

The University of Southern Mississippi
The Aquila Digital Community

Southern Miss Gulf Scholars

Fall 8-21-2023

FLM 469 Southern Miss Gulf Scholars Program Module

Southern Miss Gulf Scholars Program
The University of Southern Mississippi

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Recommended Citation

Southern Miss Gulf Scholars Program, "FLM 469 Southern Miss Gulf Scholars Program Module" (2023).
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FLM 469: Film, Media and the Environment

Module Curriculum Template

Module Title: Collaborative Film Project

Module Length (in hours): 18 credit-hours

Course: Film, Media, and the Environment

Subject Area(s): Film

Description of Module:

This module is structured around the culminating project for the course. Students will work in small groups to identify a topic and place, conduct research on their chosen topic, and create a short narrative, documentary or experimental film that engages with an environmental issue facing the gulf coast. The project will draw on material previously discussed in the course. For the introductory assignment students individually complete short practice project that mirrors the final inquiry project. They will learn about the social and environmental problems facing the Turkey Creek wetlands and community, conduct some additional research, and create a photo essay based on their experience researching, exploring, and documenting the Turkey Creek restoration site and historic neighborhood.

Module Learning Outcomes(s):

1. Develop knowledge of the Gulf of Mexico and its coastal zone in order to identify potential leverage points for creating a more livable, equitable, resilient, and joyful Gulf Region;
3. Integrate perspectives and approaches from the humanities, engineering, social and natural sciences to develop interdisciplinary responses to complex socio-environmental challenges;
5. Conceptualize, develop, research, and implement innovative responses to major Gulf region challenges, grounded in respect for community knowledge and expertise

Assessment Blueprint [align lessons with module learning goal(s)]:

Lesson	Objectives	Cognitive Level	Activities	Assessment
**Introductory Lesson (personalize, localize, connect to global challenges)				
Introductory Lesson	<ul style="list-style-type: none"> • Gain basic understanding of social and environmental problems of the historic Turkey Creek neighborhood and the Turkey Creek Restoration Site • (GSP LO1) 	<p>Understand</p> <ul style="list-style-type: none"> • Interpret • Summarize • Compare • Explain • Comment <p>Apply</p> <ul style="list-style-type: none"> • Articulate • present 	<p>Digital Media</p> <ul style="list-style-type: none"> • Watch and Discuss <i>Come Hell and High Water the battle for Turkey Creek</i> • Make list of environmental and social problems addressed <p>Readings Think/Pair/Share Group Work</p> <ul style="list-style-type: none"> • Students read articles and reports and present on 	<p>Observations Conversations Presentation</p>

			African-American community, Urban Development, and Wetlands at Turkey Creek	
Homework	<ul style="list-style-type: none"> • Create place-based creative project (GSP LO 3 and LO5) 	<p>Understand</p> <ul style="list-style-type: none"> • Gather • relate <p>Apply</p> <ul style="list-style-type: none"> • Execute • Implement • Sketch • Prepare • Integrate <p>Analyze</p> <ul style="list-style-type: none"> • Question • Structure • appraise <p>Create</p> <ul style="list-style-type: none"> • Generate • Plan • Produce 	<p>Project-based learning</p> <ul style="list-style-type: none"> • Students integrate social and environmental, personal perspectives • Students produce photo essay based on class material, individual research and experience of exploring Turkey Creek Land Restoration Project and Historic District 	Work Sample
Homework Presentation / Discussion / Critique		<p>Apply</p> <ul style="list-style-type: none"> • Present • articulate <p>Evaluate</p> <ul style="list-style-type: none"> • Critique • reflect 	<p>Presentation</p> <ul style="list-style-type: none"> • Students present and discuss Photo essay <p>Group work</p> <ul style="list-style-type: none"> • Students provide critical feedback on their peers' project <p>DEAL Approach to Critical Reflection</p> <ul style="list-style-type: none"> • Students write reflection on their experience 	Presentation Peer-assessment Critical Reflection
**Inquiry Project Lesson (personalize via values, localize relevance, globalize need)				

**Communicate Results Lesson				
**Critical reflection should be integrated throughout every lesson in the module.				

Introductory Lesson	Course: FLM 469 Film, Media and the Environment	Date: Fall 2023
GSP Learning Outcomes 1. Develop knowledge of the Gulf of Mexico and its coastal zone in order to identify potential leverage points for creating a more livable, equitable, resilient, and joyful Gulf Region; 3. Integrate perspectives and approaches from the humanities, engineering, social and natural sciences to develop interdisciplinary responses to complex socio-environmental challenges; 4. Practice civic responsibility and ethical reasoning in problem-solving and research; 5. Conceptualize, develop, research, and implement innovative responses to major Gulf region challenges, grounded in respect for community knowledge and expertise		
Location: <ul style="list-style-type: none"> ○ In class ○ Out-of-class location 	GSP Framework Guidelines <ul style="list-style-type: none"> ◇ Clear learning goals ◇ Framing of inquiry question or problem as interdisciplinary ◇ Relevance of inquiry personally & Professionally ◇ Relevance of inquiry locally & globally ◇ Collaborate ◇ Communicate results, including broader impact ◇ Critical reflection of experience 	Strategies/Activities <ul style="list-style-type: none"> ◇ Readings ◇ Digital Media ◇ Lecture ◇ Visual Mapping ◇ Think/Pair/Share ◇ Modeling or Simulations ◇ Writing/Speaking Exercises ◇ Problem-based learning ◇ Project-based learning ◇ Service Learning ◇ Group Work ◇ Discussion Questions ◇ Photovoice ◇ DEAL Approach to Critical Reflection ◇ Other Assessment for Learning <ul style="list-style-type: none"> ◇ Observations ◇ Conversations ◇ Anecdotal Notes ◇ Work Sample ◇ Class Check-Ins/Quizzes ◇ Checklist ◇ Diagnostics ◇ Other Assessment as Learning <ul style="list-style-type: none"> ◇ Self-assessment ◇ Peer-assessment ◇ Presentation ◇ Visual Mapping ◇ Collaboration ◇ Class Check-Ins/Quizzes ◇ Homework ◇ Other
Introduction		
Action		
Consolidation		
Reflection and Next Steps		
Activities that worked	Topics to be Revisited	

