

**City University of Hong Kong**

**Information on a Course  
offered by School of Creative Media  
with effect from Semester A in 2012 / 2013**

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**Part I**

**Course Title:** Cinematic Arts Workshop

**Course Code:** SM5306

**Course Duration:** One semester (13 weeks)

**Credit Units:** 3 credits

**Level:** P5

**Medium of Instruction:** English

**Prerequisites:** Nil

**Precursors:** Nil

**Equivalent Courses:** Nil

**Exclusive Courses:** Nil

**Part II**

**1. Course Aims**

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, color 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)**

*Upon successful completion of this course, students should be able to:*

No.	CILOs
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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.	Develop an original personal cinematic style and vision
5.	Experience the relation between cinematic form and content

\*Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

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

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

TLAs	CILO No.
Lectures and screenings	CILO 1
Workshops	CILO 2
Production exercises	CILO 2, 3
Individual project production	CILO 2, 3, 4, 5

### 4. Assessment Tasks/Activities

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

Type of Assessment Tasks/Activities	CILO No.	Remarks
Class performance and participation	CILO 1, 2	
Exercises and projects progression	CILO 2, 3, 4	
Group Project presentation	CILO 2, 3, 4	
Individual Project presentation	CILO 5	

### 5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Examination duration: Nil

*Percentage of coursework, examination, etc.:* 100% coursework

*Grading pattern:* Standard (A+AA-...F)

Grading is based on performance in assessment tasks/activities

## **A. 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.

Letter Grade	Grade Point	Grade Definitions	Description
A+ A A-	4.3 4.0 3.7	Excellent	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
B+ B B-	3.3 3.0 2.7	Good	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
C+ C C-	2.3 2.0 1.7	Adequate	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
D	1.0	Marginal	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
F	0.0	Failure	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

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

## **B. 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 research and to personalize theories for her/his personal daily experience.

Letter Grade	Grade Point	Grade Definitions	Description
A+ A A-	4.3 4.0 3.7	Excellent	Excellent grasp of research material, able to explain key concepts, assumptions and debates  Rigorous organization, coherent structure, 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
B+ B B-	3.3 3.0 2.7	Good	Firm grasp of materials, able to explain key concepts and assumptions  Reasonable organization, balanced structure, adequate content, sufficient ability to 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
C+ C C-	2.3 2.0 1.7	Adequate	Comprehensive grasp of materials, able to explain key concepts  Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand  Relevant points to the subject matter, fair ability to interpret opinions  Unorganized bibliography which can be utilized in accordance with the topic
D	1.0	Marginal	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 opinions

			Insufficient and/or unorganized bibliography
F	0.0	Failure	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 Irrelevant bibliography

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

### **C. 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 for her/his personal daily experience.

Letter Grade	Grade Point	Grade Definitions	Description
A+	4.3	Excellent	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 pronunciation, fluent expression and appropriate diction, exact time-management Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize
A	4.0		
A-	3.7		
B+	3.3	Good	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
B	3.0		
B-	2.7		
C+	2.3	Adequate	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
C	2.0		
C-	1.7		
D	1.0	Marginal	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
F	0.0	Failure	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

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

### Part III

#### **Keyword Syllabus**

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

#### **Recommended Reading**

##### **Text(s)**

Arnheim, Rudolf. Art and Visual Perception: A Psychology of the Creative Eyes. Berkeley California: University of California Press, 1974.

Ascher, Steve. The filmmaker's handbook: a comprehensive guide for the digital age, New York, NY: Plume Books, 2007.

Belton, John et al (ed). Film Sound: theory and practice. New York : Columbia University Press, 1985.

Caroll, Noel. Theorizing the Moving Image, Cambridge ; New York : Cambridge University Press, 1996.

Malkiewicz, J. Kris. Cinematography: the third edition., New York : Simon & Schuster, 2005.

#### **Online Resources**

TBA