



**UNSW**  
SYDNEY

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University



# **MDIA1006**

## Mediated Storytelling

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
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### 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: *Media*

In today's media rich world we find a vast array of storytelling practices. From Facebook timelines to viral videos, news stories and advertisements a complex range of narrative strategies are used to organise fragmentary images, sounds and memories into meaningful content. In this course you will be introduced to fundamental concepts and techniques of narrative style and structure appropriate to a range of media production environments. The course emphasises the development of hands-on production skills and you will gain proficiency in the use of audio-visual equipment and editing software in preparation for more advanced courses at levels 2 and 3.

### Course Learning Outcomes

1. Identify and implement the fundamental elements and techniques of storytelling in media rich environments.
2. Plan, shoot and produce short audio-visual stories.
3. Link creative production with theoretical and critical knowledge.
4. Work collaboratively in a manner that is ethical, safe and aware of industry standards of best practice.

### Teaching Strategies

This course introduces students to the fundamental skills and techniques of mediated narrative storytelling. As one of the core practice oriented courses, the teaching strategies place an emphasis on learning by doing. Students will be given the opportunity to develop their technical skill base through in-class activities and assessment tasks. They will also work through key theoretical and technical readings on narrative style and structure in preparation for their in-class activities and assessment tasks. As an introductory course, the teaching methods are focused on showing students how and helping them to develop a level of competence, rather than developing high-level experience or mastery. At the same time, students will learn how to access knowledge and resources, as well as the value of incorporating peer feedback into the learning cycle, which will enable them to continue to deepen their learning and prepare them for more advanced media production courses at levels 2 and 3.

## Assessment

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Proposal and Pitch	30%	24/06/2019 12:00 AM	1,2,3
Video Project	40%	21/07/2019 12:00 AM	1,2
Video Editing	30%	11/08/2019 12:00 AM	1,3

### Assessment Details

#### Assessment 1: Proposal and Pitch

**Start date:** Not Applicable

**Length:** 5 minute pitch and 800-1000 word proposal

**Details:** An in-class pitch with slides and a zip file submission to Moodle.

#### Additional details:

##### Overview

When we pitch a story, our aim is to persuade others to support our project or collaborate with us. We might be seeking finance from a funding body, to attach a specific actor or to secure a location for a shoot. Whatever the desired outcome, our vision must be clearly communicated and well-planned to maximise the chance of success.

This assessment task will build on your understanding of the pre-production processes and develop your ability to prepare and deliver a compelling story pitch. You will learn how to turn an idea into a story, write a treatment, deliver a pitch with a strong, clear voice and reach your target audience.

##### Task Brief

Develop an 800-1000 word **written proposal** for a 3-4 minute film that includes:

- synopsis
- one page story outline
- character description
- visual references

The proposal is to be submitted in a zipped folder to Moodle by the due date.

You will also need to **pitch** your idea in a **5-minute presentation**. You will need to use **audio-visual material (PowerPoint Presentation)** to communicate your vision (e.g. visual references, characters, style), describe your reasons for making the film and explain how you will lead a team to successfully realise this project.

Based on project merit and feasibility, your tutorial group will select which pitches go into production for Assessment 2.

### Submission Requirements

- **In-class pitch:** You must attend the week 4 tutorial class and be ready to present
- **Document submission:** A zipped folder under 200MB containing a **PDF** of your presentation and proposal treatment submitted to Moodle.
- **Naming your zipped folder:** Student#\_YourName\_ProjectName.zip e.g. 1234\_JaneDoe\_LoveBites.zip

### Marking Criteria

- Pitch delivery and audience engagement
- Effectiveness of audio-visual aids
- Treatment quality, originality and formatting

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Assessment 2: Video Project

**Start date:** Not Applicable

**Length:** 3-4 minutes video with sound.

**Details:** 30% Group – 10% Individual Mark. Students will shoot the necessary material for a 3/4 minute documentary in groups of 3 and produce character driven subject/story.

### Additional details:

#### Overview

The short film is an art form in itself but can also be training ground for moving onto other storytelling formats and platforms such as features, TV series and web series. This assessment task require that you plan, shoot and produce a short audio-visual story that will build on your understanding of fundamental techniques of storytelling. You will be working collaboratively to shoot your film and individually to edit the video and audio.

#### Task Brief

In groups of 3, you are required to plan and shoot one of the selected film ideas (from those pitched). During pre-production and production, you must work in your nominated crew role of director/producer, camera operator or sound recorder. You may shoot your projects during the 'Production Week' (week7) or earlier and no later. In week 8, your group must present your material to the class.

