

Academic and Contemporary Skills for Film and Media (CAMF4001)

Level 4 module – 20 credits

Teaching is by lecture and hands-on tutorial workshop.

Lecture and Workshop: Tuesday 9:00 – 12:00 TL12 (Mac Lab)

Module Tutor

Brett Aggersberg (b.aggersberg@uwtsd.ac.uk)

Office Hour: Thursday 13:30-14:30

Please make an appointment with your tutor for a tutorial if you have additional questions not covered in the sessions. If you need to consult the course team urgently, please email the staff member concerned.

Audio Visual equipment should be booked out at least 48hrs in advance.

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

MODULE AIMS AND LEARNING OUTCOMES FOR ASSESSMENT

AIMS

- To introduce students to key theoretical and practical approaches within Film and Media writing and presentation.
- To develop an awareness of a wide range of sources available for practical research and the ability to deploy them, and to consider the methodologies of such research.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate an appropriate level of understanding of the use and relative value of a range of visual, written and electronic sources;
- show a capacity for independent research, presented in a variety of formats;
- identify, adapt and use appropriate professional and academic methods for responsible and effective research activity;
- demonstrate their presentation, collaboration, and writing skills through activities, self-reflective practice, and the use of a variety of new media tools.

CONTENT

Within the context of film and media, students will engage with academic and contemporary practices for research and presentations. Students will apply the academic and practical techniques introduced in this module to the composition of a project that explores a chosen area of research. Students will develop academic skills by exploring audio-visual and written sources, including the Internet, photographic, film, radio, and television archives.

Transferable Skills:

Note-taking, oral expression, research skills, communication, evaluative and analytical skills, peer reviews, appropriate use of social media, and media production.

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

Timetable:

The module is taught over an eleven week period, starting in week one of semester one. Each class will last for three hours. There will be a Reading Week in week six.

The following software will be used on this module:

Microsoft Office, Adobe Premiere, Sway, YouTube, LinkedIn, Instagram, Adobe Photoshop. Other web based software will be recommended each week.

BIBLIOGRAPHY

Essential

Adobe Creative Team (2014) *Adobe Photoshop CC (2014 Release) Classroom in a Book*. Berkeley: Adobe Press/Peachpit Press.

Adobe Creative Team (2014) *Adobe Premiere Pro CC (2014) Classroom in a Book*. Berkeley: Adobe Press/Peachpit Press.

Bolton, G. (2005) *Reflective Practice. Writing and Professional Development*. London: Sage.

Chater, K. (2002) *Research for Media Production* (2nd ed.). Oxford: Focal Press.

Cottrell, S. (2008) *Study Skills Handbook*. Basingstoke: Palgrave.

Moon, J.A. (2006) *Learning Journals*. London: Routledge.

Taylor, D. (2014) *Understanding Composition (Expanded Guide. Techniques)*. Lewes: Ammonite Press.

Thompson, S. and Thompson, N. (2009) *The Critically Reflective Practitioner*. Basingstoke: Palgrave.

Recommended

Anderson, P. (2012) *Web 2.0 and Beyond: Principles and Technologies*. London: Chapman and Hall / CRC.

Bertrand, I. and Hughs, P. (2004) *Media Research Methods: Audiences, Institutions, Texts*. Basingstoke: Palgrave.

Black, J. and Roberts, C. (2011) *Doing Ethics in Media: Theories and Practical Applications*. London: Routledge.

Brennen, B. (2012) *Qualitative Research Methods for Media Studies: An Introduction*. London: Routledge.

Cottrell, S. (2008) *Critical Thinking Skills: Developing Effective Analysis and Argument*. Basingstoke: Palgrave.

Davies, G. (2010) *The Presentation Coach: Bare Knuckle Brilliance For Every Presenter*. Oxford: Capstone Publishing Ltd.

Ess, C. (2009) *Digital Media Ethics*. Cambridge: Polity Press.

Fairbank, G. and Winch, C. (2011) *Reading, Writing and Reasoning: A Guide for Students* (3rd ed.). Milton Keynes: Open University Press.

Gallo, C. (2010) *The Presentation Secrets of Steve Jobs*. London: McGraw-Hill.

Greetham, B. (2008) *How to Write Better Essays*. Basingstoke: Palgrave.

Hallett, T. (2012) *Close-Up & Macro Photography (Expanded Guide: Techniques)*. Lewes: Ammonite Press.

Hoddinott, R. (2012) *Lenses for Digital SLRs (Expanded Guide)*. Lewes: Ammonite Press.

Hughs, J. (2012) *SAGE Internet Research Methods*. London: Sage Publications Ltd.

Johns, C. (2009) *Becoming a Reflective Practitioner* (3rd ed.). Oxford: Wiley-Blackwell.

Long, P. and Wall, T. (2009) *Media Studies: Texts, Production and Context*. Harlow: Pearson Education.

Mann, S. (2010) *Study Skills for Art, Design & Media Students*. Harlow: Pearson Education.

