



# MECO835

## Non-Fiction Screen Media

S2 Day 2019

*Department of Media, Music, Communication and Cultural Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor

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10HA 191B

By Appointment

Workshop Conductor/Tech Officer

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Credit points

4

Prerequisites

Admission to MCrMedia or MCrInd or MFJ or MCreIndMFJ or MMedia or MCreIndMMedia

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 screen media.

Analyse and implement creative and technical strategies through a critical appraisal of a range of non-fiction screen works and digital production, post-production and distribution methods.

Synthesise organisational, technical and conceptual skills through the research, development and collaborative realisation of creative non-fiction screen productions.

Implement digital screen media production strategies working in collaboration with peers, social actors, industry professionals and external partners in different learning environments, both on campus and off-site locations.

Critically appraise one's own work and that of others by providing clear, evidence-based and constructive analyses.

## General Assessment Information

Assessment tasks will be submitted in class for discussion and online, through iLearn.

Assessments to be discussed in class must be brought to class as a printed hard copy and as a soft copy in the following formats only: PDF, PPT or any web-based presentation format e.g. Prezi. The Mac computers in 10HA do not have Keynote installed.

All written work can only be submitted on iLearn as PDFs only. No other format will be accepted.

For film submissions, refer to assessment guidelines in the unit guide and also to announcements on iLearn.

There are no examinations in this unit.

### Class Participation Policy

As participation in team activity during class is linked to and underpins the unit Learning Outcomes, you will need to either apply for Special Consideration to cover any missed workshop/practical (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed workshop/practical (if less than three consecutive days). Group collaboration is an essential part of the final project. You are expected to present yourself for all group meetings/activities and the in-class presentations at the time and place designated.

### Late Submissions / Special Consideration

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments

submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Feedback

Feedback in this unit is available in multiple forms: informal feedback through the 'announcement' function in iLearn, if there are points of relevance to the whole class; in email communication with individual students by the convenor in response to questions related to unit activities; in personal consultations by phone or face to face as requested by appointment; as formal feedback during workshops from staff and peers; as general comment and rubric comments attached to assignments.

## Examples

Examples of assessments will either be posted iLearn (including sample films) and/or discussed in lectures & workshops.

## ASSESSMENT GRADES AND STATUS

Assessment standards in this unit align with the University's grade descriptors, as follows:

### **Grade HD    Range 85-100                      Status 'Standard Grade' in AMIS: Pass**

Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.

### **Grade D        Range 75-84                              Status 'Standard Grade' in AMIS: Pass**

Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.

### **Grade C        Range 65-74                              Status 'Standard Grade' in AMIS: Pass**

Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.

### **Grade P        Range 50-64                              Status 'Standard Grade' in AMIS: Pass**

Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

**Grade F      Range 0-49      Status 'Standard Grade' in AMIS: Fail**

Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Project Research Proposal</u>	30%	No	Week 4
<u>Video Essay</u>	30%	No	Week 6
<u>Non Fiction Screen Work</u>	40%	No	Week 13

### Project Research Proposal

Due: **Week 4**

Weighting: **30%**

Write a research proposal for a short documentary of around 5 to 10 mins. This is both a **creative document and an essay**. Ensure that your idea from the general topic is achievable and that has the potential for strong sounds and images, interesting characters, story or argument.

The research proposal needs to be well structured. Describe the **idea and themes** that you are hoping to explore, any **argument** you may wish to make, the potential for an engaging story. Indicate any **stylistic** ideas you may be considering including the documentary genre you are working in, the people (**social actors/characters**) you may be including in the project and the **research** you have conducted.

The proposal should be around approximately 1000 words and you are encouraged to include other material such as photographs, text, archival material or other references that help to describe the idea.

You are to summarise your proposal into a 7 minute presentation to be presented in class in Week 4.

Outlines will be assessed based on the following criteria:

**Originality and strength of central idea**

What is the central idea you are exploring? How original, interesting or imaginative is it? Does it offer potential for a documentary or could it be more easily explored via another medium? Does it have the potential to reveal something fresh about the given general topic? What themes does the idea suggest?

### **Story/Argument**

Potential for engaging story and/or powerful argument about the given general topic.

### **Evidence of research**

Successful documentaries are based on solid research. Research includes the factual, aesthetic and technical. Your research must demonstrate that the idea has depth. **You must also indicate further research that is required.**

### **Visual and aural potential**

Research also includes considerations about style and approach. How does your idea lend itself to an exploration through sounds and images? Remember that digital video, as a time-based medium, is very different from a written text. Your proposal should demonstrate that your documentary concept contains the potential for an imaginative use of sounds and images. Please reference at least one screen work that is informing your visual style or perhaps works with a similar subject.

