

SUBJECT NO: 50001
SUBJECT NAME: ONLINE DOCUMENTARY

UTS: HUMANITIES & SOCIAL SCIENCES

SUBJECT OUTLINE

Spring Semester, 2007

Level: 300
Credit points: 8 (graded)
Prerequisites: [50169](#) Writing and New Media
OR [50490](#) Information Design for Communicating
OR [50300](#) Communicating the Social
OR [50303](#) Online Journalism 1
OR [50151](#) Radio Journalism 1
OR [50150](#) Television Journalism 1
OR [50157](#) New Media Fundamentals
OR [57096](#) Introducing Audio Production
OR [57094](#) Film and Video 1
OR [50117](#) Media Arts and Production 2
OR [50248](#) Media Arts and Production 2
These requisites may not apply to students in certain courses

Class time:
Location:

Subject Coordinator: **Megan Heyward**
Phone: 9514 2329
Room: 3.343
Email: megan.heyward@uts.edu.au
Consultation times: tba

Production Support Officer: **Megan Lawrence**
Phone: 3.414
Room: 9514 2159
Email: megan.lawrence@uts.edu.au

SUBJECT DESCRIPTION

Online Documentary is a cross-disciplinary subject for students wishing to work collaboratively to create documentary for the World Wide Web, a form which marries content development with creative digital media production. Appropriate skills in prerequisite subjects include media production and/or Web publishing; skills required include research and writing, video and/or sound, stills photography, Flash animation, screen design, HTML authoring and project management. Working in creative teams, students use their strengths to develop an online documentary project from concept through to realisation. The subject consolidates students' professional skills and encourages a critical and creative inquiry into the role and future of interactive online documentary at the threshold of mainstream broadband uptake.

OBJECTIVES

Students who complete this subject will:

- a) have the ability to examine and critique different models of documentary online;
- b) have the ability to communicate project ideas to a client or funding body;
- c) have the ability to develop a simple non-linear interactive documentary work for the World Wide Web from concept through to realisation;
- d) have team work skills within a new media production structure;
- e) understand the opportunities and challenges for interactivity on the Internet;
- f) understand the imperatives of production deadlines.

TEACHING AND LEARNING ACTIVITIES

Online Documentary is a computer lab-based subject that uses the Internet and digital media production tools. There will be lectures, discussions and viewings. Students participate in class workshops and exercises, out-of-class production work; research; project development and in-class work-in-progress discussions. Guest lecturers will be invited to classes.

Students are expected to maintain an awareness of the uptake and integration of new media works; of broadband developments and the convergence of digital technologies and associated disciplines.

The subject places a strong emphasis on teamwork and the requirement for individuals to be responsible to a team, its processes and outcomes.

Self-directed learning is strongly encouraged as an integral part of learning digital media applications.

PROGRAM

Semester Week	Dates	Topic
1	30 July – 3 August	What is online documentary? Introduction to the subject and assessments. What are the differences between documentary and journalism, and the challenges of working online? Discuss class skillsets / team building. View a range of projects and discuss.
2	6 - 10 August	Narrative and the essay documentary. View relevant projects incl: Berczeller. Outline Photo essay exercise and possible approaches. Workshop: File mgt, Mac OSX, digital imaging in Photoshop
3	13 - 17 August	Crossing the divide #1: from traditional documentary to online doco. Filmmaker Sarah Gibson will discuss and share the work in progress of her AFC funded broadband documentary, "Re:Enchantment". Workshop: Introduction to Flash: part 1.
4	20 - 24 August	Storytelling in sound. Approaches to audio documentary and sound in online environments. Workshop: Introduction to Flash: part 2.
5	27 - 31 August	Bloggng as documentary Increasing use of blogs and vlogs as alt publishing models for documentary and online journalism practices Workshop: Further Flash and/ or storyboarding/ working on photo essay project
6	3 - 7 September	7 September Public Holiday NO CLASS but students should be working on working on their photo essays
7	10 - 14 September	Photo essays due: must be shown in class + submitted to lecturer In class feedback + discuss Planning, structuring, wireframing: online doco from concept to completion. Requirements and approaches to planning an interactive doco Discuss Assess Items 2 and 3 and possible online doco projects
8	17 - 21 September	Crossing the divide #2: from traditional documentary to online doco. "The Pure Drop" producer Thomas Ashelford will discuss the challenges of developing online documentaries. Further discuss possible online doco project ideas
	24 - 28 September	Non-Teaching Week (Vice Chancellor's Week)
9	1 - 5 October	Common Non- Teaching Week 1 October – Labour Day (Public Holiday) Online doco proposal due to UTS online

