

Module Details	
Module Title	Factual Film and Television
Module Code	FAM5007-B
Academic Year	2020/1
Credits	20
School	Department of Media Design and Technology
Subject Area	Film and Media
FHEQ Level	FHEQ Level 5
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Online Lecture (Asynchronous)	5
Online Seminar (Synchronous)	5
Online Tutorials (Synchronous)	6
Directed Study	10
Seminars	6
Independent Study	168

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
To explore the ways in which (predominantly) British film and television documentary texts have utilised established modes of practice, and how these have impacted on historical, social and political representations.

Outline Syllabus

Film and television documentary practices, predominantly in a British context, will be explored from a historical, political and cultural perspective in order to develop an understanding of the ways in which such texts can both reflect and generate 'meanings'. Historical development will be explored through an examination of the major 20th century documentary movements, relating the ways in which key texts have helped to shape current practices.

Key Text

Nichols, B. (2010) Introduction to Documentary, Indiana: IUP.

Additional Texts

Austin, T. and De Jong, W. (2008) Rethinking Documentary: New Perspectives, New Practices. Oxford: OUP;
 Barnouw, E. (1993) Documentary: A History of the Non-Fiction Film. Oxford: OUP;
 Bruzzi, S. (2006) New Documentary: A Critical Introduction. London: Routledge;
 Corner, J. (1996) The Art of Record: A critical introduction to documentary, Manchester: MUP;
 Hill, A. (2005) Reality TV: Audiences and Popular Factual Programming. London: Routledge;
 Kilborn, R. and Izod, J. (1997) An Introduction to Television Documentary. Manchester: MU;
 Winston, B. (2000) Lies, Damn Lies and Documentaries. London: BFI.

Learning Outcomes

Outcome Number	Description
01	Identify documentary as a genre, and have knowledge of the ways in which the historical development of documentary practices have impacted on how social, political and cultural issues have been represented.
02	Explain the ways in which documentary practices can reflect, create and generate 'meanings'.
03	Demonstrate effective written communication skills, critical reading skills, the ability to summarize information and take part in group discussions.

Learning, Teaching and Assessment Strategy

Key material will be delivered through an online lecture programme, supplemented via online group discussion, online screenings and directed reading which will be made available on the virtual learning environment Canvas.

You will be assessed on your ability to identify how a piece of factual film or television conforms to prescribed modes of practice and analyse how it engages the audience in relation to our understanding of either historical or contemporary social or political representations. This will be demonstrated in a 15 minute oral presentation where you will present your essay structure, research methodologies and working bibliography, in preparation for your 2500 word essay.

Supplementary assessment requires you to repair the deficiency in the relevant failed area of the module and you may be required to repeat with attendance the relevant sections of the course.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Presentation	Individual Presentation	15 mins	40%
Summative	Coursework	Essay 2000 words	N/A	60%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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