1. **Title of the module**

FILM8250 (FI825) – Analysing Film

1. **Division or partner institution which will be responsible for management of the module**

Arts and Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

7

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

MA Film

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 analyse films using appropriate theoretical frameworks and specialist terminology

8.2 identify the function(s) of form, style and technique (mise-en-scène, cinematography, editing, sound) in films

8.3 communicate accurately, coherently, and effectively about film in a variety of professional formats

8.4 reflect on stylistic choices in films from a variety of modes, genres, historical periods and national traditions

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Critically analyse and make use of reading material and conceptual frameworks;

9.2 Give sustained attention and concentration to examine the details of texts;

9.3 Demonstrate advanced skills of cogency, structure and presentation of arguments;

9.4 Communicate appropriately according to purpose.

1. **A synopsis of the curriculum**

The course trains students to communicate confidently and professionally about film form, style, and technique in a variety of spoken, written, and audio-visual formats (e.g. oral presentations, writing, video-essays and/or podcasts). Students will study the theoretical frameworks and specialised terminology which they need to produce accurate, coherent, and effective film analysis. Students will also learn to reflect critically on filmmaking from a variety of modes, genres, historical periods and national traditions (including, where applicable, their own filmmaking).

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bordwell, D., Thompson, K. & Smith, J. (2019) (12th ed.) *Film Art: An introduction*. McGraw-Hill, New York.

Bordwell, D. (2004) (2nd ed.) *The McGraw-Hill Film Viewer's Guide*. McGraw-Hill, New York.

Corrigan, T. (2015) (9th ed.) *A Short Guide to Writing about Film*. Pearson, London.

Ford, Kathy. (2009) Quick Coach Guide to Creating Multi-Modal Essays. Wadsworth, Boston.

Theobald, T. (2019) (4th ed.)D*evelop Your Presentation Skills: How to Inspire and Inform with Clarity and Confidence*. Kogan Page, London.

1. **Learning and teaching methods**

Total Contact Hours: 55

Private Study Hours: 245

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

Series of Presentations – (40%)

Digital Portfolio – (60%)

13.2 Reassessment methods

Like-for-like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Screening |  | **x** |  | **x** |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Series of Presentations | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Digital Portfolio | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module includes films from a variety of national traditions.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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