Semester Week	Dates	Topic
10	8 - 12 October	Beyond text: Key issues in interface design Commence student reports <u>Workshop</u> : Flash 3: Working with movieclips and audio
11	15 - 19 October	Continue student reports Focus on Flash video Capturing video, basic edits and effects, flash video components, skins etc. Production report (including wireframes) to be brought to class or posted to UTS Online
12	22 - 26 October	Guest lecture: TBC News media and online doco Continue student reports Ongoing project production in your teams- bring your work to class
13	29 Oct - 2 November	Publishing, uploading, testing Ongoing project production in your teams- bring your work to class. We need to see work-in-progress.
14	5 - 9 November	Online doco projects due Presentation of assess item 3 projects to class. Feedback and discuss.

ASSESSMENT

ASSESSMENT ITEM 1: Interactive Photo-essay Exercise Using Flash.

Objectives: c, e, f

Value: 35%

Due: In-class Week 7.

Task: Working individually students complete a production exercise in creating a photo essay using an interactive program such as Macromedia Flash. The work should comprise still images taken by you and accompanied by a complementary sound track within the (Flash) file. Text is optional. The work is to be uploaded to a specified Faculty server.

Assessment criteria:

Evidence of the knowledge of the software and production techniques achieved within the brief;

The degree of engagement with issues related to visual communication;

The degree of aesthetic and technical refinement;

The narrative value of the composition.

ASSESSMENT ITEM 2: Online Documentary Research Report / Class Presentation

Objectives: a, e

Value: 25%

Due: In-class Week 10, 11, 12.

Task: Working individually students prepare a research report for presentation as a 5-10 minute report to the class. They will report on a new media documentary work, for broadband, mobile, cross media, or other format, with a particular emphasis on the articulation between the central narrative of the work and the functionality. Students will critically reflect on the selected work, discussing design considerations such as interface, interaction and information design. The work may be commercial, experimental, non-for-profit, educational or other. The report will be verbal, supplemented by relevant audio-visual materials to be provided by the student.

Assessment criteria:

- Clarity of presentation;
- A demonstrated ability to analyse online documentary as demonstrated by the interpretation of the key features of the new media work;
- Relevance of information and support materials;
- Degree of critical reflection upon the work;
- Degree of engagement with issues of online documentary project design such as interface, interaction and information design;
- Degree of engagement with the content and objectives of the examined work.

ASSESSMENT ITEM 3: Online Documentary Production Project

Objectives: b, c, d, e, f

Value: 40%

Due: In-class Week 14

Task: Working in teams students will produce a non-linear interactive documentary work for the Web to be uploaded, tested and published. The work will focus on a topic researched and developed from concept through to

completion by the team and may include text, stills, sound, video and Flash animation.

Key compulsory steps are:

i) The proposal (approx. 300 words) Post proposal to UTS Online before class. Present your ideas to the class. DUE Week 9/ non teaching week.

- the story: what are the issues and angles?
- identify the stakeholders in the story and why?
- Describe the central character or characters?
- What is your intended treatment of the work?
- any ethical concerns?
- what are the major production components?
- What are the team task allocations?
- Include a production timeline.

ii) Production report: the draft of the site architecture including all components, some rough visuals, interactivity, production update report. Post report to UTS Online. DUE Week 11.

iii) Final completion of work, uploaded and tested; presentation of completed work to class. DUE Week 14.

Assessment criteria:

- Successful completion of the project which conforms to the specified deadlines;
- Demonstrated advanced level of professional skills in the presentation and production of all aspects of the work;
- Demonstrated ability to work and communicate successfully within a team environment;
- The degree of engagement with the research and narrative development;
- The degree of engagement with the creative aspects the work;
- The effectiveness of the design and visual communication;
- Satisfactory implementation of all aspects of the work;
- Innovative and engaging user experience;
- Adherence to correct production procedures: attribution of quotes, accuracy, credits, location agreements, copyright clearances where necessary, crew and production credits.

Teams will be formed early in the semester according to student preferences and pre-existing skills. Roles and sub-tasks within the teams will be clearly defined and allocated according to identified digital media models. Students will be expected to work independently within their specialist areas as well as maintain a commitment and responsibility to the team and overall production.

The same mark will be allocated to all members of the production team unless convincing reasons for individual assessment can be made to the subject coordinator. The work must be well balanced in all aspects of the assessment criteria: those who perform well in all will do well and those who excel in one aspect but poorly in others will get a pass.

All production documentation including interviews, transcripts, rushes, tapes and research materials should be maintained and submitted to the lecturer at the end of the semester if requested.

Your final assignment must be handed in with a self-addressed envelope so it can be returned to you after marking. It is your responsibility to include an envelope large enough for your assignment and with the right postage stamps.

Web References

<http://www.cnn.com/SPECIALS/2005/london.bombing/>
<http://www.news.com.au/interactives>
<http://www.abc.net.au/broadband/categories/documentaries.htm>
<http://www.sbs.com.au/swappinglives/>
<http://thepuredrop.com.au/>
<http://ether.com.au/>
<http://www.usmob.com.au/index.html>
<http://www.beethovenshair.ca/flash.html>
<http://www.becominghuman.org/>

More to be posted on UTS online

Further Reading and Resources

Azarmsa, R. (1996): *Multimedia: interactive video production*, Belmont, Integrated Media Group.

Billups, Scott (2001); *Digital Moviemaking: the Filmmaker's Guide to the 21st Century*, Studio City, CA: Michael Wiese Productions.

Blattner, Meera M. & Roger B. Dannenberg. ed (1992) *Multimedia Interface Design*, Reading: Addison-Wesley; Reading, Mass.

Brennan, G. (1995) *Screen Culture in the Digital Age: Multimedia filmmakers, artists and the community*; Open Channel, Melbourne.

Bruzzi, Stella (2000); *New Documentary: A critical introduction*, Routledge, London.

Crawford, Kilian; (2000) *Writing for the Web: Writers' Edition*; Self Counsel Press, USA

Dancyger, Ken (2002); *The Techniques of Film and Video Editing: history, theory and practice*, Focal Press, Boston.

England, E. & Finney, Andy; (1999) *Managing Multimedia: Project Management For Interactive Media*, Harlow: Addison-Wesley.

Flew, Terry (2002); *New Media Technologies*, Oxford University Press, Melbourne.

Forrester, W. & Rowland, J. (2000); *The Online Searcher's Companion*, Library Association Publishing, London.

Garrand, T (2001); *Writing for Multimedia and the Web*, 2nd ed. Woburn Mass., Focal Press.

Grant, Tony (2003); *Audio for Single Camera Operation*, Focal Press, Burlington, MA.

Kochberg, Searle (ed.) (2002) *Introduction to Documentary Production: A Guide for Media Students*. London and New York, Wallflower Press.

Kristof, R. (1995); *Interactivity by Design: creating and communicating with new media*, Adobe Press, Mountain View, Calif.

Manovich, L. (2001); *The Language of New Media*. Cambridge Press. MIT, Mass.

Meikle, Graham (2002); *Future Active: Media Activism on the Internet*; Pluto Press, Sydney.

McGuire, M., Stilborne, L., McAdams, M., Hyatt, L. (2000) *The Internet Handbook for Writers, Researchers & Journalists*; Guilford, NY, NY.

McMillan, S. (2002); A four-part model of cyber-interactivity', *New Media & Society*, 4 (2), 271-291.

McGuire, M., Stilborne, L., McAdams, M., Hyatt, L. (2001) *The Internet Handbook for Writers, Researchers & Journalists*; Guilford, NY, NY.

Middlemiss, Jenny (1992); *Guide to Film and Television Research*, AFTRS, Sydney, 1992.

Murray, J. (1997) *Hamlet on the Holodeck: the future of narrative in cyberspace*, Free press, NY.

Nichols, Bill (2001); *Introduction to Documentary*; Indiana University Press, Bloomington.

Nielsen, Jakob (2000); *Designing Web Usability*; New Riders, Indiana, USA.

Norman, Donald A. (1990); *The Design of Everyday Things*; Currency/Doubleday.

Poole, Curtis & Bradley, Janette; (2003) *Developers Digital Media: Reference*, Focal Press, Burlington, MA.

Rabiger, Michael (1998); *Directing the Documentary*; (3rd ed.) Focal Press, USA.

Rabinowitz, Paula (1994); *They Must be Represented: the Politics of Documentary*, Verso, London.

Renov, Michael (ed) (1993) *Theorizing Documentary*, New York: Routledge.

Rosenthal, Alan (ed) (1996) *Writing, Directing and Producing Documentary Films*. Revised edition. Carbondale: Southern Illinois University Press.

Servon, L. with Nelson, M. (2002); "The role of CTCs within the Community Technology Movement" in L. Servon (ed) *Bridging the Digital Divide*, Oxford, Blackwell, 45-76.

Stansberry, D. (1998); *Labyrinths: the art of interactive writing and design*, Belmont, CA.

Tarrant, Jon, (2003) *Digital Camera Techniques*, Focal Press, Burlington MA.

Wilber, Rick & Miller, Randy (2003); *Modern Media Writing*; Nelson Thompson Learning, Melbourne.

Winston, Brian (2000); *Lies, damn lies and documentaries*, British Film Institute, London.

UTS Library Collection: Documentaries for Viewing and Research

General Criteria for Commissioned Documentaries at the ABC.

Australian documentary information, funding and guidelines

Ozdocs: <http://www.ozdox.org/>

Australian Film Commission: <http://www.afc.gov.au>

Australian Film Finance Corporation <http://www.ffc.gov.au/>

Australian Screen Directors Association

<http://www.asda.film.org.au/>

Australian Interactive Media Industry Association (AIMIA)

<http://www.aimia.com.au/>

Film Australia <http://www.filmaust.com.au/>

Screen Producers Association of Australia (SPAA)

<http://www.spaa.org.au/> - do they have new media section?

SBS Independent (SBSI) <http://www.sbs.com.au/sbsi/>

MINIMUM REQUIREMENTS

Since class discussion and participation in activities form an integral part of this subject, students are expected to attend, arrive punctually and actively participate in classes. To complete the requirements of this subject students must attend at least 12 full classes, and if this attendance requirement is not met, final assignments may not be assessed. Should students experience difficulties meeting this requirement, please contact your lecturer. Students who have a valid reason for extended absence from class (e.g., illness) may be required to complete additional assignment work to ensure they achieve the subject objectives.

Students must complete all required assignments within given timeframes to receive a grade. Students are required to participate in all activities and set exercises set in or out of class.

GRADES

This is a graded subject. All assessment tasks must be completed and submitted and a satisfactory level overall must be achieved to pass the subject. Assessment grades and final grades in the subject will be High Distinction / Distinction / Credit / Pass / Fail.

Grading Descriptors

- High Distinction: Work of outstanding quality on all objectives of the subject, which may be demonstrated by means of criticism, logical argument, interpretation of materials or use of methodology. This grade may also be given to recognise particular originality or creativity.
- Distinction: Work of superior quality on all objectives, demonstrating a sound grasp of content, together with efficient organisation and selectivity.
- Credit: Work of good quality showing more than satisfactory achievement on all objectives, or work of superior quality on most of the objectives of the subject.
- Pass: Work showing a satisfactory achievement on the overall objectives of the subject.
- Fail: Unsatisfactory performance in one or more objectives of the subject as contained within the assessment items.

EXPECTATIONS ABOUT ASSESSMENT TASKS

All assessment tasks are expected to be submitted by the specified due date. Penalties of 10% per working day may apply for late submission. The assignment cover sheet supplied for this subject is to be photocopied or downloaded from http://www.hss.uts.edu.au/student_info/forms_documents_bookings/index.html completed, signed and attached to the front of each assignment submitted. No folders or plastic sleeves please. You should keep electronic and paper copies of all assignments.

Assignments are to be submitted and returned during class. Your final assignment will be posted back to you if you provide a stamped, self-addressed

envelope. Otherwise, your assignment can be collected in week 4 of the following semester. After week 4 any uncollected assignments will be disposed of according to University guidelines. See the UTS Assessment Manual at <http://www.gsu.uts.edu.au/policies/coursewkassess.html>

Student

Work

Students are advised that copies of any work submitted for assessment in this subject may be used for educational or promotional purposes unless a student provides the subject coordinator with a written request that their work should not be used in this way.

ACADEMIC INTEGRITY

Assessment items provide an opportunity for students to demonstrate that they understand the content being covered and have achieved the objectives of the subject. Assessment enables students to demonstrate their personal integrity and respect for scholarship. This means:

- Acknowledging the sources of ideas, views and opinions from any resources including the Internet.
- Using quotation marks to indicate every direct quote from another work.
- Avoiding excessive paraphrasing even when acknowledging a source.

