



# DGTL12010 *Visual Storytelling*

## Term 2 - 2018

Profile information current as at 04/05/2024 04:29 am

All details in this unit profile for DGTL12010 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit builds on the foundation provided by MMST11009: Digital Video and Audio to teach visual storytelling concepts and narrative film-making techniques. You will learn how to create a visual story narrative by employing principles and elements of story design. You will develop practical film-making skills related to direction, camera, lighting, production design, sound and editing, which you will apply to the creation of a narrative short film. Through an exploration of screen culture and history, you will learn how to constructively critique screen production work for the benefit of your assessment outcomes.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prerequisite: MMST11009 Digital Video and Audio Students who have completed DGTL13003 Advanced Media Production may not enrol in this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 2 - 2018

- Brisbane
- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton
- Sydney

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Practical and Written Assessment**

Weighting: 25%

#### 2. **Practical and Written Assessment**

Weighting: 55%

#### 3. **Practical and Written Assessment**

Weighting: 20%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Observations during the term.

##### Feedback

Submission and archiving of video assessment submissions problematic due to Moodle submission limit.

##### Recommendation

Change Video Essay submission to Assessment 3 rather than being part of Assessment 2. Change submission deadline of Assessment 2B (Final-Cut Movie) to earlier in the term.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. create a visual story narrative by employing principles and elements of story design
2. create a narrative short film through the application of film-making principles and skills related to direction, camera, lighting, production design, sound and editing
3. constructively critique screen production work within the context of screen culture and history

Not applicable

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical and Written Assessment - 25%	•	•	•
2 - Practical and Written Assessment - 55%	•	•	•
3 - Practical and Written Assessment - 20%	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
4 - Information Literacy	•	•	•
5 - Team Work		•	
6 - Information Technology Competence	•	•	•
7 - Cross Cultural Competence	•	•	•
8 - Ethical practice	•	•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 25%	•	•	•	•	•	•	•	•		
2 - Practical and Written Assessment - 55%	•	•	•	•		•	•	•		
3 - Practical and Written Assessment - 20%	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

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#### Prescribed

#### Framed Ink: Drawing and Composition for Visual Storytellers

(2010)

Authors: Marcos Mateu-Mestre

Design Studio Press, California

California, USA

ISBN: 9781933492957

Binding: Paperback

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#### Supplementary

#### Cutting Rhythms Shaping the Film Edit

(2009)

Authors: Karen Pearlman

Elsevier, Burlington

ISBN: 9780080927763

Binding: Paperback

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#### Supplementary

## **Documentary Voice & Vision: A Creative Approach to Non-Fiction Media Production**

Edition: 1 (2016)

Authors: Kelly Anderson and Martin Lucas

CRC Press

New York , NY , USA

ISBN: 9781317636120

Binding: Paperback

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### **Supplementary**

#### **Living With A Creative Mind**

(2011)

Authors: Jeff Crabtree and Julie Crabtree

Zebra Collective, Australia

ISBN: 9780987104601

Binding: Paperback

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### **Supplementary**

#### **Video production 101: Delivering the Message**

Edition: 1 (2014)

Authors: Manriquez, Antonio; McCluskey, Tom

Pearson Higher Ed

USA

ISBN: 978-0-13-382553-4

Binding: Paperback

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### **Supplementary**

#### **Voice & vision: a creative approach to narrative film and DV production**

2nd edition (2012)

Authors: Mick Hurbis-Cherrier

Focal Press

Burlington , Massachusetts , USA

ISBN: 9781136067655

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

## **IT Resources**

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Adobe Audition (Adobe Creative Cloud student subscription recommended)
- Adobe Premiere Pro (Adobe Creative Cloud student subscription recommended)
- Audacity, a free open source, cross-platform audio software for multi-track recording and editing available from <http://www.audacityteam.org/>
- HandBrake, a free open source video transcoder (freely available from <http://handbrake.fr/>)
- Microsoft Office, Acrobat Reader, ability to uncompress files (ie. windows or winzip or 7-zip)
- VideoLan VLC Media Player (freely available from [www.videolan.org/vlc](http://www.videolan.org/vlc))
- Vimeo.com (Vimeo is the free video hosting and sharing platform used for peer-reviews in this unit.)
- Audio recording equipment. This is available for loan on some campuses. Please consult the course website or teaching staff for details.
- Celtx free desktop version (available to download from the course website)
- Video recording equipment. This is available for loan on some campuses. Please consult the course website or teaching staff for details.

