# ARTS3068

Doing Film Festivals

Summer // 2019

School of the Arts and Media // UNSW Arts and Social Sciences

# Course Overview

## Staff Contact Details

### Convenors

| Name | Email | Availability | Location | Phone |
|---|---|---|---|---|
| Greg Dolgopolov | gregd@unsw.edu.au | | rm 207, Robert Webster Building | 9385 4866 |

## School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

# Course Details

**Credit Points 6**

## Summary of the Course

Subject Area: *Film Studies*

In this course you will develop an understanding of the internal workings of a Film Festival and the creative, historical and logistical requirements of video production in an iconic location. You will examine the major movements, production trends and scholarly debates in the films that you view and discuss with your colleagues. You will work collaboratively to produce a short fiction or documentary film during the course. You will learn how producing a film in a specific context may address ethical and philosophical questions concerning the relationship between filmmakers, the community and audiences. You will develop skills in working with the community and your peers. You will gain valuable experience in writing and pitching a short film script. You will develop your production skills by undertaking a range of film crew experiences at a high level with professional equipment across a number of projects. You will see a large number of films in a curated Festival program and experience committed Festival attendance.

## Course Learning Outcomes

1. Apply a range of technical skills to develop creative work set on location.
2. Apply a variety of critical concepts and terms relating to the production, distribution and interpretation of Australian fiction and documentary cinemas.
3. Demonstrate research and planning skills in gathering, classifying and communicating film studies concepts and pragmatic solutions while working creatively in small production groups.
4. Work collaboratively and undertake a range of crew roles to a professional standard within a community.

## Teaching Strategies

The content of the course (including lecture topics, readings and screenings) has been selected to provide a focused and in-depth interrogation of the core concepts of the course. This is in line with the broad objectives of level 3 courses, which provide students with the opportunity to undertake advanced study in the discipline. The selected content is also closely aligned with and developed from the research interests and expertise of the course convenor. This provides students with an opportunity to reflect on the relationship between research being conducted in the School and current debates in film studies.

The teaching strategy employed in this course replaces the traditional lecture-screening-tutorial model with an intensive course model based on producing a single short film during a film festival for potential screening on the final night of the film festival in competition. The project is supported by extensive consultation, feedback and overview. Students are supported in casting with introductions to community members willing to participate. Students are driven to various outback locations near the town of Winton for their location shooting. Seminars and workshops and meetings with film stars are enabled through the course taking place at the same time as the Vision Splendid Outback Film Festival. Students have access to film industry professionals visiting for the film festival and providing and sharing their expertise. The students however are ultimately responsible for their time management and the engagement with the community and the film festival and their own project deliverables. This is in line with the general aim of level 3 film studies subjects to promote a higher degree of student-led research and debate on

discipline-specific concepts.

# Assessment

## Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---|---|---|---|
| Script writing or critical analysis | 30% | Not Applicable | 1,2,3 |
| Short Film Production | 30% | Not Applicable | 1,3,4 |
| Participation & Reflection | 40% | Not Applicable | 1,2,3,4 |

## Assessment Details

### Assessment 1: Script writing or critical analysis

**Start date:** Not Applicable

**Details:** Students have an option of selecting one of the two writing tasks:Option A: Write a short fiction film script (10 pages or less) at the Festival using the landscape and the people as key characters. Script requires two drafts with notes explicitly stating the drafting process and changes to the second draft. You are required to work closely in a shared relationship with a script editor partner.Feedback provided on the first draft and written feedback on the final draft.Option B: Compare two films from the Festival that share common themes and contrast their creative approaches (2,000 words). This can be submitted as a written essay or as video essay with voice-over narration but with a focus on critical analysis using examples from the two films under examination.Written feedback and a numerical grade will be provided.

### Assessment 2: Short Film Production

**Start date:** Not Applicable

**Details:** This is a creative research project in which students devise, develop, produce and edit a short fiction or documentary film for presentation at the Vision Splendid Outback Film Festival in Winton or for presentation at other festivals. Students work in small groups of 3 to 7 to produce the project fulfilling all key creative roles. The project is pitched at the beginning of the course and developed collaboratively. The script will attract immediate feedback and consultation. The final project will be submitted on the student's portfolio site with critical commentary identifying the research, innovations and connections with other films in the genre and then presented online highlighting the style, images and historical connections relevant to the project.Continuous daily verbal feedback, support and consultation will be provided at the development phase through formal group consultation meetings. Written and in class peer review feedback at the conclusion. Students will receive a numerical grade.Short film duration should be from five to a maximum of 10 minutes including credits and should be 'festival ready' with the appropriate documentation, copyright and location clearances, risk assessments and performance contracts in place.    This is a group project and students will be assessed on a combination of the cohesiveness of their collaboration and on individual contributions and leadership in the execution of key crew roles. Individual contributions to the collaboration will be assessed through the submission of a Self-Review (template 2 pages) and a Peer Review (template 2 pages). Additionally students need to submit an Exegesis that reflects on the process of development, the interconnection with the relevant theoretical film traditions in relation to the pragmatics of the execution of the project (500 words).

