

Degree programme	Type	Course
Interactive Communication	OB	3

Contact lecturer

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Teaching staff

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

Basic knowledge of interactive media, narrative and fiction in different audiovisual media. Knowledge of videogames and interest in creating stories, characters and worldbuilding will be valued.

Good understanding of English to be able to analyze documents and audiovisual works relevant to the subject.

Objectives

- Deepening of the knowledge of the basic principles of interactivity.
- Learning skills in the construction of audiovisual scripts.
- Learning the specificities of multimedia productions scripts.
- Techniques for the construction of characters and universes.
- Learning skills for the analysis and evaluation of multimedia product scripts.
- Acquisition of knowledge about genres of multimedia products and how they condition the story and the script.
- Ponder on the themes of multimedia productions on social issues.
- Ponder on how the industry conditions the narrative.

Learning outcomes

1. Present a summary of the studies made, orally and in writing.
2. Distinguish the salient features in all types of documents within the subject.
3. Cross-check information to establish its veracity, using evaluation criteria.
4. Submit course assignments on time, showing the individual and/or group planning involved.
5. Plan and execute narrative works.
6. Recognise the division of narrative theories by genre in the new virtual leisure media.
7. Master the narrative resources and techniques for creating stories tailored to virtual worlds and ascribe them to a particular genre.
8. Identify situations in which a change or improvement is needed.
9. Propose new methods or well-founded alternative solutions.
10. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
11. Propose viable projects and actions to boost social, economic and environmental benefits.
12. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
13. Propose projects and actions that incorporate the gender perspective.
14. Communicate using language that is not sexist or discriminatory.
15. Analyse the sex-/gender-based inequalities and gender bias in one's own area of knowledge.
16. Consider how gender stereotypes and roles impinge on the exercise of the profession.
17. Analyse a situation and identify its points for improvement.
18. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Contents

1. Audiovisual scriptwriting.
2. Specificities of the interactive audiovisual scriptwriting.
3. Genres and audiovisual scriptwriting.
4. Game mechanics and audiovisual scriptwriting.
5. Script-level construction of characters, scenarios and objects.
6. Dialogues and information dosage.
7. Types of script: From the classic to the subversion of the traditional script.
8. Analysis of interactive scripts.

The detailed calendar with the content of the different sessions will be provided on the first day in the classroom during the presentation of the subject. This planning will also be posted on the Virtual Campus where you will also find the detailed description of the exercises and practices, the different teaching materials, and any information necessary for the proper monitoring of the subject.

Note: The course content will be sensitive to issues related to gender perspective and the use of inclusive language.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Tutorships	7.5	0.3	5
Lab practices	17.5	0.7	1, 4, 5
Seminars	17.5	0.7	1, 4
Readings and works	82.5	3.3	2, 3, 4, 5
Theory	17.5	0.7	1, 2, 3, 4, 5

The main objective of the subject is the students' learning of theories, techniques and resources that function as tools for the elaboration of interactive audiovisual scripts.

To acquire this knowledge, a work will be carried out in the classroom that consists of lectures, seminars, laboratory practices and debates carried out in the classroom.

These are made up of the development of script elements or will be done through the analysis of scripts and audiovisual works already finished.

There will also be activities to be carried out as homework and a final project that must be carried out autonomously with tutoring by the teaching staff of the subject.

A detailed schedule outlining the content of each session will be presented on the first day of the course and will be available on the course's Virtual Campus, where students will

find the various teaching materials deemed appropriate by the instructors and necessary information for effective course monitoring.

Should the teaching modality change for reasons of force majeure according to the competent authorities, the teaching staff will inform students of any modifications to the course schedule and teaching methodologies.

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.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Practical final project	35%	1.5	0.06	1, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18
Presentation of topics and debates	20%	1.5	0.06	1, 2, 3, 13, 14, 16
Exam	10%	2	0.08	2, 3, 6
Participation in sessions	10%	1	0.04	1, 2, 3

EVALUATION

The assessment of the subject consists of the following elements:

1. AE8 Theoretical exam: 10% on the final qualification.
2. AE3 Practical final project: 35% on the final qualification.
3. AE2 Presentation of topics and debates on interactive works: 20% on the final qualification.
4. AE3 Assessable exercises carried out in class: 20% on the final qualification.
5. AE9 Participation in sessions: 10% (5% in direct participation in the classroom and 5% in gamification activities).
6. AE11 Self-evaluation of projects and peer evaluation: 5%.

The evaluation criteria are related to the learning outcomes, as well as the specific quality indicators that are determined for each assessment.

The last two weeks of the course will be dedicated to re-evaluation activities, to which students who meet the following conditions may be accepted:

- 1: To obtain a mark between 3.5 and 4.9 in the theoretical exam and evaluated activities.
- 2: Participate in at least 2/3 (66%) of the assessable activities.

This course offers the possibility of a single assessment. The conditions for being assessed in this way will be explained on the first day of class.

The single assessment system consists of the following elements:

- 1: Theoretical exam (25%): Passing required (mark of 5 or higher) and will include contents studied throughout the course.
- 2: Case study (25%): You'll need to analyze three different products from three different media.
- 3: Narrative Project (50%): Using the course contents, you'll need to create a narrative product with parts such as characters, plot or script.

Re-Evaluation

- a) According to regulation, in order to participate in the re-evaluation process, students must have been previously evaluated in at least 2/3 of the total assessable activities of the course.
- b) The theory exam can only be retaken if the student has obtained a grade lower than 4.9. The re-evaluation exam will consist of a written test assessing theoretical knowledge.
- c) The grade obtained in the resolution of activities 2 and 3 will be part of the total average of the final grade. Only in the case of failing this test, and if the student wishes, they may choose to retake it with a test of the same nature.
- d) Activities 2 and 3 are not suitable for re-evaluation, and the grade obtained in each assignment (whether passed or not) will be part of the total average of the final grade.

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for specific tasks or other specific situations as considered appropriate. Students must clearly identify any parts generated with these technologies, specify the tools used, and include a critical reflection on how AI has influenced the process and final outcome of the assignment. Failure to disclose the use of AI in this assessed activity will be

considered a breach of academic integrity and may result in a partial or total penalty to the assignment grade, or more serious sanctions in severe cases.

The non-assessable will be applied when the student has not appeared for at least 2/3 of the assessment tests. The performance of any irregularity in an evaluation act (academic fraud, plagiarism or improper use of AI, unless this use is expressly authorized by the teaching guide), which may lead to a significant variation in the grade, assumes that this act will be graded with a 0. In the event that the teaching guide foresees that in order to pass the subject it is an essential requirement to have obtained a minimum grade in this evaluation act or that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject is 0. Apart from this, a disciplinary process may be instructed to the student that incurs any of these irregularities. Any student suspected of submitting assignments that have been generated by AI, written by others or copied; include unattributed AI-generated content, or fall outside the permitted scope, may be asked to provide the preliminary work or other materials that can demonstrate it is original work and the result of their own authorship. They may also be asked to separately explain or justify their work. Teachers may also use AI detection systems or carry out any verification tasks they deem appropriate. If, after review, the instructor detects irregularities, the assignment may be graded zero, and the student may be subject to further disciplinary action.

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Web bibliography and resources

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<https://www.polygon.com/2016/8/15/12455728/how-to-get-a-job-writing-games-maybe>

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<https://kotaku.com/why-video-game-characters-say-such-ridiculous-things-5921878>

How to write a video game story - Polygon. (2019).
<https://www.polygon.com/features/2019/1/10/18165611/how-to-write-a-video-game-story-narrative-building-tips>

Software

Knowledge in Word and PowerPoint software. Other software such as CeltX or Twine will be studied throughout the contents.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	6	Catalan	first semester	afternoon
(SEM) Seminars	61	Catalan	first semester	afternoon
(SEM) Seminars	62	Catalan	first semester	afternoon