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Merri Randell** Unit Coordinator  
[m.randell@cqu.edu.au](mailto:m.randell@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit	Framed Ink: Chapter 1, p24-30 Voice and Vision: Chapter 3	Zoom session for Distance students

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment #1: Visual Storytelling	Framed Ink: Chapter 3-4 Voice and Vision: Chapters 1-7	

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment #1: Production Planning	Framed Ink: Chapter 1, p24-30, 3, 4 Voice and Vision: Chapters 1-7	Zoom session for Distance students

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment #1: Screening, Lecturer and Peer Review	Framed Ink: Chapter 1, p24-30, 3, 4 Voice and Vision: Chapters 1-7	Feedforward Zoom session for Distance students Assessment#1: 1. Monday: upload Draft Video Pitch to Vimeo 2. Before Friday: Complete 3 x Peer Reviews on Vimeo 3. Friday: Submit Final Video Pitch and your 3 x Peer Reviews to Moodle  <b>Pre-production</b> Due: Week 4 Friday (3 Aug 2018) 9:00 pm AEST

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment#2: Production Techniques	Framed Ink: Chapter 1, p24-30, 3, 4 Voice and Vision: Chapters 9-14 and 17-18	

### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
No Classes - Production		

### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment#2: Production Techniques	Framed Ink: Chapter 1, p24-30, 3, 4 Voice and Vision: Chapters 15 - 16 and 4 (p68)	Zoom session for Distance students

**Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment#2: Post-Production Techniques	Framed Ink: Chapter 1, p24-30, 3, 4 Voice and Vision: Chapters 20 - 21	

**Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment#2: Rough-cut Milestone meeting with Lecturer	Framed Ink: Chapter 1, p24-30, 3, 4 Voice and Vision: Chapters 20 - 21	Feedforward Zoom session for Distance students Assessment#2: 1. Monday: upload Rough-cut to Vimeo 2. Before Friday: Rough-cut Milestone meeting with lecturer and receive Video Essay Topic for Assessment #3.

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment#2+#3: Refinement and the Video Essay	Framed Ink: Chapter 1, p24-30, 3, 4 Voice and Vision: Chapters 20 - 21	

**Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment #2: Screening, Lecturer and Peer Review	Framed Ink: Chapter 1, p24-30, 3, 4 Voice and Vision: Chapters 22 - 23	Feedforward Zoom session for Distance students Assessment#2: 1. Monday: upload Draft Final-cut to Vimeo 2. Before Friday: Complete 3 x Peer Reviews on Vimeo 3. Friday: Submit Final Final-cut and your 3 x Peer Reviews to Moodle  <b>Production and Post-production</b> Due: Week 10 Friday (21 Sept 2018) 9:00 pm AEST

**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment#3: Reflection and the Video Essay	Framed Ink: Chapter 1, p24-30, 3, 4 Voice and Vision: Chapters 24	

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment#3: Screening, Lecturer and Peer Review	Framed Ink: Chapter 1, p24-30, 3, 4 Voice and Vision: Chapters 24	Feedforward Zoom session for Distance students Assessment#3: 1. Monday: upload Draft Video Essay to Vimeo 2. Before Friday: Complete 3 x Peer Reviews on Vimeo 3. Friday: Submit Final Video Essay and your 3 x Peer Reviews to Moodle  <b>Video Essay</b> Due: Week 12 Friday (5 Oct 2018) 9:00 pm AEST

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 15 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Pre-production

#### Assessment Type

Practical and Written Assessment

#### Task Description

Movie-making involves three specific stages of pre-production, production and post-production. The first assessment task specifically involves the pre-production stage of this process. At the end of week 10 you will submit a 3-minute movie where all of the source material for the movie has been captured by you or your crew specifically for this project. Your 3-minute movie can be either narrative fiction or documentary, but it must respond to the list of genres provided for each style of visual storytelling and include specialty shots from the list provided to emphasise plot points. For this assessment you will produce a **Video Pitch** for your 3-minute movie which must include the analysis of three video references as a visual explanation for your movie. Please note the Video Pitch is NOT a powerpoint presentation and must include video footage of your video references. As part of this assessment you are required to conduct an online peer review of 3 other student Video Pitches.

Please read the full brief for this assessment and refer to the Unit materials for a breakdown of requirements.

#### Assessment Due Date

Week 4 Friday (3 Aug 2018) 9:00 pm AEST

Video Pitch to be uploaded to Vimeo for Peer Review prior to deadline. For timely formative feedback it is strongly advised that students present their ideas in class or via online Zoom sessions. Don't wait for feedback via Moodle.

#### Return Date to Students

Vacation Week Friday (17 Aug 2018)

#### Weighting

25%

#### Assessment Criteria

Video Pitch: Clarity of concept, Scope and scale and Quality of 4 required topics (research, analysis and logical structure.)