**Assessment 3: Participation & Reflection**

**Start date:** Not Applicable

**Details:** Students are required to actively engage with the Film Festival and associated events and to be able to document the process and reflect on their experiences.In order to gain a greater understanding of the inner-workings of a film festival working across a range of departments, students will work on an aspect of the Festival  - from marketing and promotion and community engagement to VR masterclasses and front of house and projection under supervision. This process will require documentation and reflection. Students will attend key workshops, screenings and events (as agreed with supervising lecturer). Students need to take part in the film production activities that include working as crew on their group's film, but potentially helping out on another production.Assessment will be based on performance evaluation based on a peer-review system where students using a standardised template will provide a self-review statement and a peer-review statement on the contributions of the peers in the small production groups.  At the conclusion of the course and the Festival, students need to provide a 1,500 word reflection report that considers the processes, structures and ethical considerations that they examined while working in an outback environment, within a rural community on a film industrial process.Consultation on the process and written and formative feedback will be provided at the conclusion of the event.

# Resources

## Prescribed Resources

Download and familiarise yourself with a free version of the scriptwriting software Celtx (celtx.com) or alternative (free) script writing templates

Familairise yourself with Adobe Premiere Pro editing software. refresh your skills by viewing these tutorials   https://helpx.adobe.com/premiere-pro/tutorials.html

## Recommended Resources

### Watch

As many seasons and episodes of *Bondi Rescue* as you cna manage

*Two Hands* (Gregor Jordan, 1999)

*Puberty Blues* (Bruce Beresford, 1981)

*The Beach* (2000) - A documentary about Australians' love affair with the beach.

*Bra Boys* (Macario De Souza, 2007)

*The Surfer* (Frank Shields, 1986)

*Breath* (Simon Baker, 2017)

*Blue Water High* (2005 - 2008 TV series)

*Rip Tide* (Rhiannon Bannenberg 2017)

*The Reef* (Andrew Traucki, 2010)

*Bait* (Kimble Rendall, 2012)

*Bondi Tsunami* (Rachel Lucas, 2004)

### Read

Australian Beach Cultures:  The History of Sun, Sand and Surf by Douglas Booth (2001)

Down Under/In A Sunburned Country by Bill Bryson

*The Secret River* by Kate Grenville

## Course Evaluation and Development

This iteration of ARTS 3068 is a new course in a different context and with different structures to previous iterations of ARTS 3068 so previous feedback may not be relevant

Students will be encouraged to use MyExperience to provide formative feedback

Students will be encouraged to provide feedback during the course

# Submission of Assessment Tasks

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle:

https://student.unsw.edu.au/how-submit-assignment-moodle

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

**Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline. Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

### Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline. Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

**Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and

the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

**Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

**Supplementary assessments**

The form of the supplementary assessment need not be identical to the original assessment but it must assess the same learning outcomes.

A supplementary assessment will be offered to a student who fails an assessment task in either of the following circumstances:

• Supplementary assessment will be offered to any student who fails an assessment task if their request for Special Consideration for that task is approved. The mark awarded for the assessment task will be based solely on the supplementary assessment.

• Where a student fails an assessment task in a course in the final term of their program, but does not have an approved Special Consideration for that task, supplementary assessment will still be offered in cases where passing the task would have resulted in the student passing the course and completing the program.

Schools may choose to offer supplementary assessments under other circumstances than those listed above. Decisions by Schools to offer supplementary assessments under other circumstances than those listed above should be guided by local processes to promote principled and consistent decision-making.

The mark awarded for a supplementary assessment, in the absence of Special Consideration, will be capped:

• Where a supplementary assessment is provided for a student who fails an assessment task in any course, the final mark awarded for the assessment task will be capped at 50%.

• Where a supplementary assessment is provided to a student with a Fail based on the overall course result, the final mark for the course will be capped at 50%.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

# Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-term examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website: https://student.unsw.edu.au/special-consideration

# Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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