work well.
- As always, I want to know what you think… not some other commentator's opinion.
- Correct spelling, punctuation, and grammar are critical to a credible argument.
- The word count is a suggestion based on the depth of the response I'm looking for and the amount of time I've allotted to the assignment. Fell free to expand if the expansion is relevant to the question.

Presentation Rubric: (Function)

Sub-Objectives	Performance Levels			
Checkpoints	Unimpressive (D/F)	Student Work (C)	Mildly Impressive (B)	Impressive! (A)
Student turns in deliverables to spec. Word count File format File name convention Spelling/punctuation/grammar checked	Student turns in deliverables that ignore specifications	Student follows minimum letter of specs	Student meets specs and personalizes the deliverables with insight from research	Exceeds specifications or successfully twists expectations
Student turns in deliverables on time	Does not turn in deliverables	Deliverables are late or not complete, but are completed later	Turns in deliverables complete and on time	Turns in deliverables complete and on time

Research Rubric

Sub-Objectives	Performance Levels			
Checkpoints	Unimpressive (D/F)	Student Work (C)	Mildly Impressive (B)	Impressive! (A)
Student turns in deliverables with	Student turns in	Student follows minimum	Student meets specs and	Exceeds specifications or

adequate research Documenting at least three outside resources from the web or from books	deliverables that ignore specifications	letter of specs	personalizes the deliverables with insight from research	successfully twists expectations

Objective #13:

Be able to view identify cinematic techniques in narrative films and critically comment – both verbally and through written, academic papers – on their effectiveness.

Sub-Objectives Checkpoints	Performance Levels			
	Unimpressive (D/F)	**Student Work (C)**	**Mildly Impressive (B)**	**Impressive! (A)**
Analysis relevant to question Addresses question Succinct	Not relevant	Addresses question with shallow insight/irrelevant material	Addresses question with focused insight in succinct manner	Addresses question from an unexpected, relevant point of view/focused argument
Analysis argues effectively Topic sentence Conclusion Point of view Strong voice	Analysis unintelligible/dead wrong approach to argument	Analysis intelligible but could be clearer and more focused	Analysis clear and focused	Analysis clear and focused, plus enjoyable and entertaining to read
Analysis based on cinematic concepts Correct use of cinematic concepts Applies to film viewed	Incorrect use of concepts or based on pure opinion	Analysis in context of material covered in lecture and reading but needs to better demonstrate your understanding	Analysis shows clear understanding of lecture and reading	Analysis shows insight from lecture, reading and/or cited independent research
Analysis offers support from film viewing Examples from film Examples from reading/lecture Cited examples from research Examples from other films	No examples	Limited, or questionable examples	Succinct, relevant, focused examples	Succinct, relevant, focused examples including example(s) from cited research and or personal film viewing experience

Objective #14

Be able to identify key film-industry terms on a test as well as use them correctly in academic papers and production documents.

Sub Objectives Checkpoints	Performance Levels			
	Unimpressive (D/F)	**Student Work (C)**	**Mildly Impressive (B)**	**Impressive! (A)**
Uses cinematic terms Correct application Relevance to argument Terminology stated correctly Spelling	Incorrect/no use of relevant terminology	Minimum correct use of terminology	Use of terminology clarifies analysis	Use of terminology clarifies analysis