

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Creative Documentary
2	Module Code:	MCLT20512
3	Credit Points:	20
4	Duration:	Second Half Year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2013

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	MCLT13011	Understanding Media and Culture AND
	MCLT12112	Sound and Screen Media OR
Pre	MCLT12211	Approaches to Media Practices

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	MCLT101	BA (H) Media with pathways
		PT	MCLT102	BA (H) Media with pathways
		FT	HUMA007	BA (H) Communication & Society and Media
		FT	HUMA015	BA (H) English and Media
		FT	HUMA022	BA (H) European Studies and Media
		FT	HUMA032	BA (H) Global Studies and Media
		FT	HUMA037	BA (H) History and Media
		FT	HUMA041	BA (H) Linguistics and Media
		FT	HUMA043	BA (H) Media and International Relations
		FT	HUMA044	BA (H) Media and Philosophy
		FT	HUMA047	BA (H) Media and Film & TV
		SW	MODL013	BA (H) French and Media
		SW	MODL026	BA (H) German and Media
		SW	MODL038	BA (H) Italian and Media
		SW	MODL057	BA (H) Spanish and Media

FT	EURX003	European Exchange (Full Year)
FT	INTX003	International Exchange (Full Year)

10 Overview and aims

This Creative Documentary module will first introduce students to the key critical issues of documentary. This will then lead on to the second section of the module which integrates such issues into practice. In section one, the module will engage with such areas as representation, authenticity, ethics, objective gaze, voice, narration and digital documentary. In section two students will learn about location shooting, interview settings and skills, narrative strategies, use of archival footage, post-production strategies (e.g. creative use of sound and titles) and documentary work flow in workshops while developing their own documentary projects as a group. Students make a ten minute-long documentary as a group. Students will be encouraged to creatively and critically engage with the given styles and genres of documentary. The documentary work will be given an emphasis as part of students' graduate portfolio and students will be directed to relevant competitions (e.g. the Sheffield Doc/Fest) for submitting their work.

The main aims of the module are:

- To examine key critical issues of documentary.
- To create an awareness of how critical reflection on the issues of documentary can be fed into documentary-making.
- To develop students' ability to produce documentaries as a tool for engaging with social reality and issues of everyday life.
- To enhance students' ability to handle the digital media such as digital video camera and editing for a creative purpose.

To enhance students' ability to work as a group in a production team.

11 Module content

This module will examine key issues of documentary while engaging with the issues of representation, authenticity, ethics, voice, narration and digital documentary. In so doing, the module will introduce students to a range of documentary styles and conventions established by directors such as Robert Flaherty, Dziga Vertov, John Grierson, Jean Rouch, D.A. Pennebaker, Trinh T. Minh-ha, Kevin McDonald and Michael Moore; and documentary genres such as autobiographical documentary, performative documentary and mockumentary. In the second half students will be guided to produce a documentary as a group. In workshops, students will develop further video shooting and editing skills (e.g. Final Cut) for their own creative use; and also learn how to organise the documentary-making process as a 'total filmmaker' – from pitching, production planning, research, developing rapport with subjects, location shooting, interview skills and writing a production note to finding a channel for distribution. Students will learn such skills while making a five-minute-long vox-pop documentary as an exercise; and then working on their major group work – a ten-minute-long documentary on a topic of their own choice in an innovative form and style.

12	Indicative reading
<p>Erik Barnouw (1974) <i>Documentary: a history of the non-fiction film</i>. New York: Oxford University Press.</p> <p>Bill Nichols (1991) <i>Representing reality: issues and concepts in documentary</i>. Bloomington: Indiana University Press.</p> <p>Thomas Austin and Wilma de Jong (eds) (2008) <i>Rethinking documentary: new perspectives, new practices</i>. Maidenhead: Open University Press.</p> <p>Louise Spence and Vinicius Navarro (2011) <i>Crafting truth: documentary form and meaning</i>. New Brunswick, NJ: Rutgers University Press.</p> <p>Peter Lee-Wright (2010) <i>The Documentary handbook</i>. London; New York: Routledge.</p> <p>Wilma de Jong, Jerry Rothwell, Erik Knudsen (2011) <i>Creative documentary: theory and practice</i>. Pearson Education Canada.</p>	

13	Learning outcomes
Learning outcomes describe what you should know and be able to do by the end of the module	
Knowledge and understanding. After studying this module you should be able to:	
<ul style="list-style-type: none"> Identify critical issues of documentary Develop an awareness of different styles and genres of documentary Understand the process of documentary production <p>Reflect upon documentary production in relation to critical issues</p>	
Skills, qualities and attributes. After studying this module you should be able to:	
<ul style="list-style-type: none"> Organise documentary production Use documentary-making skills for a creative purpose Develop skills of video camera shooting, sound recording and digital editing (e.g. Final Cut) Work efficiently with other members in a production team Demonstrate skilled use of library and IT resources to include word processing, email and internet for up to date industry information Implement independent learning strategies and research capabilities <p>Demonstrate resourcefulness, self-motivation and time management</p>	

14	Teaching and learning
<p><i>Range of modes of direct contact</i></p> <p>This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars</p>	
<p>Lectures, seminars, workshops and tutorials:</p> <p>In the first section, the module will be made up of two-hour lectures and one-hour seminars. Every week lecture will address key themes in relation to the critical issues and different styles and genres of documentary. During the lecture and seminar, clips from key documentaries will be shown for comparison and analysis.</p> <p>In the second section, the module will be made up of a weekly two hour workshops and one hour tutorials. In these workshops, students will learn practical skills involving documentary-filmmaking and work in a group for their group exercise (vox-</p>	

pop) and their main project (a ten minute-long documentary with an innovative style). Workshops will also be used for students to pitch their ideas on their project, report on the development of their work and receive feedback from tutors.	
Total contact hours:	39
<i>Range of other learning methods</i> This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research	
Total non-contact hours:	200

15	Assessment methods			
This indicates the type and weighting of assessment elements in the module				
<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>	
1	100%	Portfolio	Portfolio comprising of two elements :	
1. Ten Minute – Long Documentary as group work with a work log.				
2. 1000 word production reflection				
Diagnostic/formative assessment				
This indicates if there are any assessments that do not contribute directly to the final module mark				
1. Five-minute vox-pop documentary will be used for formative assessment.				
2. Shooting and editing exercise in workshop also used as formative assessment in preparation for work on group project which will be a summative assessment				
Further information on assessment				
This section provides further information on the module's assessment where appropriate				

Document management		
16	Module Title:	Creative Documentary
17	Module Code:	MCLT20512
18	Subject (JACS) Code	P300
19	Cost Centre	145

20	School:	AAH										
21	Academic Team	ECM										
22	Campus	2 (Clifton)										
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>										
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23d Any other Non-UK organisation - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU		23d Any other Non-UK organisation - Percentage not taught by NTU	
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24	Date this version was formally approved by SASQC/DAG:											