UAB
Universitat Autònoma de Barcelona

2021/2022

Audiovisual Narrative

Code: 105019
ECTS Credits: 12

Degree	Type	Year	Semester
2501928 Audiovisual Communication	OB	1	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Other comments on languages

Suport audiovisual i sonor

Teachers

Jacint Niqui Espinosa

Angel Custodio Gomez

Prerequisites

Basic skills of video editor (movie-maker or I-movie), sound editor (audacity) and Internet tools like Google.

Objectives and Contextualisation

The aim of the subject is to approach different narrative theories and to encourage students to make audiovisual contents based on specific narrative models, focusing in dramaturgy and expressive nature of the audiovisual languages.

Competences

- Apply narrative and presentation skills specific to audiovisual content.
- Demonstrate a critical and self-critical capacity.
- Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
- Demonstrate ethical awareness as well as empathy with the entourage.
- Develop autonomous learning strategies.
- Develop critical thinking and reasoning and be able to relay ideas effectively in Catalan, Spanish and a third language.
- Disseminate the areas knowledge and innovations.
- Generate innovative and competitive ideas in research and professional practice.

- Manage time effectively.
- Show leadership, negotiation and team-working capacity, as well as problem-solving skills.
- Use ones imagination with flexibility, originality and ease.
- Value diversity and multiculturalism as a foundation for teamwork.

Learning Outcomes

1. Apply theoretical principles to boost the effectiveness of audiovisual narratives.
2. Be familiar with the narrative and dramatic forms of other media to adapt them to audiovisual narration.
3. Demonstrate a critical and self-critical capacity.
4. Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
5. Demonstrate ethical awareness as well as empathy with the entourage.
6. Develop aesthetic sensitivity to create audiovisual products.
7. Develop autonomous learning strategies.
8. Develop critical thinking and reasoning and be able to relay ideas effectively in Catalan, Spanish and a third language.
9. Disseminate the areas knowledge and innovations.
10. Generate innovative and competitive ideas in research and professional practice.
11. Manage time effectively.
12. Promote innovations in the development of audiovisual narratives.
13. Show leadership, negotiation and team-working capacity, as well as problem-solving skills.
14. Use ones imagination with flexibility, originality and ease.
15. Value diversity and multiculturalism as a foundation for teamwork.

Content

1. Audiovisual storytelling and typologies
2. Point of view, perspective and focalization
3. Theme and plot
4. The narrator
5. Characters and roles
6. Narrative structures (sounds and audiovisuals)
7. Approach to technical and literary script
8. Transmedia storytelling

The calendar detailed with the content of the different sessions will be presented on the day of presentation of the subject. It will be uploaded to the Virtual Campus, where students will also be able to access the detailed description of the exercises and practices, the various teaching materials, and any necessary information for the proper follow-up of the subject.

Methodology

The academic sessions will be organized around different activities (lectures, auditions, viewings, problems, practices, etc.) for the students to learn by doingThe proposed teaching methodology and evaluation activities may undergo some modifications depending on the health authorities' attendance restrictions.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Lecture	30	1.2	1, 14, 2, 3, 9, 12
Practices and project	75	3	1, 14, 2, 4, 13, 5, 7, 3, 8, 6, 10, 11, 12, 15
Type: Supervised			
Exam	6	0.24	1, 14, 4, 7, 8, 12
Type: Autonomous			
Autonomous workload	174	6.96	1, 14, 2, 4, 5, 7, 3, 8, 6, 10, 11, 12

Assessment

The evaluation activities are composed of a theoretical exam, an introductory practice to the audiovisual narrative that can be done in group or individually. Once these activities are closed, the students organized in groups will start the creation, design and production of a transmedia project.

Students will have the right to recover the course if they have been evaluated on the set of activities, the weight of which is equivalent to a minimum of 2/3 of the total grade of the course. In order to be able to apply for the recovery of the subject, an average mark of 3.5 must have been obtained.

The activity that is excluded from the remedial process is the course project.

In the case of a second enrolment, students can do a single synthesis exam/assignment that will consist of a theory and practice exam. The grading of the subject will correspond to the grade of the synthesis exam/assignment.

The student who performs any irregularity (copy, plagiarism, identity theft...) that can lead to a significant variation of the qualification of an evaluation act, will be qualified with 0 this act of evaluation. In case there are several irregularities, the final grade of the subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practices	20% on the final grade	3	0.12	1, 14, 4, 13, 5, 7, 3, 8, 6, 9, 10, 11, 12, 15
Project	50% on the final grade	7.5	0.3	1, 14, 2, 4, 13, 5, 7, 3, 8, 6, 9, 10, 11, 12, 15
Theory Exam	30% on the final grade	4.5	0.18	1, 14, 2, 4, 3, 8

Bibliography

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  - García-Marín, D. (2019). La radio en pijama. Origen, evolución y ecosistema del podcasting español. *Estudios Sobre El Mensaje Periodístico*, *25*(1),181-196. https://doi.org/10.5209/ESMP.63723
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  - Larrondo-Ureta, Ainara; Peña-Fernández, Simón; Agirreazkuenaga-Onaindia, Irati. Hacia una mayor participación de la audiencia: experiencias transmedia para jóvenes. *Estudios sobre el*

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- Niqui, Cinto (2007). *Disseny i creativitat sonora*, Barcelona, Editorial UOC

Software

Audacity, DaVinci