### **Awareness of documentary form**

What kind of short documentary are you proposing? **Please try to avoid** the "current affairs" (infotainment) style. Documentary has a long history of conceptually and aesthetically innovative works. It is important that you begin to familiarise yourself with the range of possibilities available to you and consider the relationship between style and content.

### **Understand how to connect with an audience**

Think about the intended audience for the documentary. Who will it appeal to? How will you reach these audiences? What kind of distribution strategy will this documentary utilize? What are the suitable festivals and distribution channels for this documentary?

### **Assessment criteria**

1. Strength and originality of documentary idea.
2. Depth and strength of research.
3. Demonstrated visual and aural potential.
4. Demonstrated understating of documentary form and distribution strategies.
5. Writing style: clarity, expression, grammar, presentation.
6. Effectiveness of presentation.

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## Video Essay

Due: **Week 6**

Weighting: **30%**

### Video Essay of Creative Strategies

Each student will research and present a 5 min video essay analyzing screen and other excerpts of their choice. The essay will analyse and discuss the ways in which the excerpts resonate creatively and technically with the screen production concept on which they are collaborating. Students are encouraged to use still images, very short video excerpts, sound and other media. It is important that the relevance of these excerpts is clearly demonstrated.

The video essay will analyse screen and other media excerpts that are relevant in theme, form, approach, visual or aural style to the screen production you are working on in MECO835. You must coordinate with your team before commencing this assignment to insure that each video essay analyse different excerpts, or clearly distinctive aspects of a similar excerpts.

Your video essay must be created using your own technology (eg. phones, laptops). No technical support will be provided for this assignment. If you do not have access to a phone or camera of any sort, some cameras may be available for borrowing for this assignment. Your video must include relevant images and sounds and may not be only a direct to camera speech by you (selfie video). If you use direct to camera speaking, demonstrate considered choices in frame, lighting and sound.

Video essays should include:

**Summation of concept:** succinctly describe subject, theme and argument or perspective of the screen production you are working on and how it relates to the excerpts selected

**Analysis of approach and structure** of the chosen excerpts and how they relate with your production

**Analysis of creative and technical strategies:** include and analyse genre, form, visual and aural style and how these contribute to the production's impact. How do shooting, editing, design, sound and/or music reveal tone, theme and perspective?

This essay is to be compressed in .mov or .mp4 format and uploaded on iLearn and discussed

in the final critical reflection.

On successful completion you will be able to:

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## Non Fiction Screen Work

Due: **Week 13**

Weighting: **40%**

### Screen Production

Create a coherent, short non-fiction screen production based on your project proposal (Assessment 1) of between 5 and 10 minutes in length. You are encouraged to complete the production and post-production aspects of this assignment in small groups (3 or 4 members) although you will be marked individually. An assembly cut of the film is due in Week 12. The final submission is due in Week 13. Final films must be exported in full resolution and placed in a folder on the AVID server. Further details will be provided on iLearn. For students not using AVID to edit their work, the final film must be uploaded to a private online server (e.g. GoogleDrive or Vimeo) and the link included in the report.

Along with the film, you need to submit:

1. all production documents including release forms, call sheets, shot lists, schedules, etc.
  - a. A report of around 1000 words analysing and evaluating the ways technical and aesthetic considerations have combined to realise (or not) the original concept. This report is to be approached critically, analyzing your production in relation to its development; demonstrating this by linking it to the theory and practice of screen production. Think deeply about the production. Which are the strategies employed that worked in the production? Which did not? Discuss it in relation to other films (e.g. of a similar genre or style). How did these films demonstrate what was effective or lacking in your production? How has your role contributed to the technical and aesthetic realization of the production? What more could you have done to improve the production? Outline the major learning challenges you faced in your crew role during the process and how you resolved them, both through an application of the theory and practice of screen



production and your own ingenuity and acumen. Also critically assess the contributions of each member of your team (peer assessment); one or two sentences for each member should be sufficient. These questions are guides that will help you critically reflect on your production and your role in it. They are not meant as a list of questions to be answered point by point in your report. This report is to be submitted individually in Week 13 on iLearn.

3. Production portfolio of documents demonstrating your technical and creative research, preparation and process undertaken in your crew role and any other involvement you have in the production. For example, if you have chosen to edit the film, outline the strategies you took to learn AVID Media Composer. The portfolio is to be submitted individually in Week 13 on iLearn.

Assessment Criteria for Screen Production:

1. Originality and structure of completed project.
2. Effectiveness of creative choices in mise en scene, composition, shot construction, lighting, sound, design, editing, direction, production and logistics management, etc.
3. Degree that completed project has achieved creative goals.