Technical A/V skills: Demonstration of ability proportional to task completion of your Video Pitch: AV editing, audio capture, sound design, inclusion of still images and text, adherence to technical specifications.

Peer review: Adherence to the required discussion topics. Quality and completeness of task.

#### Referencing Style

- [Harvard \(author-date\)](#)

#### Submission

Online

#### Submission Instructions

Follow the submission instructions outlined in the FULL Assessment brief. Upload all videos to Vimeo and submit these URLs to Moodle. Maximum Moodle file size is 100mb. Use HandBrake to reduce your file size.

#### Learning Outcomes Assessed

- create a visual story narrative by employing principles and elements of story design
- create a narrative short film through the application of film-making principles and skills related to direction, camera, lighting, production design, sound and editing
- constructively critique screen production work within the context of screen culture and history

#### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice



## 2 Production and Post-production

### Assessment Type

Practical and Written Assessment

### Task Description

For this assessment you are required to complete the production and post-production stages of your 3-minute movie.

- In week 8 you are required to have a milestone meeting with your lecturer to discuss the **Rough-cut** of your 3-minute movie and receive your Video Essay topic. This topic must be story-related NOT technical.
- In week 10 you will submit a **Final-cut** of your 3-minute movie. As part of this assessment you are required to conduct an online peer review of 3 other student Final-cuts.

Please read the full brief for this assessment and refer to the Unit materials for a breakdown of requirements.

### Assessment Due Date

Week 10 Friday (21 Sept 2018) 9:00 pm AEST

Week 8 mandatory Milestone meeting to discuss Rough-cut. Rough-cut to be uploaded to Vimeo prior to meeting. Final-cut of 3-minute movie to be uploaded to Vimeo for Peer Review prior to deadline. For timely formative feedback it is strongly advised that students present their ideas in class or via online Zoom sessions. Don't wait for feedback via Moodle.

### Return Date to Students

Week 12 Friday (5 Oct 2018)

### Weighting

55%

### Assessment Criteria

3-Minute Movie: Clarity of message, Implementation of genre conventions, Quality of iteration and integration of feedback (rough-cut to final-cut), and overall visual style of your movie.

Technical A/V skills: Demonstration of ability proportional to task completion of your Movie:

- Production (minimum of 2 required: direction, production design, composition, lighting, cinematography, audio capture)
- Post-production (all required: AV editing, sound design, title design, adherence to technical specifications.)

Peer review: Adherence to the required discussion topics. Quality and completeness of task.

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Submission Instructions

Follow the submission instructions outlined in the FULL Assessment brief. Upload all videos to Vimeo and submit these URLs to Moodle. Maximum Moodle file size is 100mb. Use HandBrake to reduce your file size.

### Learning Outcomes Assessed

- create a visual story narrative by employing principles and elements of story design
- create a narrative short film through the application of film-making principles and skills related to direction, camera, lighting, production design, sound and editing
- constructively critique screen production work within the context of screen culture and history

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 3 Video Essay

### Assessment Type

Practical and Written Assessment

**Task Description**

For this assessment you are required to submit a **Video Essay** which discusses ONE specific aspect of the refinement process you used which improved the clarity of your 3-minute movie's storyline. This topic must be story-related NOT technical and allocated to you by your lecturer during your week 8 milestone meeting. Your Video Essay must include the analysis of three video references to illustrate your discussion. Please note the Video Essay is NOT a powerpoint presentation and must include video footage of your video references. As part of this assessment you are required to conduct an online peer review of 3 other student Video Essays.

Please read the full brief for this assessment and refer to the Unit materials for a breakdown of requirements.

**Assessment Due Date**

Week 12 Friday (5 Oct 2018) 9:00 pm AEST

Video Essay to be uploaded to Vimeo for Peer Review prior to deadline.

**Return Date to Students**

Exam Week Friday (19 Oct 2018)

**Weighting**

20%

**Assessment Criteria**

Video Essay: Adherence to the topic, quality of research, analysis, reflection and logical structure of video essay.

Technical A/V skills: Demonstration of ability proportional to task completion of your Video Essay: AV editing, audio capture, sound design, inclusion of still images and text, adherence to technical specifications.

Peer review: Adherence to the required discussion topics. Quality and completeness of task.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

Follow the submission instructions outlined in the FULL Assessment brief. Upload all videos to Vimeo and submit these URLs to Moodle. Maximum Moodle file size is 100mb. Use HandBrake to reduce your file size.

**Learning Outcomes Assessed**

- create a visual story narrative by employing principles and elements of story design
- create a narrative short film through the application of film-making principles and skills related to direction, camera, lighting, production design, sound and editing
- constructively critique screen production work within the context of screen culture and history

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem