GUÍA DOCENTE

Narración y lo digital a través de los medios: literatura, novelas gráficas, cine y videojuegos

Máster Universitario en Investigación en Literaturas Anglófonas e Hispánicas Contemporáneas

Universidad de Alcalá

Curso Académico 2019/20

GUÍA DOCENTE

Nombre de la asignatura:	Narración y lo digital a través de los medios: literatura, novelas gráficas, cine y videojuegos (Narration and digitalisation throughout the media: literature, comics, films and videogames)
Código:	
Titulación en la que se imparte:	Máster Univ. en Investigación en Literaturas Anglófonas e Hispánicas Contemporáneas
Departamento y Área de Conocimiento:	Filología Moderna / Filología Inglesa
Carácter:	Optativa
Créditos ECTS:	6
Curso y cuatrimestre:	Primer curso, primer cuatrimestre
Profesorado:	Daniel Candel Bormann, Sergio Abellán Gómez
Horario de Tutoría:	Se facilitará al comienzo del curso
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

Traditionally, narrative has been studied as a textual medium. However, recently the study of narrative has branched out to cover a variety of media – comics, movies / series and videogames – as well as practices typical of the digital humanities. This presents a veritable challenge to traditional textual standards: narrative analysis now faces a variety of forms, each with its own peculiar traits; in addition, these traits can also be studied with digital methodologies. The course will present an advanced account of the most important traits of each of the media and also introduce students to the methodological possibilities and limitations of digitalization in the analysis and interpretation of narrative.

2. AIMS

Basic competences

To encourage students to apply the acquired theoretical and contextual knowledge to the reading of literary texts
To help students acquire the necessary learning skills for the development of autonomous research skills.

General competences

To avail of conceptual, analytical and methodological tools with which to accurately approach a literary work from a wide-ranging array of different critical perspectives.

To carry out cogent literary research projects.

Specific competences:

By the end of the course, participants are expected to
- Understand the implication of ideas like form engendering content, analysis being about the meaning / function / effect of an element / work, or the Proteus Principle
- Understand the most important traits of each of the narrative media
- Understand the methodological possibilities, but also the limitations of digital analysis
- Acquire the conceptual vocabulary that each of the narrative media requires
- Acquire the conceptual vocabulary required by digital analysis
- Apply conceptual tools to the analysis of the different media
- Apply methodologies typical of digital humanities for narrative analysis
- Evaluate the application of tools and methodologies

3. CONTENTS

Content Units	Overall ECTS Credits
Is form meaning? Textual narratives	1 ECTS
Digital humanities and the future of criticism?	2 ECTS
Audiovisual narratives: movies and series	1 ECTS
Textual-visual narratives: comics	1 ECTS
Partial narratives: videogames	1 ECTS

4. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE ACTIVIDADES FORMATIVAS

4.1. Student workload

Class contact hours	24
Independent study	26
Readings	50
Assignments	50

Total	150

4.2. Learning activities

Course time includes a range of inputs, plus group work, class discussions, demonstrations, workshop tasks, readings and critical writing. Students are expected to read many of the relevant primary and secondary texts alongside the class meetings. All classes are in English.

5. ASSESSMENT

Students following the continuous assessment scheme will submit assessment tasks within the submission deadlines, which will be given at the beginning of the course. Students will have to hand a series of shorter assignments to be explained at the beginning of the course and an essay.

In accordance with the University regulation on evaluation, students unable to follow the continuous assessment scheme should contact the director of these studies to send a proposal to be accepted as final assessment students. Students opting for final assessment will have to do the assignments required of the other students, and in addition complete a learning portfolio and send it to the lecturer within the submission deadline set for final projects. In case there are students opting for the final assessment, information on this learning portfolio will be given by the lecturer at the beginning of the course.

There will be a resit opportunity at the end of the second semester. This will consist in handing a revised version of the work for the continuous assessment which did not meet the required standards.

GRADING CRITERIA

Outstanding (MH): Students display an outstanding understanding of the aims and contents of the course. All assessment criteria have been achieved at an exceptionally high level. Performance in all the tasks shows that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well prepared for discussion in seminars.
- **Excellent (SB)**: Students display an excellent understanding of the aims and contents of the module. All assessment criteria have been achieved at a very high standard. Performance in all the tasks is excellent and includes all the characteristics expected for this type of work. Students attend lectures and are practically always well prepared for discussion in seminars, with almost no absences.
- **Very Good (N)**: Students display a very good understanding of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Performance in all the tasks shows a good knowledge of the syllabus contents. Students attend lectures and seminars, with few absences, and have done most of the preparation for them. They have a good foundation in the prescribed readings and provide interesting insights to class discussions.
- **Satisfactory (A)**: Students show a satisfactory understanding of the aims and contents of the module. All assessment criteria have been met, but some barely

exceed the threshold standard to pass the module. Performance in all the tasks shows some of the appropriate characteristics in relation to content, organization, and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions.

- **Fail (S)**: Students show an unsatisfactory understanding of the aims and contents of the module. Some assessment criteria do not reach the minimum standard to pass the module. Performance in all the tasks shows limited grasp of essential concepts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they barely participate in the dynamics of the lesson.

6. BIBLIOGRAPHY

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