		Assessment of Learning <ul style="list-style-type: none"> ◇ Test ◇ Quiz ◇ Presentation ◇ Project Portfolio ◇ Critical Reflection ◇ Journal ◇ Essay ◇ Rubrics ◇ Other
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Inquiry	Course: FLM 469 Film, Media and the Environment	Date: Fall 2023
GSP Learning Outcomes <p>1. Develop knowledge of the Gulf of Mexico and its coastal zone in order to identify potential leverage points for creating a more livable, equitable, resilient, and joyful Gulf Region;</p> <p>3. Integrate perspectives and approaches from the humanities, engineering, social and natural sciences to develop interdisciplinary responses to complex socio-environmental challenges;</p> <p>4. Practice civic responsibility and ethical reasoning in problem-solving and research; 5. Conceptualize, develop, research, and implement innovative responses to major Gulf region challenges, grounded in respect for community knowledge and expertise</p>		
Location: <ul style="list-style-type: none"> ○ In class ○ Out-of-class location 	GSP Framework Guidelines <ul style="list-style-type: none"> ◇ Clear learning goals ◇ Framing of inquiry question or problem as interdisciplinary ◇ Relevance of inquiry personally & Professionally ◇ Relevance of inquiry locally & globally ◇ Collaborate ◇ Communicate results, including broader impact ◇ Critical reflection of experience 	Strategies/Activities <ul style="list-style-type: none"> ◇ Readings ◇ Digital Media ◇ Lecture ◇ Visual Mapping ◇ Think/Pair/Share ◇ Modeling or Simulations ◇ Writing/Speaking Exercises ◇ Problem-based learning ◇ Project-based learning ◇ Service Learning ◇ Group Work ◇ Discussion Questions ◇ Photovoice ◇ DEAL Approach to Critical Reflection ◇ Other
Introduction		Assessment for Learning <ul style="list-style-type: none"> ◇ Observations ◇ Conversations ◇ Anecdotal Notes ◇ Work Sample ◇ Class Check-Ins/Quizzes ◇ Checklist ◇ Diagnostics ◇ Other Assessment as Learning <ul style="list-style-type: none"> ◇ Self-assessment ◇ Peer-assessment
Action		
Consolidation		

Reflection and Next Steps		<ul style="list-style-type: none"> ◇ Presentation ◇ Visual Mapping ◇ Collaboration ◇ Class Check-Ins/Quizzes ◇ Homework ◇ Other
Activities that worked	Topics to be Revisited	
		Assessment of Learning <ul style="list-style-type: none"> ◇ Test ◇ Quiz ◇ Presentation ◇ Project Portfolio ◇ Critical Reflection ◇ Journal ◇ Essay ◇ Rubrics ◇ Other

Communication	Course:	Date:
<p>GSP Learning Outcomes 1. Develop knowledge of the Gulf of Mexico and its coastal zone in order to identify potential leverage points for creating a more livable, equitable, resilient, and joyful Gulf Region; 2. Employ the intercultural knowledge, mindset, and skills through active involvement with diverse Gulf communities; 3. Integrate perspectives and approaches from the humanities, engineering, social and natural sciences to develop interdisciplinary responses to complex socio-environmental challenges; 4. Practice civic responsibility and ethical reasoning in problem-solving and research; 5. Conceptualize, develop, research, and implement innovative responses to major Gulf region challenges, grounded in respect for community knowledge and expertise</p>		
Location: <ul style="list-style-type: none"> ○ In class ○ Out-of-class location _____ 	GSP Framework Guidelines <ul style="list-style-type: none"> ◇ Clear learning goals ◇ Framing of inquiry question or problem as interdisciplinary ◇ Relevance of inquiry personally & professionally ◇ Relevance of inquiry locally & globally ◇ Communicate results, including broader impact ◇ Collaborate ◇ Critical reflection of experience 	Strategies/Activities <ul style="list-style-type: none"> ◇ Readings ◇ Digital Media ◇ Lecture ◇ Visual Mapping ◇ Think/Pair/Share ◇ Modeling or Simulations ◇ Writing/Speaking Exercises ◇ Problem-based learning ◇ Project-based learning ◇ Service Learning ◇ Group Work ◇ Discussion Questions ◇ Photovoice ◇ DEAL Approach to Critical Reflection ◇ Other
Introduction		Assessment for Learning <ul style="list-style-type: none"> ◇ Observations ◇ Conversations ◇ Anecdotal Notes ◇ Work Sample ◇ Class Check-Ins/Quizzes ◇ Checklist ◇ Diagnostics ◇ Other
Action		
Consolidation		

		Assessment as Learning <ul style="list-style-type: none"> ◇ Self-assessment ◇ Peer-assessment ◇ Presentation ◇ Visual Mapping ◇ Collaboration ◇ Class Check-Ins/Quizzes ◇ Homework ◇ Other
Reflection and Next Steps		
Activities that worked	Topics to be Revisited	
		Assessment of Learning <ul style="list-style-type: none"> ◇ Test ◇ Quiz ◇ Presentation ◇ Project Portfolio ◇ Critical Reflection ◇ Journal ◇ Essay ◇ Rubrics ◇ Other