Assessment Criteria for Report:

1. Coherence, structure and argument of critical analysis.
2. Clarity of writing style, grammar and appropriate referencing.
3. Demonstrated effectiveness of contribution in crew role as evidenced in final production.
4. Demonstrated commitment in crew role as evidenced by attendance at workshops, production meetings, technical workshops, tests, shoot and post-production and other activities as necessary.
5. Demonstrated creative and technical preparation for crew role as evidenced in documentation provided.
6. Capacity to critically reflect on learning experience.

On successful completion you will be able to:

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and constructive analyses.

## **Delivery and Resources**

MECO 835 will be delivered through weekly classes, seminars, workshops or consultations. Please refer to the timetable for actual schedule. The workshops are conducted on campus or at production sites around campus. Details of locations will be provided on Ilearn.

Students will learn the basics of video and sound acquisition and the non-linear editing system AVID Media Composer which will be required for the successful completion of assignments. Students are also encouraged to contact the department's technical staff for additional workshops in these subjects.

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

- academic research into non-fiction screen production forms, styles, histories and theories
- 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.

### MECO 835 READING LIST

#### WHAT IS A DOCUMENTARY

Fox, B. (2010). Documentary media: History, theory, practice. Boston: Allyn & Bacon. A Brief History of Documentary Movements and Modes".

Aufderheide, P. (2007). Documentary film: A very short introduction. Oxford: Oxford University Press. PP 1-44

Raqs Media Collective. (2000). A Frame of Mind: Researching Documentaries

#### ETHICS PITCHING & WRITING

Nichols, B. (2010). Introduction to documentary. Chapter: Why Are Ethical Issues Central to Documentary Filmmaking?

Bernard, S. C. (2007). Documentary storytelling: Making stronger and more dramatic nonfiction films. Amsterdam: Focal Press. PP 137 -174

Das, Trisha, (2009) 'How to Write a Documentary Script'. Unesco. Page 1 of 52.

## NEW FORMS

Rhodes, G. D., & Springer, J. P. (2006). Docufictions: Essays on the intersection of documentary and fictional filmmaking. Jefferson, N.C: McFarland & Co. PP. 2-26

[Schenkel, Hanna](#). A lie that tells the truth: How fictional techniques enhance documentary storytelling [Screen Education Issue 74 \(Jun 2014\)](#)

Bruzzi, S. (2000). New documentary: A critical introduction. London: Routledge. Chapter: Contemporary documentaries: performance and success. PP 221 - 253

## DIRECTING THE DOCUMENTARY

Fox, B. (2010). Documentary media: History, theory, practice. Boston: Allyn & Bacon. Chapter: "A Brief History of Documentary Movements and Modes". PP 49-74

Rosenthal, A., & Rosenthal, A. (1996). Writing, directing, and producing documentary films and videos. Carbondale: Southern Illinois University Press.

PP. 33-55

## MAKING THE DOCUMENTARY

Barbash, I., & Castaing-Taylor, L. (1997). Cross-cultural filmmaking: A handbook for making documentary and ethnographic films and videos. Berkeley: University of California Press. Chapter 2 From Fieldwork to filming. PP. 35-50

## THE FUTURE

Lee-Wright, P. (2010). The documentary handbook. London: Routledge. Part IV Watch The Figures 313 -369

Cholodenko, A. Jean Rouch's *Les maîtres fous*: Documentary of Seduction, Seduction of Documentary. In Rothman, W. (2009). Three documentary filmmakers: Errol Morris, Ross McElwee, Jean Rouch. Albany: SUNY Press.

A link to all readings will be provided by the library.

## Unit Schedule

Classes will commence in Week 2. Full unit schedule is available on iLearn.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released

directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## **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/](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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## **IT Help**

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## **Graduate Capabilities**

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

- Analyse and implement creative and technical strategies through a critical appraisal of a range of non-fiction screen works and digital production, post-production and distribution methods.
- Synthesise organisational, technical and conceptual skills through the research, development and collaborative realisation of creative non-fiction screen productions.
- Implement digital screen media production strategies working in collaboration with peers, social actors, industry professionals and external partners in different learning environments, both on campus and off-site locations.
- Critically appraise one's own work and that of others by providing clear, evidence-based and constructive analyses.

### Assessment tasks

- Project Research Proposal
- Video Essay
- Non Fiction Screen Work

## 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 screen media.
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social actors, industry professionals and external partners in different learning environments, both on campus and off-site locations.

- Critically appraise one's own work and that of others by providing clear, evidence-based and constructive analyses.

## **Assessment tasks**

- Project Research Proposal
- Video Essay
- 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 screen media.
- Analyse and implement creative and technical strategies through a critical appraisal of a range of non-fiction screen works and digital production, post-production and distribution methods.
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- Project Research Proposal
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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 screen media.
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## **Assessment tasks**

- Project Research Proposal
- Video Essay
- Non Fiction Screen Work

## **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:

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and constructive analyses.

## **Assessment tasks**

- Project Research Proposal
- Video Essay
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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**

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