



MECO835

Non-Fiction Screen Media

S2 Day 2014

Dept of Media, Music & Cultural Studies

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General Information

Unit convenor and teaching staff

Convenor

Karen Pearlman

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Weds 1-3

Credit points

4

Prerequisites

Admission to MCrMedia or PGCertCrMedia or MFJ

Corequisites

Co-badged status

Unit description

This unit surveys the history and aesthetics of non-fiction forms of screen media and, in particular, the proliferation of documentary through digital technologies. Through critical readings and viewings, the unit will investigate non-fiction film's aesthetic and rhetorical strategies in fashioning the real and its corresponding status as a way of knowing the world. It combines critical analysis with practice-led research offering an opportunity for students to develop a non-fiction screen media work.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Identify and Analyse the contexts and formal strategies of non-fiction productions

Plan, conduct, and edit a coherent and engaging digital video interview

Observe events, situations or interactions and conceptualise video/audio coverage that can be used to convey a perspective or idea

Use juxtaposition of images, sounds or image & sound to generate associations and understandings

Critically appraise own work and that of others and provide clear, evidence based and constructive responses

General Assessment Information

Assessment tasks will be submitted in class for discussion and online, through ilearn, for written feedback.

Extensions, with a medical certificate, may be requested through askmq.

Late submissions incur a 5% penalty per day, unless otherwise negotiated for documented technical or production management issues outside of student control.

Assessment Tasks

Name	Weighting	Due
<u>Analysing Screen Productions</u>	25%	Week 4
<u>On screen Interview</u>	35%	Pt 1: Week 5; Part 2: Week 8
<u>Non Fiction Screen Work</u>	40%	incrementally weeks 8 to 13

Analysing Screen Productions

Due: **Week 4**

Weighting: **25%**

This task is an in-class presentation of a comparative analysis of two short non-fiction works.

1. Research and select two short non-fiction works that deal with the same broad subject or theme.
2. Analyse their forms and compare the ways that they use image, sound, structure and rhythm differently to give rise to different ideas or function within different contexts.
3. Present the two works (or excerpts from them) to the class describing the context in which they were made and screened, the strategies the filmmakers use to create them, the impact of these strategic decisions on audience experience in context. Your presentation must include contextual information and a power point with screen grab slides illustrating your analytic points.

You will be assessed on:

Research and selection of non-fiction works that demonstrate distinct approaches to their subject

Concise articulation of the context and likely audience for which the work was made

Clear and accurate identification of cinematic components of the non-fiction works such as shots,

juxtapositions, style, rhythm, sound, etc.

Insightful and succinct analysis of the choices the filmmakers made about form and content to address their context and audience

On successful completion you will be able to:

- Identify and Analyse the contexts and formal strategies of non-fiction productions
- Observe events, situations or interactions and conceptualise video/audio coverage that can be used to convey a perspective or idea
- Use juxtaposition of images, sounds or image & sound to generate associations and understandings
- Critically appraise own work and that of others and provide clear, evidence based and constructive responses

On screen Interview

Due: **Pt 1: Week 5; Part 2: Week 8**

Weighting: **35%**

Select a person to feature as an interviewee, conduct an on-camera interview with the person and edit it into a 3 minute (maximum) piece including cutaways of additional images or sounds

Part One: WRITTEN PLAN - 2 PAGES

write a plan for an interview that includes:

- choice of person/character to interview and back up selection in case of unforeseen...
- plan for contacting person and scheduling interview
- list of crew and equipment needed to capture interview and plan for accessing, crewing, transport and other aspects of production management such as release forms and insurance coverage
- Brief description of intended content, including cutaways (which may be accessed through online sources or shot for the project) and list of questions

PART ONE IS DUE IN WEEK 5

Part two: INTERVIEW

Interview and record your subject using appropriate camera and microphones and available light

INTERVIEWS MUST TAKE PLACE BEFORE CLASS IN WEEK 6. BRING DIGITAL INTERVIEW TO CLASS IN WEEK 6 FOR IN-CLASS EDITING WORKSHOP

Edit the interview to a coherent and engaging 3 minutes maximum and lay in cutaways to enhance structure and rhythm and create juxtapositions that add insight, visual or audio interest or perspective

Draft interviews must be presented in class in WEEK 7, final interview cuts DUE IN WEEK 8.

