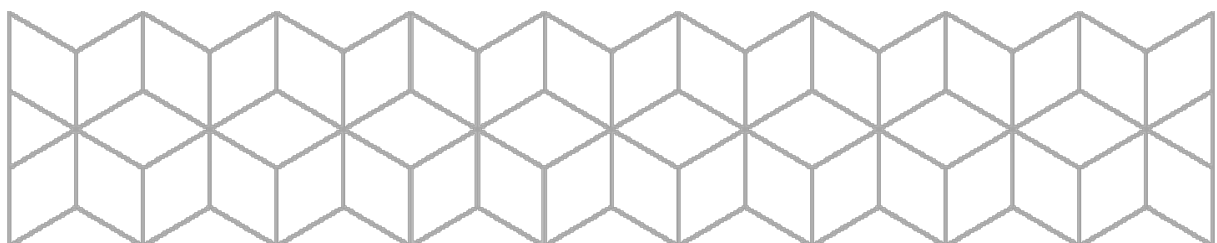


SENSORVEILEDNING

Emnekode:	SFE20816
Emnenavn:	Multimodal Texts
Eksamensform:	Skriftlig og muntlig (der muntlig eksamen kan virke justerende på endelig karakter ett trinn opp eller ned på karakterskala A-F)
Dato:	Skriftlig oppgave leveres 29. november Muntlig eksamen fullføres 18. desember
Faglærer(e):	Daniel Lees Fryer
Eventuelt:	Det er arbeidskrav i emnet. Fagansvarlige godkjenner det i fagpersonweb.

This document has been produced in accordance with Universitets- og høyskolelovens § 3-9 (2) og § 5-3 (3) (see <https://lovdata.no/dokument/NL/lov/2005-04-01-15>). It is intended to provide examiners with an overview of course content and aims, students' expected learning outcomes, and the requirements for grading students' spoken and written work.

This document is divided into three parts: course overview, assessment, and grading.



Course Overview

A full course description is available at

<https://www.hiof.no/english/studies/courses/oss/2019/autumn/sfe20816.html>

From the course description:

The student's learning outcomes after completing the course

Knowledge

The student has knowledge of how to analyze multimodal texts.

Skills

The student can use certain theoretical models to examine multimodal texts and to discuss the social/cultural contexts in which those texts are produced and used.

General competence

The student understands the importance and general pervasiveness of multimodal texts in societies, and how those texts are interpreted and valued by different social groups.

[...]

Examination

Individual written assignment and oral exam











A written assignment (minimum 3000 words) on a topic chosen in consultation with the lecturer; the assignment should be analytical, research based, and clearly referenced.










The written assignment has to be approved for a pass result before the oral exam.









The oral exam (c. 30 mins) is based primarily on the final written assignment, but also the course more generally.

The oral exam may adjust the final result by one step up or down on the A-F grading scale.

Course Overview, Autumn Semester 2018

Week	Room	Topic	Reading (suggested order)
34	E1-055	<p><u>Introduction</u> </p> <ul style="list-style-type: none"> About the course What is a text? What is a mode? What is multimodality? <p><i>Analysis:</i> military recruitment poster</p>	--
35	E1-055	<p><u>The multimodal turn?</u> </p> <ul style="list-style-type: none"> The need for multimodal description and analysis Various definitions of mode The relation between language and image <p><i>Analysis:</i> bring along a multimodal text – whatever you like!</p>	<ol style="list-style-type: none"> Machin 2007 Introduction Bateman et al 2017 ch 1 
36	E1-055	<p><u>Multimodality: the basics</u> </p> <ul style="list-style-type: none"> Stuff (materiality), senses, semiotics, society <p><i>Analysis:</i> New York Times articles</p>	<ol style="list-style-type: none"> Bateman et al 2017 ch 2 * Serafini 2014 ch 4  Serafini 2014 case on newspaper reports  <p>* If you find this first reading a bit heavy, start with Serafini 2014 ch 4 instead.</p>
37	E1-055	<p><u>A framework for multimodal analysis</u> </p> <ul style="list-style-type: none"> Metafunction: three ways of thinking about text Metaphorical associations Discourse <p><i>Analysis:</i> advertising (bring along a print or online ad)</p>	<ol style="list-style-type: none"> Machin 2007 ch 1 Serafini 2014 ch 5  Serafini 2014 case on advertising 

