

# Screen and Media



<http://www.nydailynews.com/new-york/jesse-friedman-100-guilty-child-abuse-article-1.1380786>

## SCME 2003/8009 Non-Fiction Form and Ethics 2017

Updated: February 2017

<http://www.flinders.edu.au/ehl/humanities/screen-&-media.cfm>

Topic Coordinator	<b>Son Vivienne</b>
Units	<b>4.5</b>
Level	<b>Upper Level</b>
Semester	<b>Semester 1</b>
Qualification (SCME 2003)	<b>Bachelor of Arts, Bachelor of Media Arts, Bachelor of Creative Arts</b>
Qualification (SCME 8009)	<b>Masters in Screen Production</b>

## Topic Staff

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## Topic Description

This topic considers aesthetic forms and ethical components of non-fiction media within their specific historical contexts. Students will encounter a spectrum of non-fiction forms and rhetorics, ranging from recognised documentary modes (e.g. autobiographical, observational, and interview-based practices) to televisual edu-tainment and internet forms. The ethics circumscribing non-fiction production are paramount, leading us to consider matters of truth and responsibility as well as a director's accountability to audience and subject.

## Logistic details

Lectures and Screenings are on **Tuesdays** from **1-3pm North Theatre 2** unless specified.

Seminars are in **Social Sciences South Room 242** either from **12-1pm or 1-2pm on Thursdays** (nominate which slot on FLO).

All readings must be read PRIOR to seminar and are listed in the week that they will be discussed. Writing tasks should be brought to seminar as HARD COPIES to be handed in, unless arrangements are made prior. It will be advantageous to bring tablet/laptop to seminar for hands on activities, as well as pen and paper. If you are not able to attend a tutorial in which a quiz is scheduled please make contact via email so that alternate arrangements can be made. Assessment items are highlighted in bold. Make sure that all your written work is appropriately referenced with your name, student ID number, the name of the assignment, the date and the name of the lecturer of the topic

## WEEKLY PROGRAMME

### WEEK 1 28<sup>th</sup> Feb & 2<sup>nd</sup> March

- Lecture: Introduction to SCME2003/8009 and the concept of 'documentary truth'
- Reading: SCME 2003/8009 Topic handbook  
Documentary Studies: Dimensions of transition and continuity (Corner, pp.13-38) focus on reading from 19-38
- Screening: *Capturing Reality: The Art of Documentary* (60' of 97')  
Ferrari, 2008: available [www.nfb.ca/film/capturing\\_reality/](http://www.nfb.ca/film/capturing_reality/)
- Seminar: Q&A plus second half of *Capturing Reality*

### WEEK 2 7<sup>th</sup> & 9<sup>th</sup> March

- Lecture: What can Documentaries do?
- Reading: Simulating the Public Sphere
- Screening: *First Contact* (52') Blackfella Films, 2016  
SBS 2016, S2, Ep1: available  
<http://www.sbs.com.au/ondemand/video/809594947886/First-Contact-S2-Ep1>
- Seminar: **Quiz 1** on Topic handbook; break down reading; set up Zotero or Endnote accounts (bibliographic software)

### WEEK 3 14th & 16th March

- Lecture: Documentary as Critical and Creative Research
- Reading: Documentary as Critical and Creative Research (Wayne, pp.82-94)
- Screening: *First Australians* (54') Blackfella Films, 2008
- Seminar: **Written Summary 1** (on your choice of readings from weeks 1, 2 or 3)  
bring as hard copy for group discussion; submit at end of class with screen grab of your bibliographic software

### WEEK 4 21st & 23rd March

- Lecture: Autobiography
- Reading: First Person Films: some theses on self-inscription (Renov, pp. 39-50)
- Screening: *Tarnation* (1"31') Caouette, 2005
- Seminar: **Quiz 2** on Week 3 reading; discuss reading, selfie exercise

WEEK 5    28<sup>th</sup> & 30<sup>th</sup> March

Lecture:    Defining and sharing 'otherness'

Reading:    When Autobiography Meets Ethnography and Girl Meets Girl: The "Dyke Docs" of Sadie Benning and Su Friedrich (Holmund, pp. 127-143)

Screening: *Hide and Seek* (1"04') Friedrich, 1978

Seminar:    **Major essay draft** as hard copy for group discussion; submit at end of class

WEEK 6    4<sup>th</sup> & 6<sup>th</sup> April

Lecture:    Truth and Fiction

Reading:    Mockumentary: A Call to Play (Hight, pp. 204-216)

