



Faculty of Law, Humanities and the Arts

School of the Arts, English and Media

Subject Outline

MEDA101

Introduction to Media Arts

6 Credit Points

Autumn Session 2017

Innovation Campus, On Campus

Pre-requisites: Nil
Co-requisites: Nil

Teaching Staff

Position	Name	Room	Telephone	Email	Consultation Times/Mode
Discipline Leader	Penny Harris	25.123	4221 5218	penny_harris@uow.edu.au	Tuesday 9.00 -11.00 Wednesday 9.00 - 11.00
Subject Coordinator/ Lecturer	Dr Jo Law	25.142	4221 5329	jol@uow.edu.au	Monday 12.30 – 2.30 Wednesday 8.30 – 10.30
Tutor	Dr Etienne Deleflie	N/A	N/A	etienne@uow.edu.au	Consult during class
Tutor	Dr Aaron Burton	N/A	N/A	burtona@uow.edu.au	Consult during class
Tutor	John Harris	N/A	N/A	harrisj@uow.edu.au	Consult during class

Head of Students

Name	Contact
Dr Joshua Lobb	Contact via LHA Central

LHA Central

Location	Telephone	Email	Web	Hours
19:1050	4221 3456	lha-enquiries@uow.edu.au	LHA Central	9am-5pm Monday - Friday

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Subject Information

Subject Description

This subject provides an introduction to media arts through a creative engagement with audio visual media technologies. The lecture series presents a survey of historical and contemporary media arts works that is closely aligned with tutorial workshops and assessment tasks providing the means of relating broad theoretical concerns to creative practice. Students gain an overview of the history and defining features of media arts through research and analyses of art works. They develop foundational skills in creating media arts works with an emphasis on digital production techniques. Aesthetic concepts are explored with regard to the relationship between audio and visual forms.

Learning Outcomes

Course Learning Outcomes

Course Learning Outcomes can be found in the [Course Handbook](#). Students should refer to the Handbook pertaining to the year of their commencement and the course in which they are enrolled.

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Critically discuss the history and aesthetics of media art in relation to their own practice.
2. Produce critically engaged creative experimental work.
3. Engage in fundamental creative and technical digital media production tasks.
4. Follow both basic audiovisual and digital media production principles in the successful completion of media art work.

Attendance

Students are expected to attend all classes. Active and constructive presence in class makes an important contribution to your education as well as that of your peers. Failure to meet attendance requirements as set out below may significantly diminish your mark, and possibly lead to failure.

Students who do not attend at least 80% of all classes (fewer than 10 of 12 classes) including lectures, tutorials, practicals, workshops, computer labs, studios and seminars, risk possible failure in the subject. Roll books will be maintained. Arrival 10 minutes late at class may be deemed an absence. Similarly, students who leave a class early without a satisfactory explanation will be regarded as having been absent from that class and roll books marked accordingly.

Early departure in order to attend another class or an employment commitment does not constitute a satisfactory explanation. Absences incurred by a timetable clash with another subject or by employment commitments do not represent legitimate reasons for absence.

Students should note that the teaching session includes the study recess (week 14) and examination period (weeks 15 and 16) and they must therefore be available if required for final assessments scheduled by the Faculty or the University.

A student's attendance which falls below 60% (fewer than 8 classes of 12) owing to unforeseen circumstances or a serious medical condition, should apply for a withdrawal without academic penalty on compassionate grounds. A passing grade cannot be awarded in these circumstances.

It is the student's responsibility to advise the Subject Coordinator or tutor of the reasons for any absence from a class. It is not the responsibility of teaching staff to provide remedial instruction to those who have not attended classes.

The maximum mark for a student who fails to satisfy the above requirements is 49% (Technical Fail).

Students unable to attend a class due to serious or extenuating circumstances should apply for [Academic Consideration](#).

Timetable

For current timetable information please refer to the online [Subject Timetables](#) on the [Current Students](#) webpage.