You are expected to familiarise yourself with UTS policy on good academic practice. Penalties will be imposed for plagiarism and other forms of cheating including fabricating a source or quotation. You cannot submit the same piece of work for two separate assignments. You may be asked to produce drafts or research notes or to discuss the concepts in your work to prove that your assignment is entirely your own work. Plagiarism detection software, turnitin.com may be used to confirm that assignments are a student's own work. If your assignment contains any material that is plagiarised or copied from someone else you could receive zero for the whole subject. For advice about using information correctly and avoiding plagiarism see www.lib.uts.edu.au/catalyst/08/index.htm. If in any doubt you should seek advice from the subject coordinator.

ASSISTANCE WITH LEARNING

You should not hesitate to ask your lecturer or subject coordinator for help throughout the semester. In your first class you will be advised how to contact your lecturer. You will be provided with comments and suggestions on your assessment tasks throughout the semester.

The University Library has the resources you need for your assignments. Some items such as electronic journals, databases and e-reserve require a login and password in order to be accessed from your home or office. Information and instructions for off-campus access are available at this address: http://www.lib.uts.edu.au/services/off_campus. Items in high demand are placed in the Library's Reserve Collection and much of this material is now accessible electronically. Access via the Reserve Collection link in the Library's collection link in the Library's catalogue at: http://www.lib.uts.edu.au/finding/collections/reserve_collection

The UTS: BELL site (www.bell.uts.edu.au) provides an extensive and continually updated range of classes, tutorials and resources. The Harvard System is recommended for referencing of assignments
see - http://www.bell.uts.edu.au/referencing/harvard_system

If you need help with your study (writing, seminar presentation or study skills) contact the ELSSA Centre, Level 18, Tower Building, telephone 9514-2327.

SUPPORT FOR STUDENTS

If personal problems are affecting your university work you should seek free and confidential assistance from Student Services, Level 6, Building 2, telephone 9514-1171.

If you need an extension of time (up to one week) to complete an assessment item you must make a request in writing before the due date. Request for Extension forms are available from the Faculty Student Centre or download from http://www.hss.uts.edu.au/student_info/forms_documents_bookings/index.html

You should apply for Special Consideration if, because of serious illness or misadventure, you have difficulty in completing assessment or attendance requirements. A Request for Special Consideration must be lodged before the assessment item is due.

The Special Needs Service can advise you of the university's services for people with disabilities and the options available for learning and assessment arrangements, telephone 9514-1177. Contact the Special Needs Service in the Student Services Unit if you would like a confidential discussion of your circumstances. If you have a disability or an ongoing medical condition, you should contact the Academic Liaison Officer at the beginning of your course to discuss whether you need particular learning and assessment arrangements and each semester let the Academic Liaison Officer know the subjects in which you are enrolled. Please note that the Academic Liaison Officer is also the person to contact if you need assistance because you have primary care for young children or other caring responsibilities. The Academic Liaison Officer is Sandra Symons and her contact details are: telephone 9514-1918 or Sandra.Symons@uts.edu.au.

Achieving an harassment-free environment @ UTS: Your rights and responsibilities

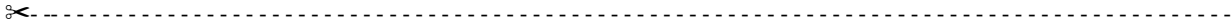
UTS is committed to ensuring that all students and staff are treated fairly and equitably, and can study and work in an environment free from harassment. Discrimination, harassment and victimisation are unlawful, undermine professional relationships and diminish the experience of university life. All UTS students and staff have a responsibility to contribute to the achievement of a productive, safe and equitable study and work environment by avoiding practices that lead to, support or condone harassment. Sex based harassment, homophobia and any other forms of discriminatory behaviour will not be tolerated at UTS. For definitions and further information about what constitutes harassment, and other relevant UTS policies have a look at the Equity & Diversity website www.equity.uts.edu.au.

If you require any further assistance about these matters, contact the Equity & Diversity Unit, x1084.

ASSIGNMENT COVER SHEET

UTS: HUMANITIES AND SOCIAL SCIENCES

SUBJECT NAME/NUMBER	NAME OF STUDENT (PRINT CLEARLY) <i>SURNAME</i> <i>FIRST NAME</i>	STUDENT ID. NO.
STUDENT EMAIL		STUDENT CONTACT NUMBER
NAME OF TUTOR		DUE DATE
ASSIGNMENT TITLE		
<p>I have read, understood and followed the advice in my subject outline about academic integrity. If this is the final assessment item for the subject I have attached a stamped self-addressed envelope for the assignment to be returned to me.</p>		
Signature of Student		Date



ASSIGNMENT RECEIPT

To be completed by the student if a receipt is required

SUBJECT NAME/NUMBER	NAME OF TUTOR	
SIGNATURE OF TUTOR		RECEIVED DATE