

**City University of Hong Kong  
Course Syllabus**

**offered by School of Creative Media  
with effect from Semester A 2017 /18**

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**Part I Course Overview**

**Course Title:** Cinematic Arts Workshop

**Course Code:** SM5306

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

The course aims to train students to translate ideas, thoughts and feelings into cinematic expressions. By utilizing a series of in-class exercises and assigned projects, the course is designed to let students develop their own cinematic ideas and expressions through an understanding and exploration of narrativity, time, space, colour and movement. The primary goal of this course is to stimulate students in finding their own artistic styles, visions and voices through a series of carefully designed exercises.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Gain a deeper and more critical perspective of cinematic arts		√	√	
2.	Acquire the skill and technique of cinematic production, from pre-production to post-production			√	
3.	Being able to externalize ideas, thoughts and feelings through cinematic expressions				√
4. <sup>^</sup>	Develop an original personal cinematic style and vision		√	√	√
5.	Experience the relation between cinematic form and content		√		
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

<sup>^</sup> Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lectures and screenings	Explain key concepts and themes of cinematic arts	✓						
Workshops	Introduce filmmaking skills and techniques from pre-production to post-production		✓					
Production exercises	Group projects to practice and creatively apply filmmaking skills and techniques		✓	✓				
Individual project production	Short film project to refine skills and develop original personal cinematic expression		✓	✓	✓	✓		

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Class performance and participation	✓	✓						
Exercises and projects progression		✓	✓	✓				
Group Project presentation		✓	✓	✓				
Individual Project presentation					✓			
Examination: 0% (duration: , if applicable)								

\* The weightings should add up to 100%.

100%
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## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Participation and Performance	This assessment task reviews students' participation and performance in discussions and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.	Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points In-depth pre-class preparation and familiarity with peer reports and other materials Interpret others' views with an open mind and ready to negotiate Readiness to share personal insight via analysis and synthesis with informed views Constructively critical, thus facilitating the discovery of new issues	Active in-class participation, positive listening, ability to initiate class discussion and comment on other points Adequate pre-class preparation and familiarity with peer reports and other materials Interpret opinions effectively	Attentive in in-class participation, listening with comprehension, but only infrequently contributing Adequate pre-class preparation but little familiarity with peer reports and other materials Fair ability in interpreting opinions	Unmotivated to participate in class discussion or comment on other people's views Little pre-class preparation and familiarity with peer reports and other materials Poor ability in interpreting opinions	Unwilling to participate in class discussion and comment on other points, even when requested by the teacher No pre-class preparation and familiarity with peer reports and other materials Minimal ability in interpreting opinions
2. Project	Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of 'discovery' lied in a student's self initiatives to conduct additional	Excellent grasp of research material, able to explain key concepts, assumptions and debates Rigorous organization, coherent structure,	Firm grasp of materials, able to explain key concepts and assumptions Reasonable organization, balanced structure, adequate content, sufficient ability to	Comprehensive grasp of materials, able to explain key concepts Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand	Loose grasp of materials, cannot explain key concepts Poor organization and structure, weak content, limited use of resources Relevant points to the subject matter, marginal ability to interpret	Poor grasp of materials No organization and structure, inadequate content, no/ irrelevant use of resources Irrelevant points to the subject matter, minimal ability to interpret opinions

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	research and to personalize theories for her/his personal daily experience.	distinct thesis, properly argued with strong narrative Insightful interpretation of the subject matter with distinct themes and thesis Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize Ability to approach a text or a theme using a variety of theories and analytical tools Strong bibliography suggesting breadth and depth of coverage and informed insights	integrate various resources based on demand Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently Organized bibliography which can be utilized in accordance with the topic	Relevant points to the subject matter, fair ability to interpret opinions Unorganized bibliography which can be utilized in accordance with the topic	opinions Insufficient and/or unorganized bibliography	Irrelevant bibliography
3.Project Presentation	This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student' s self initiatives to conduct additional research and to personalize theories	Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative Superior presentation skills: distinct	Adequate content with firm grasp of the material that informs the audience on a subject matter Reasonable organization, balanced structure and composition Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management	Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter Fair organization, weak structure and composition Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management	Weak content, loose grasp of the general ideas with some knowledge of the subject matter Poor organization, structure and composition Poor presentation skills: marginal pronunciation, expression and diction, poor time-management	Inadequate content, fail to identify the general ideas with knowledge of the subject matter No organization, structure or/and composition Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	for her/his personal daily experience.	pronunciation, fluent expression and appropriate diction, exact time-management Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize				

**Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.**

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Visualizations, Principles of Cinematography, Video Camera Operation, Montage Theory, Post-production, Sound recording, Sound design for cinema, Narrative cinema, Non-fictional cinema

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Arnheim, Rudolf. <i>Art and Visual Perception: A Psychology of the Creative Eyes</i> , Berkeley California: University of California Press, 1974.
2.	Ascher, Steve. <i>The filmmaker's handbook: a comprehensive guide for the digital age</i> , New York, NY: Plume Books, 2007.
3.	Belton, John et al (ed). <i>Film Sound: theory and practice</i> , New York: Columbia University Press, 1985.
4.	Caroll, Noel. <i>Theorizing the Moving Image</i> , Cambridge; New York: Cambridge University Press, 1996.
5.	<a href="#">Malkiewicz, J. Kris</a> . <i>Cinematography: the third edition</i> , New York: Simon & Schuster, 2005.

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Bordwell, David, and Thompson, Kristin. <i>Film Art: An Introduction</i> , Reading, Massachusetts: Addison-Wesley, 1979
2.	Chion, Michel. <i>Audio-Vision: Sound on Screen</i> , NY: Columbia University Press, 1994.
3.	O'Pray, Michael. <i>Avant-Garde Film: Forms, Themes and Passions</i> , London: Wallflower Press, 2003.