Screening: *Curse of the Blair Witch* (43") Myrick & Sanchez, 1999

<https://www.youtube.com/watch?v=998dVSMjbsw>

[http://blairwitch.wikia.com/wiki/Curse\\_of\\_the\\_Blair\\_Witch](http://blairwitch.wikia.com/wiki/Curse_of_the_Blair_Witch)

Seminar:    **Written Summary 2** (on your choice of readings for weeks 4,5,6) bring as hard copy for group discussion; submit at end of class with screen grab of your bibliographic software; return essay draft

MID-SEMESTER BREAK 14<sup>th</sup> – 28<sup>th</sup> April

(no lecture or tutorial on week of Anzac Day)

**Major essay due: Wed 19<sup>th</sup> April**

WEEK 7    2nd & 4th May

Lecture:    Doco 'characters': Ethics in real life

Reading:    Filmmakers and their Subjects (pp.152-156).

Screening: *Capturing the Friedmans* (1"47') Jarecki, 2003

Seminar:    Discuss screening and readings – how are the ethical issues we've discussed in the topic so far pertinent to your self-portrait?

WEEK 8    9th & 11th May

Lecture:    Thinking about Audience

Reading:    Documentary Modes of Engagement (Hill, pp. 217-231)

Screening: *Pornography: The Musical* (49') Hill, 2003

Seminar:    **Quiz 3** on week 7 & 8 readings; discuss readings; return essays

WEEK 9 16th & 18th May

Lecture: Narration & Multiple Voices

Reading: tbc

Screening: *Grizzly Man* (1"44') Herzog, 2005

Seminar: **Written outline for self-portrait (3)** as hard copy for group discussion and submit at end of class with screen grab of your bibliographic software, return essays

WEEK 10 23rd & 25th May

Lecture: Connected by Light – guest lecture tbc

Reading: tbc

Screening: *Connected by Light* (27') Bate, 2009

<http://www.connectedbylight.com/>

Seminar: **Written Summary 4** (on reading tbc) as hard copy for group discussion and submit at end of class with screen grab of your bibliographic software

WEEK 11 30<sup>th</sup> May & 1<sup>st</sup> June

Lecture: Gayby Baby – guest lecture tbc

Reading: tbc

Screening: *Gayby Baby* (53") Newell & Mars, 2015

Seminar: **Quiz 4**

WEEK 12 6<sup>th</sup> & 8<sup>th</sup> June

Lecture: Alternative Platforms

Reading: Online Documentary (Birchall, pp. 278-283)

Public Domains: Engaging Iraq through experimental documentary digitalities (Zimmerman, pp. 284-298)

Screening: *explore online case study*

Seminar: discuss readings, **submit self-portrait and written reflection**

WEEK 13 13<sup>th</sup> & 15<sup>th</sup> June

Lecture: Student Screenings

Seminar: Student Screenings (cont.)

# Topic Aims and Outcomes

## Educational Aims of the Topic

This topic aims to:

- provide students with a chance to become familiar with the rhetorical strategies commonly found within non-fiction media
- provide students with an opportunity to formulate an informed opinion about what non-fiction media is, and how it differs from fictional work
- assist students in becoming familiar with different non-fiction 'modes'
- provide students with opportunities to explore the ethics of non-fiction media

## Expected Learning Outcomes

On completion of this topic students will be able to:

- demonstrate an awareness of the rhetorical strategies commonly found within non-fiction media
- show an understanding of what non-fiction media is and how it differs from fictional media
- demonstrate knowledge of different non-fiction 'modes'
- show an understanding of ethics in non-fiction media
- have an understanding of applied ethics, articulated in their own creative work
- summarize & synthesize a body of knowledge about a specific work or concept
- interpret and sustain (both verbally and in writing) a scholarly argument

## Key Texts and Software

Readings are available as e-readings here: [http://libpet.flinders.edu.au/cgi-bin/FLEX\\_course\\_reserve\\_builder.cgi](http://libpet.flinders.edu.au/cgi-bin/FLEX_course_reserve_builder.cgi) Additional readings, current reviews and relevant opinion pieces will be posted on FLO.

In this topic we learn to routinely use bibliographic software to organise and annotate readings, establishing an invaluable library for future scholarship. Flinders University provides you free access to Endnote for the period of your enrolment however in this topic we'll also be referencing Zotero. You are welcome to use either software and you'll be asked to submit screen shots of your entries as evidence of your growing library.