Marshall, L. A. & Rowland, F. (1999) *A Guide to Learning Independently*. Milton Keynes: Open University Press.

Reynolds, G. (2008) *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. Berkeley: New Riders.

Roberts, B. (2001) *Biographical Research: Understanding Social Research*. Milton Keynes: Open University Press.

Rose, G. (2009) *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*. London: Sage Publications Ltd.

Stansfield, A. (2011) *Understanding Exposure (Expanded Guide: Techniques)*. Lewes: Ammonite Press.

Sturken, M. (2009) *Practices of Looking: An Introduction to Visual Culture (2nd ed.)*. Oxford: Oxford University Press.

Taylor, D. (2012) *Understanding RAW Photography (Expanded Guide: Techniques)*. Lewes: Ammonite Press.

Taylor, D. (2012) *Understanding HDR Photography (The Expanded Guide: Techniques)*. Lewes: Ammonite Press.

Taylor, D. (2012) *Night & Low Light Photography (Expanded Guide Techniques)* Lewes: Ammonite Press.

Taylor, D. (2011) *Digital Black & White Photography (Expanded Guide: Techniques)* Lewes: Ammonite Press.

Watkins, S. (2012) *Landscape Photography (The Expanded Guide- Techniques)*. Lewes: Ammonite Press.

Websites

Casey Neistat- <https://www.youtube.com/user/caseyneistat>

Devin Graham (DevinSuperTramp)- <https://www.youtube.com/user/devingraham>

ScottDW- <https://www.youtube.com/user/scottdavidwinn>

Mr Ben Brown- <https://www.youtube.com/user/benbrown100>

Shonduras- <https://www.youtube.com/user/Shonduras>

FunForLouis- <https://www.youtube.com/user/FunForLouis>

Roman Atwood- <https://www.youtube.com/user/RomanAtwoodVlogs>

What's Inside?- <https://www.youtube.com/user/lincolnmarkham>

Vlog Nation (Youtube channel advice)- <http://www.vlognation.com>

Beme News- <https://www.youtube.com/channel/UCY0YIply-je0EhSWLgpftVw>

Students will be directed to appropriate online resources over the course of the module.

The bibliography is subject to change depending on available software and associated texts.

MODULE OUTLINE

You will be expected to conduct non-assessed tasks as part of your development on this module.

Week	Lesson Theme	Activity/Notes
1	Introduction. Self Reflective Practice.	Introduction to the Adobe Creative Cloud. Life Design- activity to consider your reflection of your practice and get to know others on your course.
2	Research- Importance of Value, Context, and Collaboration. Documenting Productions Through Vlogging.	Introduction to audio visual equipment. Digital and Information Literacy Session looking at analogue and Digital Research Tools.
3	Photography and The Digital Darkroom.	Students to show work in progress Introduction to Adobe Lightroom.
4	Using Social Media effectively: Networking and Digital Distribution. Pre-production, Production and Post-production.	Introduction to Adobe Photoshop. Authoring Self Reflections and commenting on the work of others. Students to show work in progress
5	Presentation Techniques- Creating Presentations, Style and Technique.	Video editing in Adobe Premiere. Students to show work in progress
6	Reading week	Conduct your research and production work for your presentation and vlog.
7	Developing Content Creation.	Students to show work in progress
8	Developing Self Reflection.	Students to show work in progress.
9	Developing Media Production Skills.	Students to show work in progress Activities utilising software and hardware to enhance your media content creation
10	Workshop.	Students to show work in progress Group review of portfolio.
11	Workshop.	Support for presentation.
	Assessed Presentation	Presentation to be held 9:30am 10th January 2018.
	ASSESSMENT DEADLINE All assessments to be submitted by this date	Final Assessments Due 12noon Thursday 11th January 2018
	DEADLINE FOR ASSESSMENT FEEDBACK	Thursday 1st February 2018

This schedule is subject to change and students are advised to check Moodle for the latest module information.

ASSESSMENT

Coursework 100%

Assessment 1 (50%): Portfolio (to the equivalent of 2000 words)

Develop a short portfolio of media content, which must be exhibited online. This will include:

A Timelapse (to be shown individually online and can be included in your vlog);

A Video Title sequence (approximately 10 seconds to be included in your vlog);

Photography Portfolio of 6 final images (more will be produced and edited during the module and you can choose to submit these and should include some examples in your presentation or vlog).

Assessment 2 (50%): Presentation (to the equivalent of 2000 words)

A 5 minute presentation including the screening of a 3 minute vlog. (3 minutes for vlog and 2 minutes of intro and Q&A).

Presentation to be held 9:30am 10th January 2018.

Assessment 1 Guidance

A portfolio that demonstrates the connection between theory and practice through academic rigour, media industry principles, and the implementation of new media technology within the creation and reflection of project work. Tasks will be set early on, but will be due in at the end of the module and should be developed throughout the duration of the module.

The aim of the module and assessment is to develop a short portfolio of media content, concentrating on photographic and video material, that demonstrates theoretical and practical research has been carried out to inform the delivery of a media artefact.

