ARTS2064

A Case Study of Film Genre

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr Rodney Wallis	r.wallis@unsw.edu.au	By appointment	Robert Webster Building, Level 2, Room 208	NA

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*

Film genres are more than the mechanism of classification based on subject matter that we associate with the western, the horror film, the musical, etc. From producers to consumers, from studio moguls to directors, to critics, fans and aficionados, the notion of genre is used as a key determinant of a film's meaning. Genre films work within and have the opportunity to reflect on society's primary myths of identity and individuality, freedom and responsibility, cultural stability and social change. This course will consider some of the most fascinating questions raised by genre films: What are the parameters for standardization and innovation within film genres? How do individual filmmakers rework the conventions of a genre to maintain its relevance their time? In what sense can film genres operate as instigators of change? How do genre films reflect the ravages of history?

Course Learning Outcomes

1. Understand key issues and debates in film genre study and theory
2. Identify the key features of the genres studied in the course
3. Recall key debates that have taken place around the genres studied
4. Develop a critical argument in relation to debates raised in the course
5. Conduct and deploy research in film genre studies
6. Work in small groups and teams to undertake small research tasks and present findings
7. Contextualise and articulate their own critical position in spoken and written form
8. Recognise some of the ways that aesthetic, technological, social, and industrial factors have shaped the development of the genres studied

Teaching Strategies

Rationale for the inclusion of content and teaching approach

The rationale for this course aligns with many of the aims and objectives of the Film Studies major. It builds on the foundational knowledges in Film Studies that students gain in the level 1 courses (skills in film analysis; introductory knowledge of the history of film and cinema; an awareness of the importance of national and international contexts for filmmaking) and develops these knowledges through the close study of particular genres and by raising and exploring questions about popular cinema(s) and cultural value. Through its focus on the interrelations between industrial, technological, social and aesthetic factors and their role in shaping film genres, it develops students' understandings of the historical development of film as both a specific medium and as part of a constantly evolving media landscape. By demonstrating some of the research methodologies deployed in genre studies and in studies of film history more generally, it provides students with some of the critical skills required for level 3 Film Studies courses. In addition, and in line with the aims of our level 2 courses, Film Genres allows students to practice and develop more generic skills such as theoretical and practical project planning, academic research, critical thinking and writing skills, and skills in communication and in collaborative work.

Teaching Strategies

Film screenings provide the focus of the course and will take place each week after the lecture. Films have been selected in order to demonstrate how the aesthetics ofthe given genre has developed since the invention of cinema in 1895 and to introduce students to the work of the most significant artists in the tradition.

Lectures are designed to provide a context for film screenings by referring to the impact of cultural and institutional factors on a given comedian's work and by focusing on the specific comic strategies developed by the comedian in response to them. Lectures will also suggest ways of theorizing such strategies. They will thus identify how particular films contribute to the genre, explain relevant concepts, and discuss aspects of cinematic form and style.

The basis of tutorials will be student-led discussion. In addition to facilitating discussion in a designated week, students will be assessed on their participation in tutorials. For further details of how such participation will be assessed see Assessment Task 3. Tutorials are thus designed to ensure that students develop the capacity to think independently about the course material and come to class adequately prepared to discuss it.

Assessment

Note about referencing and formatting: A style guide will be made available on Moodle and students must consult it in preparing their work for assessment. All work must be correctly formatted and referenced. Work that is not will be returned to be fixed before it is marked and late penalties will apply.

A **bibliography** of research texts will be made available on Moodle to be used to extend reading and complete assessment tasks.

SEE COURSE GUIDE ON MOODLE FOR ADDITIONAL INFORMATION

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Reading exercise	30%	Not Applicable	2,3,8
Collaborative tutorial facilitation	20%	Not Applicable	1,2,3,5,6
Research Essay	50%	26/11/2019 10:53 PM	1,2,3,4,5,7,8

Assessment Details

Assessment 1: Reading exercise

Start date:

Details: 1500 words3x500 word reading summaries, feedback provided via Turnitin

Submission notes: Please refer to moodle

Assessment 2: Collaborative tutorial facilitation

Start date: Not Applicable

Details: 1 hourWorking in teams of two or three, students will develop and conduct a class quiz based on the weekly lecture and tutorial readings, direct students in small group activities devoted to sequence analysis and contribute questions for class discussion. Students will be assessed both as a team (based on their submission of slides) and individually based on their class room contribution. Each part of the assessment will attract 10% of the overall mark for the course. In addition to submitting a printout of slides via Turn-it-in, students must submit a breakdown of responsibilities. Students receive feedback via an individual marking rubric.

Submission notes: Please refer to moodle

Assessment 3: Research Essay

Start date:

Details: 2000 words. This is the final assessment task.Students receive summative feedback and a grade via turnitin.

Submission notes: Please refer to moodle

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 16 September - 20 September		
Week 2: 23 September - 27 September		
Week 3: 30 September - 4 October		
Week 4: 7 October - 11 October		
Week 5: 14 October - 18 October		
Week 6: 21 October - 25 October		
Week 7: 28 October - 1 November		
Week 8: 4 November - 8 November		
Week 9: 11 November - 15 November		
Week 10: 18 November - 22 November		
Week 11: 25 November - 29 November		

Resources

Prescribed Resources

MOODLE

Recommended Resources

SEE COURSE GUIDE ON MOODLE FOR ADDITIONAL INFORMATION

Course Evaluation and Development

Students will have the opportunity to evaluate this course on My Experience. As a result of previous student evaluation a 'people's choice' week has been added where students will be able to elect a film they wish to collectively view and discuss in relation to the course criteria. Assessment procedures have been modified to allow more opportunity for me to provide students with feedback. Additional course materials have been provided on Moodle at students' request.

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

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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