Please download either Zotero (<https://www.zotero.org/download/>) or Endnote (<http://flinders.libguides.com/c.php?g=405246&p=275888>) and set up an account with your uni email address and we'll discuss further in the first lecture.

## ***Major Essay***

**Percentage of final grade: 30% (10% draft, 20% final)**

**Draft Due date: 6<sup>th</sup> April, 5pm**

**Final Due date: 19<sup>th</sup> of April, 5pm**

**Word length:** 1500-1800 words (excluding references)

Essay questions will be posted on FLO with a marking rubric. You are required to prepare a 2 page outline of your essay with intro, conclusion and topic sentences. Use library guides (available on library site and FLO) to assist in structuring your work and please bring a printed version of your draft to your seminar for small group discussion.

### **Further Requirements:**

- Reference at least two articles from our readings
- Assume your reader has seen the movies you speak of (don't describe the whole 'plot')
- Be *specific* and *strategic* in your choice of movie elements to discuss: pick those which really help you make your point
- Your essay will attract a higher mark if you discuss additional aspects and/or scenes from movies and/or scholarship outside class or our readings
- Pay attention to grammar, sentence construction, punctuation, and spelling.
- READ IT OUT LOUD or ASK A FRIEND TO READ.
- If in doubt about academic integrity/ referencing, consult the on-line resources on Topic FLO site

## ***Self-Portrait***

**Percentage of final grade: 20% (10% reflection, 10% video)**

**Due date: 6th June**

**Word length: Reflection 500-800 words**

Many documentaries we have seen this semester are deeply personal or reflective in nature. We have considered a variety of styles and narrative modes for sharing intimate insights. Create a project including the following:

- A 2-3 minute video in a style, mode, or combination of modes of your choice, that represents an aspect of self. Your video need not be technically outstanding; the emphasis is rather to demonstrate engagement with relevant documentary concepts, issues, ethics, and texts that we've encountered in this topic
- A 500-800 word reflection statement that explicitly spells out which concepts and issues you were trying to address in your video, what stylistic qualities you were aiming for, what ethical issues you encountered (and how you dealt with them)
- Videos should be uploaded to our designated Vimeo channel by 6<sup>th</sup> June with brief 25 word synopsis/description.
- Reflection statements should be submitted electronically via FLO

**Note: anybody enrolled in a Screen production topic must develop a different body of work for this topic than what you are developing in the Production topic**

## ***Attendance and Participation***

**Percentage of final grade: 10%**

**Due date: On-going**

Assessment is based on your participation in screening discussions and seminar activities.

- preparedness for Seminar (ie **do the readings**)
- contributing to Seminar activities, whether in pairs, groups, or solo

More than two absences from Seminar unaccompanied by documentation (either a medical or counselling certificate) will effect your grade.



## ***Seminar Quiz***

**Percentage of final grade: 4 x 5% = 20%**

**Due date: see weekly program**

Quizzes will be undertaken during seminars on nominated weeks. They are multiple-choice and will be marked in class. If you are unable to attend the seminar in a quiz week please email prior to make alternate arrangements.

## ***Written assignments***

**Percentage of final grade: 4 x 5% = 20%**

**Due date: see weekly program**

**Word length: 150-200 words**

Throughout this topic you are expected to add readings to your library, based in either Zotero or Endnote bibliographic software. On nominated weeks you will also need to summarise a reading in 150-200 words and append this to your library. Please bring a printed hard copy of your summary to seminar for small group discussion. You will be asked to give your work a notional grade based on the below criteria before submitting it for marking at the end of seminar.

- Are the details of title, authorship, publication etc. clear?
- What are the core arguments put forth by the author?
- Have you included brief, pertinent quotes/excerpts and offered context?
- Where/how is the author's perspective positioned in historical/social context (this may require a small amount of additional research)
- How might you reference this work in the future?

## Extension of Assignments

Quizzes and Written assignments are undertaken and/or discussed in Seminars. If you are not able to attend on any given week you will either forgo marks for this week or need to make alternate arrangements with your tutor.

**ESSAYS** that arrive late will attract a 2 point penalty per day. To avoid penalties you may seek an extension (typically granted in cases of documented illness or on compassionate grounds with a counsellor's certificate). If you are seeking an extension for 5 working days or fewer, send an email to your tutor or topic coordinator prior to the due date. If you are seeking an extension of more than 5 working days, complete the online extension form below:

<http://www.flinders.edu.au/ehl/humanities/information-for-students/extension-request.cfm>

## Communication with lecturer:

Please try to work things out by yourself in the first instance and I don't expect to be asked about issues that are covered in this topic guide! If issues arise or you are simply stumped about something, by all means make an appointment to meet with me.

