

# FTMA M103: INTRODUCTION TO MEDIA AESTHETICS

**Originator**

clarson

**Co-Contributor(s)**
**Name(s)**

Snowden, Lauren (lsnowden)

Block, Nicole (nblock)

**College**

Moorpark College

**Discipline (CB01A)**

FTMA - Film, Television, Media Arts

**Course Number (CB01B)**

M103

**Course Title (CB02)**

Introduction to Media Aesthetics

**Banner/Short Title**

Intro to Media Aesthetics

**Credit Type**

Credit

**Start Term**

Fall 2023

**Formerly**

FTVM M03 - Introduction to Media Aesthetics

**Catalog Course Description**

Introduces the analysis of sound and image in the media. Examines the broad questions of aesthetics, meaning, history and culture. Explores the media's narrative form in a wide variety of productions styles, including theatrical releases, sitcoms, dramas, commercials and reality-based programming. Includes topics such as modes of production, narrative and non-narrative forms, visual design, editing, sound, lighting, genre, and critical analysis of aesthetics.

**Taxonomy of Programs (TOP) Code (CB03)**

0604.00 - \*Radio and Television

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Minimum Contact/In-Class Activity Hours**

0

**Maximum Contact/In-Class Activity Hours**

0

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

0

**Maximum Contact/In-Class Laboratory Hours**

0

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Minimum Paid Internship/Cooperative Work Experience Hours**

0

**Maximum Paid Internship/Cooperative Work Experience Hours**

0

**Unpaid**

**Minimum Unpaid Internship/Cooperative Work Experience Hours**

0

**Maximum Unpaid Internship/Cooperative Work Experience Hours**

0

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | demonstrate the ability to critically write about aesthetic elements in the media using specific language. |
| 2 | compare critically and contrast the elements common the theatrical releases and the television narrative.  |

- 3 demonstrate recognition of the tools used in visual and audio and analyze why they are used to create visual images in media aesthetics.

### Course Objectives

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | analyze critically the media as a technology, business, entertainment medium.   |
| 2 | demonstrate the ability to critically analyze, interpret, and write about the media using specific language.                                  |
| 3 | demonstrate visual literacy by recognizing how specific techniques such as lighting, audio, and editing can develop a unique aesthetic style. |
| 4 | demonstrate recognition of how segmentation and flow enhances the media's narrative.  |
| 5 | prepare analytical essays regarding the technical, aesthetic, and cultural aspects of media.  |
| 6 | examine and analyze the history of television.  |

## Course Content

### Lecture/Course Content

- **25% - Appraise Narrative in the Media**
  - Distinguish that the media is creativity, a business and technology
  - Describe the various genres
  - Theatrical film
  - Television series
  - Television serial
  - Interruption, sequence, segmentation and flow
  - Describe the principles that define media aesthetics
  - The television commercial
  - Binge Watching
  - Transmedia Storytelling
- **10% - Assess the Editing in Media**
  - Recognize why people edit
  - Identify the stages of editing, including equipment
  - Explain editing influences such as MTV Style
  - Recognize the aesthetic value in editing
- **10% - Style and Sound in Media**
  - Identify the physical characteristics of sound
  - Recognize how various microphones work
  - Describe the sources of sound
  - Acoustic properties and sound technology
- **10% - Lighting in Media.**
  - Lighting design in tone and mood
  - Identify various lighting sources and direction
  - Recognize and understand the variation between lighting intensity and color temperature
  - Recognize aesthetic value in lighting direction
- **20% - Evaluate the Image and Camera**
  - Basic optics
  - Image definition and resolution
  - Recognize the differences between shot, scene, and sequence
  - Define Mise-en-scene
  - Recognize framing, angles, and movement
  - Understand the role of the camera crew and the various types of cameras
- **25% - Evaluate Types of Storytelling Aesthetics**
  - Recognize the differences between single camera and multi-camera productions
  - Demonstrate visual literacy in commercials
  - Recognize the variation of character construction in serials and series
  - Recognize representation of race/ethnicity, gender, class, sexual orientation, and ability in storytelling.

**Laboratory or Activity Content**

None

**Methods of Evaluation**

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams  
Objective exams  
Quizzes  
Reports/papers  
Research papers  
Classroom Discussion  
Projects  
Participation  
Reports/Papers/Journals

**Instructional Methodology**

Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Demonstrations  
Distance Education  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Laboratory activities  
Lecture

Describe specific examples of the methods the instructor will use:

The instructor will:

- lead group discussions and use inclusive PowerPoint presentations to explain concepts of this course.
- present from other media sources examples of transmedia.
- facilitate discussions on film and television sequences reflecting various lighting moods.

**Representative Course Assignments****Writing Assignments**

- Write a short essay discussing a television program that uses costumes that play a distinct role in the narrative. Provide an image to share and explain how this clothing helps tell the story.
- Watch an episode of a selected program and discuss the shot selection, length of shot and juxtaposition of the images.