This content will be featured as part of your Vlog for assessment 2.

The portfolio should be exhibited online demonstrating before and after versions of edited images and a brief description of the techniques and technical statistics. You may use services such as Flickr, and Youtube to present the outcomes of your work. You should also share your work with your colleagues and give feedback on each others work. For example: (for a photo portfolio) 6 images to be reviewed by colleagues, and to comment on the work of two colleagues.

Assessment 2 Guidance

Note: admittance to the presentations will not be allowed once they have started. If you miss the presentation this will be counted as a late submission until rescheduled with your tutor up to one week after the original date. If you have not presented within one week of the original date it will be recorded as a non-submission.

An academic presentation utilising presentation skills, research, and the use of new media. The presentation time will include a screening of your vlog video. It should make

use of presentation tools to support your delivery of the work. You must submit a copy of the presentation and vlog (or a web link).

As part of the assessment and presentation preparation you must produce a vlog video of no longer than 3 minutes that includes content from your portfolio and promotes the processes you have employed and your own identity as a creative personality. The video should also include a reflective context of how you feel you have done and what you have gained from the process. You can include before and after examples, versions of attempts, and even unsuccessful attempts. You should use a behind the scenes and vlog style approach to the film. You should share the video with your peers and encourage them to leave comments as well as commenting on the vlogs produced by others.

The vlog will discuss the production of your portfolio including historical and theoretical context, and production processes employed. The presentation should highlight technical and creative decisions as well as indicating the importance of critique on the work of others.

You should also submit a script of your presentation. The presentation should have a self-reflective style documenting the experiential aspects of the module. This should be developed/written parallel to the other assessments as a record of activities and be regularly maintained. This should be a written piece, that although not formally assessed, will provide an insight into your working process and help you to structure your vlog and presentation.

You must ensure online documents such as image feed, Youtube videos, and presentations remain live and accessible until at least the end of the last exam board of the academic year.

ASSESSMENT CRITERIA

You will be marked on your academic and presentation skills and how they address the intended learning outcomes of the module as shown on the Module Feedback Form at the end of this booklet.

Your engagement with the assessment tasks and the theoretical and practical processes employed will be considered during the marking process. You should provide evidence of working with theories developed in lectures such as composition, manual camera controls, image manipulation, and file formats, as well as evidence of research both historical and the contemporary field. References should be provided where appropriate.

Comments made on the work of peers will also be considered in relation to your engagement and critical benefit to the recipient.

You will be marked on your critical evaluation within your self reflection, and on your personal research skills and how they address the intended learning outcomes of the module as shown on the Module Feedback Form at the end of this booklet.

Coursework submission instructions

You must conform to the following guidelines for submitting your work:

Presentations and Media (including photography and video content)-

- JPEG/RAW/PSD/MP4 files should be included and appropriately labelled and organised into folders,
- Presentations should be submitted as a file or live link if online only,
- Presentations using video and audio material should include the media files upon submission, as well as live links to online video such as the vlog.
- Links to online work should be submitted and made available for the remainder of the academic year, and be hyperlinks within a Word Document.
- The file(s) should be in a folder with the following label structure-
StudentNumber_ModuleCode_AssignmentNumber
(An example would be 170000_ CAMF4001_1),

Written Work

- The file(s) should be in a folder with the following label structure-
StudentNumber_ModuleCode_AssignmentNumber
(An example would be 170000_ CAMF4001_1)
- Reflective documents must be submitted as a Microsoft Word document formatted with double line spacing and include references for all third party content you have used (books, images, websites, films etc) and must conform to the School Reference Guidelines (booklet available separately). There must be a word count at the end of the document. Addresses for blogs must be submitted as a hyper link inside a Word document,
- A PDF version of the reflective blog or reflective digital diary may be submitted instead of the more traditional reflective document.
- Folders of mixed file formats can be submitted as an archived Zip file.
- Only PDF and/or Microsoft Word documents will be accepted. Pages, Open Office, and documents in other formats will not be accepted.
- **All work should be submitted via Moodle by the deadline.**

DEADLINE AND FEEDBACK**Deadline:**

9:30am Wednesday 10th January 2018 (PRESENTATION)

12 NOON Thursday 11th January 2018 (ALL WORK)

Feedback Due:

Thursday 1st February 2018 (ALL WORK)

FEEDBACK

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes.
- Direct questions and responses from teachers inside and outside formal classes.
- Email correspondence between teachers and students.
- Interactions between students and teachers using the module message board on Moodle.
- Informal comments and responses to pitches and presentations in classes.
- Comments and annotations added to written submissions, such as essays and reflective journals.
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms.

You will have an opportunity to discuss your feedback with your tutor. **Feedback will be returned on assessed work within three weeks of submission.**

FORMS TO BE SUBMITTED WITH ASSESSED WORK

Each assignment has assessment specification forms that need to be signed and completed at the point at which assessments are handed in. Your module tutor will discuss these with you at the beginning of the module, and will show you where they can be found on the Moodle pages for the module.

Notes: