Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	AUSTRALIAN SCREEN TEXTS AND INDUSTRIES
Unit ID:	BAFLM3002
Credit Points:	15.00
Prerequisite(s):	(BATCC1001 or BATCC1002 or FLMES1001 or FLMES1002) (At least 30 credit points from BAFLM or BATCC or BAXDC or FLMES or FLMGL or FLMOL subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(BAFLM2002 and FLMOL2001 and FLMOL3001)
ASCED:	100701

Description of the Unit:

This advanced-level unit provides an overview of Australian screen media, including film and television. An introduction to the organisation and development of Australian screen industries is provided. Screen productions, including films and television programs, are studied both as texts and in relation to their contexts. The unit explores contemporary examples and other significant developments in Australian screen media by analysing screen works in relation to cultural debates and key themes. Unit content encompasses fiction and non-fiction, and diversity in terms of gender, class and ethnicity, including Indigenous screen production. The unit fosters understanding of Australia's relationship to the international screen industry by introducing students to cultural, social and economic contexts in which Australian industries operate.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	☐	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	✔	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Examine developments in Australian screen industries and productions.

K2. Examine the dynamic relationship between screen industries, screen texts and society.

K3. Explore the industrial and economic processes at work in contemporary Australian screen production.

Skills:

S1. Undertake developed analysis of screen industries and texts in relation to secondary texts and ideas about Australian society.

S2. Identify issues and debates about screen industries and texts.

S3. Devise a written argument informed by developed skills in research, critical thinking and analysis of Australian screen media.

Application of knowledge and skills:

A1. Apply ideas from secondary texts to Australian screen industries and texts.

A2. Analyse institutional, conceptual, theoretical and/or thematic aspects of Australian screen industries and texts.

A3. Apply developed skills in academic research, writing and referencing.

Unit Content:

The unit will consist of topics relating to a range of aspects of Australian screen media industries and texts. Topics will focus on industry developments, significant issues, scholarly perspectives and screen texts, for the purpose of imparting knowledge and understanding of developments in and aspects of Australian screen industries. Secondary reading will serve to convey ideas and generate debate about a range of aspects of Australian screen industries and screen productions. A detailed topic schedule and text list will be provided at the beginning of the teaching period.

Topics may include:

- Roles and functions of the media
- Significant historical developments
- Media ownership and regulation
- Significance and effects of particular shifts in screen funding
- Ideas of and debates about Australian identity
- Sexuality on Australian screens
- Multiculturalism in screen media
- Production trends in particular periods
- Digital screen media
- Transnational Australian film and/or television

- Ideas of cultural value

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, S2, A1, A2, A3	AT2, AT4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, S2, A3	AT4
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, S2, A2	AT2, AT4
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3, AT4
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, S2, A2	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S2, A1, A2	Make informed contributions to discussions of weekly topics and key concepts. To be further detailed in unit description and may include written contributions submitted online or in class.	Participation including written contributions in class or online as appropriate	5-15%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Written analysis addressing a topic designed for advanced-level students to address an issue or concept relating to Australian screen media. Task is designed for students to demonstrate understanding of unit reading and concepts taught.	Short analytical paper	20–30%
K1, K3, S1, S2, A1, A2	Provide written responses to short- and/or medium-answer questions, designed to assess unit coverage and comprehension and the ability to think and write about unit content. The test will be in either face-to-face or online mode, with the mode being used to be announced at the beginning of the teaching period	Test	20-30%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Develop own topic, research and write an essay presenting an argument about an aspect of Australian screen industries. Task is designed to demonstrate an accumulation of knowledge and skills relating to the unit	Essay	35-45%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

MLA

Refer to the library website for more information

Fed Cite - referencing tool