**Critical Thinking Assignments**

- Compare and contrast a show from a series and a show from a serial.
- Select a sitcom and discuss whether it is a multi-camera sitcom or a single camera program. Explain how the choice of production style adds to the aesthetics and to the comedic elements of the show.
- Explores questions such as common visual stereotypes that are perpetuated in the media. How does this imagery encourage a historic imbalance of representation and what can filmmakers do to avoid them?

**Reading Assignments**

- Research the 180 degree rule and then determine several creative uses for breaking this standard. Find screen shots that illustrate the how of this guideline was ignored and discuss why.
- Research the new style in sitcoms and discuss how this look succeeds in the comedic narrative.
- Read the article "They Set Us Up to Fail: Black Directors Speak Out" and explore whether today's directors face the same obstacles.

**Skills Demonstrations**

- Search online and find three screen shots from a recent television program or movie and describe the type of lighting that was used (soft, harsh, top lighting, under lighting, etc.).
- Watch two versions of the same program and list the aesthetic differences.

**Outside Assignments****Representative Outside Assignments**

- Search online and find three screen shots from a recent television program or movie. Describe the type of lighting that was used (soft, harsh, top lighting, under lighting, etc.). Did the lighting create a mood or feeling? Why do you think this type of lighting was used? Discuss your thoughts.
- Watch both pilot episodes from the series "Sherlock". List at least ten differences you noticed during the viewing of these shows. Then for each difference explain whether you feel these changes effected the story.

**Articulation****Equivalent Courses at 4 year institutions**

| University     | Course ID | Course Title     | Units |
|----------------|-----------|------------------|-------|
| CSU Long Beach | FEA 299   | Media Aesthetics | 3     |
| CSU Chico      | MADT 141  | Media Aesthetics | 3     |

**Equivalent Courses at other CCCs**

| College                 | Course ID | Course Title                         | Units |
|-------------------------|-----------|--------------------------------------|-------|
| Mt. San Antonio College | R-TV 14   | Media Aesthetics                     | 3     |
| College of the Canyons  | MEA 101   | Television and Film Media Aesthetics | 3     |
| Fullerton College       | CRTV 120F | Media Aesthetics                     | 3     |

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C1. Fine/Performing Arts**

Approved

**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

Fall 2014

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

C1 Arts: Arts, Cinema, Dance, Music, Theater  
Approved

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**UC TCA**

UC TCA  
Approved

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

Area 3A: Arts  
Approved

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**  
Textbook

**Classic Textbook**  
Yes

**Description**  
Butler, Jeremy. *Television Visual Storytelling and Screen Culture*. 5<sup>th</sup> ed., Routledge, 2018.

---

**Resource Type**  
Textbook

**Classic Textbook**  
Yes

**Description**

Thompson, Ethan and Jason Mittell. *How To Watch Television*. 2nd ed., NYU Press, 2020.

---

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Bevan, Alex. *The Aesthetics of Nostalgia TV: Production Design and the Boomer Era*. Bloomsbury Academic Publishing, 2019.

---

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Comerford, Chris. *Cinematic Digital Television: Negotiating the Nexus of Production, Reception and Aesthetics*. Routledge, 2022.

---

**Library Resources**

**Assignments requiring library resources**

Use the Library's print and online resources to write analyses of film and television productions.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Using the Library's print and online resources, write a paper that critically analyzes the media as a technology, business, and/or entertainment medium.

---

**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

**Faculty Certifications**

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities.**

**Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes



**Regular Effective/Substantive Contact**

**Hybrid (1%–50% online) Modality:**

| <b>Method of Instruction</b>                 | <b>Document typical activities or assignments for each method of instruction</b>  |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Discussion Forums will be used to disseminate coursewide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. |
| E-mail                                       | Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.   |
| Other DE (e.g., recorded lectures)           | The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.  |

**Hybrid (51%–99% online) Modality:**

| <b>Method of Instruction</b>                 | <b>Document typical activities or assignments for each method of instruction</b>  |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Discussion Forums will be used to disseminate coursewide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. |
| E-mail                                       | Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.   |
| Other DE (e.g., recorded lectures)           | The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.  |

**100% online Modality:**

| <b>Method of Instruction</b>                 | <b>Document typical activities or assignments for each method of instruction</b>  |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Discussion Forums will be used to disseminate coursewide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. |
| E-mail                                       | Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.   |
| Other DE (e.g., recorded lectures)           | The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.  |

**Examinations**

**Hybrid (1%–50% online) Modality**

On campus  
Online

**Hybrid (51%–99% online) Modality**

On campus  
Online

**Primary Minimum Qualification**

MEDIA PROD/BROADCASTING TECH

## Review and Approval Dates

**Department Chair**

02/03/2023

**Dean**

02/06/2023

**Technical Review**

02/16/2023

**Curriculum Committee**

02/21/2023

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000552536

**DOE/accreditation approval date**

MM/DD/YYYY