University of the West of Scotland

Module Descriptor

Session: 24-25

Title of Module: Cinema Aesthetics			
Code: FILM07002	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr. Andrew Jarvis		

Summary of Module
This module provides an introduction to film analysis. The key question that runs through the module is 'how do films work?' The module addresses this question by examining how films attract, retain and satisfy the attention of film viewers. Students will examine key aspects of film form with a particular focus on cinematic narrative and narration, and creative strategies concerning cinematic storytelling. This examination will pay close attention to the ways in which films make meaning and pleasure through conventionalised strategies of spectator engagement. Areas to be discussed include: narrative structure, narration, editing, mise-en-scene, staging for the lens, cinematography, sound and sound design. Students will engage with critical perspectives on these areas and pursue reflective enquiry into their own assumptions concerning the ways in which films work. In addition to developing and enriching their academic understanding, students will be encouraged to relate their critical studies to their creative practice as filmmakers in other modules.
The question 'how do films work?' will be answered by examining the following areas:
Narrative structure, with particular emphasis on the means by which filmmakers tell stories via the creation of goal-oriented characters within organised patterns of conflict and resolution.
Cinematic narration, with particular emphasis on how cinematic stories are told via techniques of focalisation, constructions of point of view, and the organisation of cinematic space and time.
Cinematic technique, with particular emphasis on techniques of cinematography, mise-en-scene, editing and sound design as means of achieving distinctive forms of cinematic storytelling.
Film form, with particular emphasis on the ways in which narrative structure and techniques of narration work together to cue and channel viewer comprehension.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	L1. Explain how films work by analysing key features of narrative structure and cinematic storytelling.
L2	L2. Identify and analyse specific creative cinematic techniques concerning camera, sound, and editing in relation to their contribution to the construction of film form.
L3	L3. Apply appropriate technical terms and critical conceptualisations when analysing film form.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **7** Understanding the ways in which key techniques of filmmaking construct meanings and affects.

	Demonstrating an awareness of the significance of different approaches to writing across a range of creative, and professional contexts.
Practice: Applied Knowledge and Understanding	SCQF Level **7** Applying fundamental analytical techniques and concepts that have been established as valid and effective within the field of film studies.
Generic Cognitive skills	SCQF Level **7** Present and evaluate arguments, information and ideas relating to critical analysis and creative practice
Communication, ICT and Numeracy Skills	SCQF Level **7** Using correct formatting techniques for presenting scripts, and for presenting academic essays. Gathering, organising and deploying ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms.
Autonomy, Accountability and Working with others	SCQF Level **7** Working productively in a group or team, showing abilities at different times to listen, contribute and lead effectively.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture/Core Content Delivery	30
Tutorial/Synchronous Support Activity	6
Independent Study	152
Personal Development Plan	12
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bordwell, D. Thompson, K. (2023) Film Art: An Introduction. New York; McGraw Hill.

Buckland, W. (2015) Film Studies, An Introduction. London; Teach Yourself.

Corrigan, T. (2015) A Short Guide to Writing About Film. Boston; Pearson education Inc.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Arts and Media
Assessment Results (Pass/Fail)	No ☐
School Assessment Board	Arts and Media
Moderator	Ms. Rachael Stark
External Examiner	A. Nevill
Accreditation Details	ScreenSkills (UK delivery only
Changes/Version Number	2.10

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).
NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.
Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1. Written Assignment (1500 words) 50% of total mark)

Assessment 2. Written Assignment (1500 words) 50% of total mark)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module

will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essay	x					50%	18

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essay		x	x			50%	18%

Component 3							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
					Combined Total for All Components	100%	36 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)