All appointments regarding group issues are to be made collectively and emails should be cc-d to all members so that everyone is kept in the loop.

## Submission and Return of Assignments in FLO

Submission and return of **ESSAYS** will be on FLO.

- Open the FLO page for the topic
- Click on the assignment link marked 'Essay'
- This will open a new page titled 'assignment details'. This page will show when submission is possible and indicates the closing date
- Click on the button labelled 'add submission'
- Click on 'Add'
- Click on 'My Computer' and then the 'Browse' button, locate the file you want
- Click 'Upload this file'
- Insert a file name in the 'Save as' window. Give it a title like 'Essay [your surname]'
- Click 'Upload this file'
- Click 'Save changes'

## Need Help with FLO?

Contact the FLO Student Help Desk by calling 8201 5378 or 1800 200 292 (if outside the metro area), or by emailing [flo.student@flinders.edu.au](mailto:flo.student@flinders.edu.au)

## Academic Integrity

The University expects that students and staff will adhere to high standards of academic integrity in the pursuit of knowledge through learning, teaching and research. In the submission of assessed work, academic integrity requires that all work is produced by the student alone (unless otherwise stipulated – eg with group work), with all sources and collaboration fully acknowledged. Various actions compromise academic integrity. These include plagiarism, collusion, fabrication, falsification, double submission of work and other forms of cheating. Any failure to meet the requirements of academic integrity in any form of academic work will be regarded as a breach of the requirements of academic integrity and will incur penalties which include zero marks for the relevant piece of work, a grade of fail for the whole topic or referral to the Vice-Chancellor. University policy, information and guidance on academic integrity can be found at <http://www.flinders.edu.au/aims>.

## Turnitin

If you are unsure whether or not your written work may too closely resemble your source material, 'text-matching' software is available to all Flinders University students via Flinders Learning Online (FLO) which may assist you to avoid unintentional plagiarism. Flinders University is providing the opportunity for all enrolled students to use this text-matching software, called Turnitin.

If you 'submit' an assignment to Turnitin, it will match the text in that assignment to a set of academic papers to identify areas of overlap in which there is either exact or inexact matching between the submitted work and source material. Assignments are compared with source material in several different databases.

Turnitin generates a report that details the percentage of submitted text that has been matched with existing sources. The report also shows the suspected sources of each section of matched text.

Those assignments submitted by students under the Student Learning Centre assignment will not be viewed by either other students or faculty staff but may be viewed by the Student Learning Centre staff administering the software.

## Graduate Qualities

Graduate Qualities and Graduate Attributes have been identified by most Australian Universities to characterise their graduates. Flinders University has adopted seven Graduate Qualities. Flinders University aims to produce graduates of bachelor degrees who:

- are knowledgeable;
- can apply their knowledge;
- communicate effectively;
- can work independently;
- are collaborative;
- value ethical behaviour; and
- connect across boundaries.

<http://www.flinders.edu.au/teaching/teaching-strategies/graduate-qualities/>

## Flinders University Library

Flinders University Library provides an extensive range of services and resources to help you with your studies.

### Assignment and Research Help

- Your ***Liaison Librarian*** can assist you with searching and using library databases.

### FLO & Library Help Desks

- For general library enquiries and FLO help. Assistance is available via email, phone and in person.

### Resources

- ***FindIt@Flinders*** is the Library search engine that provides credible, relevant ranked results from the Library's print and online books, journals and articles, and digital collections in a single search.
- ***Text Books & eReadings*** are your essential course readings which may be in electronic format as eReadings or held in the Text Books collection in each branch of the library.
- ***Subject Search Smart Guides*** contain quick links to specific resources (books, databases, journals and websites) for your topic.
- ***Databases*** assist in finding peer reviewed journal articles and other research material for assignments. To find subject specific databases, check the list of databases that are recommended for your topic.

### Study Spaces

- 24/7 study spaces in Central, Sturt and Medical Libraries.
- Study room bookings.
- Silent, quiet and social study zones available.
- Computers, WiFi, and charging points.
- Printing and copying (with Unicard).

For more information about these services and resources:

<http://www.flinders.edu.au/library/information-for/information-for-students.cfm>