Weekly Outline

Week / Date	Outline of Lecture Topic/Description	Tutorial/Seminar/Practical	Task Due
Week 1 Commencing 27 February	Why study Media Arts?	Subject expectations; Assignments overview; Introduction to facilities; Projects activation: <i>Where I'm from</i> ; Shooting on a DSLR 1	
Week 2 Commencing 6 March	Early Cinema/ Constructing Spaces	Remoscopes; Shooting on a DSLR 2	
Week 3 Commencing 13 March	Constructing Time: Continuity Editing	Trick films and Video editing	
Week 4 Commencing 20 March	Soundscape	Listening and Sound recording	
Week 5 Commencing 27 March	Sound Art	Sound editing; Making an audio bed	Task 1 due
Week 6 Commencing 3 April	Cinematic Sound	Editing sound and image	
Week 7 Commencing 10 April <i>14 April Good Friday</i>	Cinematic Language and Camera Movement	Storyboarding	
Week Commencing 17 April	MID-SESSION RECESS - NO CLASSES		
Week 8 Commencing 24 April <i>25 April ANZAC Day</i>	Cinematography	Composition for still and movement	Task 2 due
Week 9 Commencing 1 May	Constructing Spacetime: Discontinuity Editing	Working with camera movement	
Week 10 Commencing 8 May	Subverting Cinematic Conventions	Post-production: Editing and Colour grading	
Week 11 Commencing 15 May	Alternative and Experimental Cinema	Project work	
Week 12 Commencing 22 May	Summary and projection	Project review	

Week 13 Commencing 29 May	Project presentation	Project presentation	Task 3 due
Week Commencing 5 June	Study Recess		
Week Commencing Sat 10 – Thu 22 June	Examination Period		

Recent Changes and Subject Improvements

2017	Please note the following change/s to this subject: <i>Lecture content and schedule</i>	Jo Law
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Changes after release of the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

Assessment Information

Assessment

The Faculty of Law, Humanities and the Arts reserves the right to scale marks in accordance with the University's Scaling Guidelines as set out in the [Standards for the Finalisation of Student Results](#). Marks are not final until declared by the Faculty Assessment Committee.

Referencing

Referencing is an essential component of academic writing or presentation since it enables the reader to follow up the source of ideas and information presented in your work, and to examine the interpretation you place on the material discovered in your research. Reliable referencing clearly indicates where students have drawn their own conclusions from the evidence presented. Importantly, much of the material students will use is covered by copyright which means that they must acknowledge any source of information, including books, journals, newsprint, images and the internet.

It is obligatory for students to reference all sources used in their written work including electronic material.

Clear examples of how to reference correctly, across a wide variety of source materials, can be found on the UOW Library website:

- Library Resources - Referencing and Citing
<http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

Different programs use different referencing styles to reflect the needs of their discipline. It is the student's responsibility to ensure they use the correct referencing style as advised in this Subject Outline.

Additional Comments:

For Subjects offered by the School of the Arts, English and Media, all assessment tasks should be referenced using the Author-Date Harvard Referencing system, unless otherwise stated in the assessment criteria of a particular task.

UOW Information

UOW Grade Descriptors

The UOW Grade Descriptors describe student performance at each of the University's grade levels. They provide a frame of reference for moderation of assessment activities to ensure that assessment practice across the University is appropriate, consistent and fair.

Grade	Mark (%)	Descriptor
High Distinction HD	85-100	<p>A high distinction grade (HD) is awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a distinction grade plus (as applicable):</p> <ul style="list-style-type: none"> • consistent evidence of deep and critical understanding • substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches • critical evaluation of problems, their solutions and their implications • use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work • creativity in application as appropriate to the discipline • eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline • consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy • all or almost all answers correct, very few or none incorrect
Distinction D	75-84	<p>A distinction grade (D) is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a credit grade plus (as applicable):</p> <ul style="list-style-type: none"> • evidence of integration and evaluation of critical ideas, principles, concepts and/or theories • distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts • demonstration of frequent originality in defining and analysing issues or problems and providing solutions • fluent and thorough communication of information and ideas in terms of the conventions of the discipline • frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy • most answers correct, few incorrect
Credit C	65-74	<p>A credit grade (C) is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a pass grade plus (as applicable):</p> <ul style="list-style-type: none"> • evidence of learning that goes beyond replication of content knowledge or skills • demonstration of solid understanding of fundamental concepts in the field of study • demonstration of the ability to apply these concepts in a variety of contexts • use of convincing arguments with appropriate coherent and logical reasoning • clear communication of information and ideas in terms of the conventions of the discipline • regular application of appropriate skills, techniques and methods with high levels of precision and accuracy • many answers correct, some incorrect
Pass P	50-64	<p>A pass grade (P) is awarded for performance that provides evidence of a satisfactory level attainment of the relevant subject learning outcomes, demonstrating (as applicable):</p> <ul style="list-style-type: none"> • knowledge, understanding and application of fundamental concepts of the field of study • use of routine arguments with acceptable reasoning • adequate communication of information and ideas in terms of the conventions of the discipline

		<ul style="list-style-type: none"> ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy a combination of correct and incorrect answers
Fail F	~ <50	A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes.
Technical Fail TF		A technical fail (TF) grade is given when minimum performance level requirements for at least one assessment item in the subject as a whole has not been met despite the student achieving at least a satisfactory level of attainment of the subject learning outcomes.
Satisfactory S		A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes.
Unsatisfactory U		An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes.
Excellent E		An excellent grade (E) may be awarded, instead of a satisfactory grade (S), within subjects from the School of Medicine that have been completed with a consistent pattern of high standard of performance in all aspects of the subject.