You will be assessed on:

- Effective and appropriate planning and competent use of gear to execute the task
- Coherence, structure, and engaging revelation of character through selection of subject, interview questions, shots, and sounds
- Juxtaposition of images, sounds, or image & sound to create associations and understandings
- Critical appraisal own work and that of others; providing clear, evidence based and constructive responses during process and in-class screenings

On successful completion you will be able to:

- Plan, conduct, and edit a coherent and engaging digital video interview
- Observe events, situations or interactions and conceptualise video/audio coverage that can be used to convey a perspective or idea
- Use juxtaposition of images, sounds or image & sound to generate associations and understandings
- Critically appraise own work and that of others and provide clear, evidence based and constructive responses

Non Fiction Screen Work

Due: **incrementally weeks 8 to 13**

Weighting: **40%**

Create a coherent, small scale short work or detailed audio-visual proposal/pitch for a longer or more complex non-fiction screen production

Select a subject or theme for a non-fiction work, and plan for the story and material you would like to use to tell it. Record some of the elements that could be included in the piece. Shape these elements into coherent but small scale short work or a short prototype for an episode of a non-fiction web series or a detailed audio visual pitch for a longer or more complex non-fiction screen production

Elements may, for example, include:

- interviews with characters such as subject/theme experts, participants, or observers.
- public events to which you have access
- situations you have researched and can obtain the rights to observe and record
- interactions that are relevant to your subject which may reveal aspects of it
- staged occurrences that you plan or devise which offer an opportunity for non-fiction revelation of insight, character or aspects of your subject

Part One: Written Plan - 3 pages approximately including:

- Plan for choice of subject(s), events, situations or characters to interview or observe and back up subject(s)
- Description of research done and intended content, including: situation, event, interview or characters to be recorded
- Information about your intended approach to the subject in terms of cinematic style, context, audience, images, sounds,
- List of crew and equipment needed to capture interviews, schedule and plan for accessing, crewing, transport and other aspects of production management
- Details of release forms or permits you may need to secure

Part Two: Audio Visual Non-Fiction short work or prototype or detailed audio visual pitch for a longer or more complex non-fiction work

Draft written plans to be submitted in week 8, after self directed work on them in the break
Final production and critical reflections to be submitted in week 13

Critical Reflection (500 words) should include:

- information about how the execution varied from the plan
- identification of shots, sounds, juxtaposition and elements that convey ideas effectively and those which could be improved

Assessment Criteria:

Effective and appropriate planning and competent use of gear to execute the task

Coherence, structure, and engaging revelation of characters, subject, or theme

Astute research, observation and video/audio coverage of events, situations or interactions to convey a perspective or idea

Juxtaposition of images, sounds or image & sound to create associations and understandings

Critical appraisal of own work and that of others with clear, evidence based and constructive responses during process and in-class screenings

On successful completion you will be able to:

- Plan, conduct, and edit a coherent and engaging digital video interview
- Observe events, situations or interactions and conceptualise video/audio coverage that can be used to convey a perspective or idea
- Use juxtaposition of images, sounds or image & sound to generate associations and understandings
- Critically appraise own work and that of others and provide clear, evidence based and constructive responses

Delivery and Resources

MECO 835 will be delivered through weekly classes, seminars or consultations.

We will teach the basics of camera and sound recording gear operation and the non-linear editing system AVID and students are expected to use these tools to execute assignments.

Students will be expected to do two types of independent research:

- academic research into non-fiction screen production forms, styles, histories and theories
- journalistic or creative research in preparation for their own productions.

Use of the MQ library's extensive collection of documentaries and books is encouraged, as is independent online research into recent non-fiction forms and productions. Some specific readings and sites will also be assigned.

