1. **Title of the module**

FILM8260 (FI826) – Film Studies: Innovation and Writing

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

Division of Arts and Humanities

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

Level 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)**

Spring

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

N/A

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

MA Film and related programmes

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

8.1 Craft an appropriate research question to explore a specific topic within the study of film, clearly identifying an intervention in existing scholarship

8.2 Effectively organise and synthesise research in the development of a central argument and essay plan

8.3 Produce a piece of advanced academic writing appropriate to postgraduate level which effectively communicates original ideas and abides by academic, and film-specific, conventions

8.4 Reflect upon the writing process and analyse the purposes of academic writing within the discipline

8.5 Explore and engage with innovative research taking place within film studies, understanding how diverse ideas contribute to the larger research landscape of the discipline

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**

This module focuses on the skills of advanced research writing, providing the training needed to research, plan and communicate with confidence for an academic audience. The course will trace the process through which research is consolidated and prepared for the academic essay, highlighting the importance of structure, signposting and clarity of expression. The course will enable students to refine and develop the skills of constructing a sophisticated argument which engages critically with appropriate scholarship and is clearly articulating an intervention. The module is research-led, meaning the topic through which such skills are developed will be chosen by the course convenor to reflect her/his own research interests. The course will therefore also engage directly with current, innovative research and allow students to gain an understanding of the discipline’s larger research community and activities.

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

Corrigan, T. (2015). *A Short Guide to Writing About Film*. Ninth Edition. Essex: Pearson Education Limited.

Scott, R., Snaith, A. & R. Rylance. (Eds.). (2001). *Making Your Case: A Practical Guide to Essay Writing*. Essex: Pearson Education Limited.

Scott, R. & Chapman, P. (Eds.). (2001). *Grammar and Writing*. Essex: Pearson Education Limited.

Zemach, D. (2005). *Academic Writing: From Paragraph to Essay*. Oxford: Macmillan.

The reading list for the module’s research topic will vary from year to year and is dependent upon the choice of the course convenor.

1. **Learning and teaching methods**

Total Contact Hours: 55

Private Study Hours: 245

Total Study Hours: 300

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

Digital Portfolio – 30%

Essay (5,000 words) – 70%

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 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** |  | **x** | **x** | **x** | **x** |  |  |
| Seminar  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Screening  | **x** |  |  |  | **x** |  | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Digital portfolio  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay  | **x** | **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 will draw widely upon films and scholarship from across the globe as appropriate to the convenor’s chosen topic.

**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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