The Assessment Quality Cycle

The Assessment Quality Cycle provides a level of assurance that assessment practice across the University is appropriate, consistent and fair.

Assessment Quality Cycle Activities are undertaken to contribute to the continuous improvement of assessment and promote good practices in relation to the:

- design of the assessment suite and individual assessment tasks;
- marking of individual assessment tasks;
- finalisation of subject marks and grades; and
- review of the subject prior to subsequent delivery

Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Learning Analytics

Data on student performance and engagement (such as Moodle and University Library usage, task marks, use of SOLS) will be available to the Subject Coordinator to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to [Learning Analytics Information for Students](#).

Academic Integrity Policy

The University's Academic Integrity Policy, Faculty Handbooks and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement or without the explicit permission of the Subject Coordinator. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University.

Students should refer to:

- Student Conduct Rules
<http://www.uow.edu.au/about/policy/UOW058723.html>

- Academic Integrity Policy
<http://www.uow.edu.au/about/policy/UOW058648.html>

Submission, Receipt and Collection of Assessment Tasks

Assessments are to be submitted on the due dates and via the submission method specified in each assessment task listed in this Subject Outline. Penalties apply for late submission.

Submission of Assessment Tasks

Unless otherwise indicated in this Subject Outline, written assessments must be submitted through **LHA Central in Building 19, Room 1050, no later than 4pm on the due date.**

All submitted assessments must have attached an individualised LHA Assignment Coversheet with a bar code. Instructions on how to create and submit the cover sheet can be found at the Faculty's webpage: <http://lha.uow.edu.au/current-students/UOW154553.html>

If an extension is not granted, any assessment lodged after 4pm on the due date will be considered late and will incur late penalties (see 'late submission' section below).

Receipt of Assessment Tasks

At LHA Central, assessments submitted with an individualised LHA Assignment Coversheet and barcode will automatically receive an electronic receipt as evidence of submission; this receipt will be issued to students' University email account.

Please note that the Assignment Coversheet must be printed on a laser printer (use the library or computer lab printers if necessary) as ink jet printers may not print to the quality needed to make the barcode readable by the scanners.

It is the responsibility of the student to keep a copy of all work submitted for assessment to the Faculty.

In the case where a student submits an assessment that does not incorporate an automated electronic receipt as evidence of submission, the student may request a paper receipt as proof.

Electronic Submission of Assessments

Where an assessment must be submitted electronically (i.e. through an eLearning site such as Moodle) this will be specified in the assessment task listed in this Subject Outline. The procedure for electronic submission will be set out on the Moodle site. Students are required to retain a copy of material submitted electronically until the release of final results for the assessment task.

Assessment task submission via post, fax or email

Assessments submitted via post, fax or e-mail will *only be accepted with the written prior approval from the Subject Coordinator.*

As a general rule, assessments will not be accepted or marked if submitted by fax except in special cases where the Subject Coordinator has given prior approval. Students who are given prior approval to submit an assessment via fax must have the relevant Assignment Coversheet attached and clearly address the fax to the Subject Coordinator via fax number 02 4221 5341.

Students who are given prior approval to submit an assessment via email must have the relevant Assignment Coversheet attached with the assessment and email the Subject Coordinator directly and copy the LHA Central email lha-enquiries@uow.edu.au.

Students who are given prior approval to submit an assessment, with the relevant Assignment Coversheet attached, via Australia Post must use registered mail – this will ensure there is an official receipt of mailing the assessment on the due date. Students must retain the evidence of posting the assessment.

The envelope should be addressed to:

Subject Coordinator or Tutor's name
Faculty of Law, Humanities and the Arts

University of Wollongong
Northfields Avenue, NSW 2522

Collection of Assessment

The University's [Teaching and Assessment: Assessment and Feedback Policy](#) requires that at least one assessment be assessed and returned prior to the deadline for students to withdraw from a subject without academic penalty (Week 9 in a standard session)..

Assessments submitted during session will be returned to students by their lecturer, tutor or seminar leader. LHA Central does not hold any assessments for student collection during session.