Unit Schedule

Wk	Date	Class Content	Resources & Readings	Assignments Due
1	05-08	Histories, contexts, and forms of non-fiction production: screening & discussion	TBC	
2	12-08	Histories, contexts, and forms of non-fiction production: screening & discussion	TBC	
3	19-08	Camera Training & Production Management Discussion	Cameras & Mics	
4	26-08	Camera & Green Screen Studio Training	Cameras & Studio	<i>Task # 1 Analysing Screen Productions</i> presentations with power point illustrations due in class
5	02-09	Editing & Avid Training	Avids	<i>Interview Planning Docs</i>
6	09-09	Editing & Avid Training	Avids	
7	16-09	Editing Tutorial working with shot material		<i>Assembly of Interview must be on the AVIDS before class</i>
BR		Self Directed scripting and planning of final project		
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8	07-10	Seminar: Production Management, Resonances/References		<i>Final Interviews due</i> <i>Bring script drafts & develop scripts, plans & shot lists in class</i>
9	14-10	Seminar: shot listing and coverage	Cameras	<i>Bring final plans and key references/resonances for discussion</i>
10	21-10	Seminar/consultation – Shooting & Editing	Avids	<i>Rushes screenings</i>

11	28-10	Seminar/consultation– Shooting & Editing	Avids	<i>Assembly/rough cut screenings</i>
12	04-11	Seminar/consultation– Shooting & Editing	Avids	<i>Rough/fine cut screenings</i>
13	11-11	Final Screening – in class		<i>Submission of final projects & reflection statements</i>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Identify and Analyse the contexts and formal strategies of non-fiction productions
- Plan, conduct, and edit a coherent and engaging digital video interview
- Observe events, situations or interactions and conceptualise video/audio coverage that can be used to convey a perspective or idea
- Use juxtaposition of images, sounds or image & sound to generate associations and

understandings

- Critically appraise own work and that of others and provide clear, evidence based and constructive responses

Assessment tasks

- Analysing Screen Productions
- On screen Interview
- Non Fiction Screen Work

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Identify and Analyse the contexts and formal strategies of non-fiction productions
- Plan, conduct, and edit a coherent and engaging digital video interview
- Observe events, situations or interactions and conceptualise video/audio coverage that can be used to convey a perspective or idea
- Use juxtaposition of images, sounds or image & sound to generate associations and understandings
- Critically appraise own work and that of others and provide clear, evidence based and constructive responses

Assessment tasks

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PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Identify and Analyse the contexts and formal strategies of non-fiction productions
- Plan, conduct, and edit a coherent and engaging digital video interview
- Observe events, situations or interactions and conceptualise video/audio coverage that can be used to convey a perspective or idea
- Use juxtaposition of images, sounds or image & sound to generate associations and understandings

Assessment tasks

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PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Identify and Analyse the contexts and formal strategies of non-fiction productions
- Plan, conduct, and edit a coherent and engaging digital video interview
- Observe events, situations or interactions and conceptualise video/audio coverage that can be used to convey a perspective or idea
- Use juxtaposition of images, sounds or image & sound to generate associations and understandings
- Critically appraise own work and that of others and provide clear, evidence based and constructive responses

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PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of

connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Plan, conduct, and edit a coherent and engaging digital video interview
- Observe events, situations or interactions and conceptualise video/audio coverage that can be used to convey a perspective or idea
- Use juxtaposition of images, sounds or image & sound to generate associations and understandings
- Critically appraise own work and that of others and provide clear, evidence based and constructive responses

Assessment tasks

- Analysing Screen Productions
- On screen Interview
- Non Fiction Screen Work

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Plan, conduct, and edit a coherent and engaging digital video interview
- Observe events, situations or interactions and conceptualise video/audio coverage that can be used to convey a perspective or idea
- Use juxtaposition of images, sounds or image & sound to generate associations and understandings
- Critically appraise own work and that of others and provide clear, evidence based and constructive responses

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