<b>The group</b> will be responsible for:	<b>Individual</b> students are responsible for:
<ul style="list-style-type: none"><li>• Developing the story and narrative</li></ul>	<ul style="list-style-type: none"><li>• Preparation and care for their chosen</li></ul>

<ul style="list-style-type: none"> <li>• Shooting all necessary footage</li> <li>• Recording sound</li> <li>• Providing access to filmed material to the group</li> <li>• Agreeing on the credits</li> </ul>	<ul style="list-style-type: none"> <li>role. (eg. charged batteries for camera. Shot list. Cast &amp; Crew Releases)</li> <li>• Presence and collaboration at pre-production meetings and shooting dates</li> </ul>
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**Be sure to back up your work for every assessment.**

### Submission Requirements

- **A zipped two-page peer review** about your pre-production and production process including behind the scene photos
- **Presentation of captured synced material** in tutorial class on week 8
- **Naming your zipped folder:** Student#\_YourName\_ProjectName.zip

### Marking Criteria

- Creative interpretation, story clarity and cohesion
- Teamwork and dedication
- Technical and artistic quality of the audio and video material

**Submission notes:** In class presentation of material and a zip file submission to Moodle.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Assessment 3: Video Editing

**Start date:** Not Applicable

**Length:** 3-4 minutes video with sound.

**Details:** Each student will edit the footage captured from assessment 2.

#### Additional details:

#### Overview

This assessment task will enhance your skills in using Adobe Premiere Pro CC and by applying video and audio editing skills tell a succinct story.

#### Task Brief

Edit a 3-4 minute film from the captured material from Assessment 2.

Please make sure that you:

- have carefully checked the quality of video and sound
- resized and reframed badly composed shots
- Include the Title of the film and Credits

You may use copyright music if you wish but are encouraged to use royalty free.

**NOTE:** This assessment is **an individual task**. The edit **must not** be completed in collaboration with other group members. All individual submissions are unique.

## **Be sure to back up your work for every assessment Submission Requirements**

### **Submission Requirements**

- **A zipped folder** containing the .prproj file (Premiere Project file) and link to the final edit.
- The final edit needs to be 3-4 minutes and exported as an 1920x1080, 25FPS, H264 MP4 file.
- **Naming your zipped folder:** Student#\_YourName\_ProjectName.zip

### **Marking Criteria**

- Evidence of creativity and attention to details
- Control of pace, rhythm and flow in video editing
- Sound design and mixing in audio editing
- Overall technical proficiency

**Submission notes:**An online link submission to Moodle

**Turnitin setting:** This is not a Turnitin assignment

## 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	Lecture	<b>Introduction to Mediated Storytelling: Story, Character</b>
	Tutorial	Idea Incubation and Writing Exercise
Week 2	BREAK	- WRITING WEEK -
Week 3	Lecture	<b>Proposal and Screenplay Writing</b>
	Tutorial	Writing Exercise & Feedback
Week 4	Lecture	<b>Previsualisation and Composing the Frame</b>
	Tutorial	1 <sup>st</sup> Assessment due – in class pitching
Week 5	Lecture	<b>Camera, Lighting and Sound</b>
	Tutorial	Camera, Lighting and Sound Exercise 1
Week 6	Lecture	<b>Sourcing Cast, Crew and Locations</b>
	Tutorial	Camera, Lighting and Sound Exercise 2
Week 7	Lecture	<b>Ethics in Storytelling and Production</b>
	Tutorial	Production meeting with groups
Week 8	Lecture	<b>Post-Production</b>
	Tutorial	2 <sup>nd</sup> Assessment material due – in class screening Editing in Adobe Premiere Pro 1
Week 9	Lecture	<b>Transmedia: Storytelling and Beyond</b>
	Tutorial	Editing in Adobe Premiere Pro 2
Week 10	No Lecture	
	Tutorial	3 <sup>rd</sup> Assessment due – in class screening



## Resources

### Prescribed Resources

#### External hard drive - minimum 500GB

Please make sure your external hard drive is Mac-formatted. Go here for instructions:

<http://osxdaily.com/2012/01/04/format-an-external-hard-drive-or-usb-flash-drive-for-mac-os-x/>

### Recommended Resources

#### Premiere Pro CC 2017 Essential Training: The Basics on Lynda.com:

<https://www.lynda.com/Premiere-Pro-tutorials/Premiere-Pro-CC-2017-Essential-Training-Basics/585268-2.html?srchrk=index%3a5%0alinktypeid%3a2%0aq%3aadobe+premiere+pro%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2>

#### Books:

Cowgill, L. (2005) Writing Short Films: Structure and Content for Screenwriters, 2nd ed., Lone Eagle Pub., Los Angeles, CA

Irving, D.K. (2006) Producing and Directing the Short Film and Video, 3rd ed., Focal Press, Oxford, U.K.

Katz, S. (1991) Film Directing: Shot By Shot, Michael Wiese Productions, CA

Orpen, V. (2003) Film Editing: The Art of the Expressive, Wallflower, London

Stadeler, J. and McWilliam, K. (2009) Screen Media: Analysing Film and Television, Allen & Unwin, N.S.W., Australia

## Course Evaluation and Development

Your feedback is extremely important and a valuable resource for us to improve this course and make it more relevant to students' needs. You are able to evaluate and provide feedback on this course through MDIA1006 Moodle page.

## **Submission of Assessment Tasks**

## **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](mailto: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/>

## **Image Credit**

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