Assessments submitted at the end of session will be held at LHA Central 19 up until the end of Week 3 of the following session. After this time, assessments will be returned to the respective Subject Coordinator for return or disposal.

Late Submission of Assessments

In the absence of an approved request for Academic Consideration in the form of an extension, assessment tasks must be submitted no later than 4pm (unless otherwise specified in the Assessment Task information) on the due date.

Late work (i.e. any work required for assessment that has not been given an extension) will be subject to a 10% penalty per calendar day. The penalty is applied to the mark awarded. Work submitted after seven calendar days will not be marked and will be given a mark of 0.

An assessment task that is submitted after 4pm on any day will be deemed to have been submitted on the next working day. Penalties accrue on each day that the assessment task is late, including Saturday, Sunday and public holidays.

For assessments that are required to be submitted in hard copy via LHA Central in Building 19, submission must be made by 4pm on weekdays to be recorded as submitted on that day.

Only with the written prior approval from the Subject Coordinator, may students submit their assessment on a Saturday, Sunday or public holiday in electronic format via email to the Subject Coordinator's email address. This is on the condition that they submit the hard copy of this assessment task by 4pm on the next working day with a completed [Statutory Declaration](#) to the effect that they confirm that the electronic and hard copies of the assessment are identical in all material respects. Where this is done, the submission date will be deemed to be that of the electronic submission for purposes of calculation of any late penalty.

In the absence of an extension having been granted pursuant to the Academic Consideration Policy, work submitted beyond seven (7) days of the due date will be accepted only if submission of that assessment is necessary to pass the subject but a mark of 'zero' will be recorded.

Retention of Assessments

Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Student Review of Mark / Grade

In accordance with the Coursework Student Academic Complaints Policy, a student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student's right to appropriate and useful feedback on their performance in an assessment task. Refer to the Coursework Student Academic Complaints Policy for further information.

- Coursework Student Academic Complaints Policy: <http://www.uow.edu.au/about/policy/UOW058653.html>

Subject Assessment Tasks

Assessment 1: Still image (Remoscope) project

Marking	Marked out of 100 - 30%
Description	<p>All three assessment tasks in MEDA101 contribute to the making of a final work: an audiovisual poem <i>Where I'm from</i>. The project is a direct response to George Ella Lyon's poem of the same name.</p> <p>Research into Lyon's poem, her intentions, and methods of constructions. Read her guidelines for constructing your own version of the poem and look at examples of other audiovisual poems. Follow by creating a list of place, objects, events, and people that speak of <i>where you are from</i>.</p> <p>Capture these places, objects, events, and people on video as 'remoscopes' (1 minute videos shot using a stationary camera on a tripod). Choose 10 of these remoscopes to edit into a 30 second video piece. Focus on how the parameters of the video medium and the sequencing of images can convey different spatial and temporal experiences that express 'where I'm from'.</p> <p>Upload your completed video to Vimeo and embed the work on your personal blog. In the same entry, provide a project statement (100 words) that outlines your approach to this task and the decisions you made in developing the work. Provide a working link of this entry on the subject blog.</p> <p><i>Please refer to the detailed project outline provided and project will be discussed in length in class.</i></p>
Due Date	Week 5 in class
Format	Digital video file (silent) Project statement (100 words)
Assessment Criteria	<ul style="list-style-type: none"> • Depth and breadth of research into video poems • Conceptual exploration of the topic and theme • Effective use of the video medium in conveying meaning • Execution and presentation of ideas through the video form
Submission Method	Electronic submission via Subject blog
Subject Learning Outcome Addressed	<p>This assessment task addresses Subject Learning Outcomes:</p> <ul style="list-style-type: none"> • Produce critically engaged creative experimental work. • Engage in fundamental creative and technical digital media production tasks.

Assessment 2: Sound project

Marking	Marked out of 100 - 30%
Description	<p>Refer to what you have created for assessment 1 and the list around the places, events, people, and objects that speak of where you are from. Begin by listening: what sounds do you associate with these places, events, people and objects? What sounds do you actually hear? What are the sounds that contribute to these experiences? What are the familiar/ unfamiliar, predictable/ unpredictable sounds you hear? How can you effectively convey the experience of this space using auditory sense (without visuals)?</p> <p>Research the use of audio in artworks, radio reportage, and experimental audio documentaries. Engage with the history and contemporary practices of sound in creative works.</p>

	<p>Collect sound recordings of the experiences that may include spot recordings, ambient noises, and voices. Experiment and edit the recordings into a 60 second audio piece that speaks of 'Where I'm from'. You may choose to include spoken words into the piece but bear in mind that you will also need to allow audio recordings to 'speak'. Discuss your ideas in class and refine your approach in consultation with your tutor.</p> <p>Upload your completed audio file to Sound Cloud and embed the work on your personal blog. In the same entry, provide a project statement (100 words) that outlines your approach to this task and the decisions you made in developing the work.</p> <p><i>Please refer to the detailed project outline provided and project will be discussed in length in class.</i></p>
Due Date	Week 8 in class
Format	Digital audio file Project statement (100 words)
Assessment Criteria	<ul style="list-style-type: none"> • Depth and breadth of research into audio works • Conceptual exploration of the topic and theme • Effective use of the audio medium in conveying meaning • Execution and presentation of ideas through the audio form
Submission Method	Electronic submission via Subject blog
Subject Learning Outcome Addressed	<p>This assessment task addresses Subject Learning Outcomes:</p> <ul style="list-style-type: none"> • Produce critically engaged creative experimental work. • Engage in fundamental creative and technical digital media production tasks

Assessment 3: Moving image project

Marking	Marked out of 100 - 40%
Description	<p>Review your assessments 1 and 2 as well as your list of places, people, events, and objects that speak of where you are from. Freely revise your video piece, sound piece, and your list to build the final work: a 60 second audiovisual poem <i>Where I'm from</i>.</p> <p>In addition to your original media (collected in the first 2 projects), you may incorporate camera movements, synchronized spoken words, location sound recordings, still images, and other media into this final piece.</p> <p>Research and analyse both conventional cinematic language and experimental forms. Formulate and experiment with the relationship between the audio and visual media. Write a project statement (150 words) that accompanies your final submission.</p> <p><i>Please refer to the detailed project outline provided and project will be discussed in length in class.</i></p>
Due Date	Week 13 in class
Format	Digital video file (with sound) Project statement (150 words)
Assessment Criteria	<ul style="list-style-type: none"> • Depth and breadth of research into both conventional and experimental audiovisual works • Conceptual exploration of the topic and theme • Effective use of audio and visual media in conveying meaning • Execution and presentation of ideas through the audiovisual form
Submission Method	Electronic submission via Subject blog
Subject Learning Outcome Addressed	<p>This assessment task addresses Subject Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Critically discuss the history and aesthetics of media art in relation to their own

	<p>practice.</p> <ol style="list-style-type: none">2. Produce critically engaged creative experimental work.3. Engage in fundamental creative and technical digital media production tasks.4. Follow both basic audiovisual and digital media production principles in the successful completion of media art work.
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Supplementary Assessment

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made. Students who satisfactorily complete a supplementary assessment will be awarded a grade of 50% (Pass Supplementary).

Subject Resources and Materials

Set Texts

Nil

Recommended Reading / Viewing / Listening

These resources are recommended and are not intended to be exhaustive. Students are encouraged to use the Library catalogue and databases to locate additional resources and supplement the recommendations with resources discovered through their own research, both online and in hard copy.

- UOW Library
<http://www.library.uow.edu.au/index.html>

Bolter, J D & Grusin, R 2000, *Remediation*, MIT Press, Cambridge, Massachusetts

Bond, L 2014, *Channel Criswell*, YouTube channel, viewed December 13 2016
<https://www.youtube.com/channel/UCL5kJmBUVFLYBDiSiK1VDw>

Chion, M 1994, *Audio-vision: sound on screen*, Columbia University Press, New York

Keating, P 2014, *Cinematography*, Rutgers University Press, New Brunswick, New Jersey, London

Manovich, L 2001, *The Language of New Media*, MIT Press, Cambridge Massachusetts

Rieser, M & Zapp, A (eds.) 2002, *New Screen Media: Cinema/Art/Narrative*, British Film Institute, London

Rush, M., 2007, *Video Art*, Thames & Hudson, London

Shaw, J & Weibel, P (eds.) 2003, *Future Cinema: The Cinematic Imaginary After Film*, ZKM & MIT Press, Cambridge, Massachusetts

Spielmann, Y 2008, *Video: The Reflexive Medium*, MIT Press, Cambridge, Massachusetts

Vice Media Inc. 2016, *The Creators Project*, viewed December 13 2016, <http://thecreatorsproject.vice.com/en_au>

Zielinski, S, 2006, *Deep Time of the Media*, MIT Press, Cambridge, Massachusetts

General Advice Guide

Each session the Faculty of Law, Humanities and the Arts produces a guide to Faculty and University policies, programs and resources.

Students are encouraged to access a copy of the [General Advice Guide](#) at the start of each session.