38	E1-055	<p><u>Colour and typography</u> </p> <ul style="list-style-type: none"> • Colour and typography in multimodal texts • Is colour a mode? Is typography a mode? <p><i>Analysis:</i> school textbooks (<i>Explore</i>), heavy-metal band logos</p>	<ol style="list-style-type: none"> 1. Machin 2007 chs 4, 5 2. Kress & van Leeuwen 2002 
39	E1-055	<p><u>Modality: keeping it real?</u> </p> <ul style="list-style-type: none"> • Modality in language, modality in images, modality in sound • Coding orientation <p><i>Analysis:</i> science and popular science, <i>Twin Peaks</i></p> <p><u>Deadline assignment 1</u></p>	<ol style="list-style-type: none"> 1. Machin 2007 ch 3 2. van Leeuwen 1999 ch 7 
40		AUTUMN BREAK, reading week (no lecture)	
41	Online, Adobe/Canvas	<p><u>Workshop 1: Choosing a topic for your final assignment</u></p> <ul style="list-style-type: none"> • Group discussion 	<ol style="list-style-type: none"> 1. Jewitt et al 2016 ch 7 
42	E1-055	<p><u>Representation and interaction</u></p> <ul style="list-style-type: none"> • Processes and participants • Interacting in and through text: contact, alignment, distance <p><i>Analysis:</i> Miss Fozzard Finds Her Feet (Links to an external site.)</p> <p style="text-align: center;"></p>	<ol style="list-style-type: none"> 1. Machin 2007 ch 6 2. Bateman et al 2017 ch 13  3. Serafini 2014 case on film 
43	E1-055	<u>Video games</u>	<ol style="list-style-type: none"> 1. Bateman 2017 ch 17 

		<i>Analysis:</i> Minecraft, VR	
44	E1-055	<p><u>Cartoons, comics, graphic novels</u></p> <p><i>Analysis:</i> Calvin and Hobbes, bring along your own comic book/strip (we'll also be making our own simple comic strips in class)</p>	<ol style="list-style-type: none"> 1. Bateman et al 2017 ch 12  2. Serafini 2014 case on comics 
45	E1-055	<p><u>Websites, social media, memes</u> </p> <p><i>Analysis:</i> Kahoot, Twitter, memes</p> <p><u>Deadline assignment 2</u></p>	<ol style="list-style-type: none"> 1. Bateman et al 2017 chs 15, 16  2. Serafini 2014 case on digital media 
46	E1-055	<p><u>Smell ya later!</u> </p> <ul style="list-style-type: none"> • Smell as mode • Beyond the verbal and the visual • Multimodality: a critique <p><i>Analysis:</i> house viewings, He-Man action figures</p> <p><i>Deadline for submission of <u>proposal</u>  for final assignment</i></p>	<ol style="list-style-type: none"> 1. Fryer 2019  2. Machin 2007 ch 8
47	E1-055	Workshop 2: posters/presentations of final assignments	
48		<i>Deadline for submission of final assignment</i> (29 November)	
49			
50			
51		Spoken exam (18 December)	

Readings

Machin, David. 2007. Introduction to multimodal analysis. London: Bloomsbury.

Materiale som blir delt ut i forbindelse med undervisning eller lagt ut på høgskolens læringsplattform er også obligatorisk.

Anbefalt lesing:

Bateman, John, Janina Wildfeuer, and Tuomo Hiippala. *Multimodality. Foundations, research and analysis: a problem-oriented introduction*. Berlin: Walter de Gruyter, 2017.

Jewitt, Carey, Jeff Bezemer, and Kay O'Halloran. *Introducing Multimodality*. Abingdon: Routledge, 2016.

Kress, Gunther, and Theo van Leeuwen. 2006. *Reading images: the grammar of visual design*. 2nd ed. Abingdon: Routledge.

Assessment

In assessing the candidate's written work, please consider the following questions.

Does the candidate provide a clear introduction and explanation of the aims of their paper?
Does the candidate's choice of material and analytic tools allow for a sufficient response to the questions or aims of the paper?
What concepts from the field of "multimodality" does the candidate use in the paper?
Are those concepts clearly defined and exemplified?
To what extent do those concepts help the candidate to answer the research questions or aims of their paper?
Additional comments: (These might include relative strengths and/or weaknesses, the originality of the paper, length, use of literature, quality of writing, conclusions, and any other points the examiner wishes to note.)

In assessing the candidate's oral exam, please consider the following questions.

What are the candidate's responses in the discussion of their paper?
What are the candidate's responses to more general questions concerning multimodality, i.e. those that go beyond the concepts and tools they have used in their paper?
Additional comments: (These might include the candidate's ability to reflect on the relative strengths and weaknesses of their paper, the candidate's comments on potential improvements to their paper, and any other points the examiner wishes to note.)

Grading

Grading is based on Universitets- og høyskolerådets (UHR) *Karaktersystem – generelle, kvalitative beskrivelser* (see https://www.uhr.no/f/p1/i4bfb251a-5e7c-4e34-916b-85478c61a800/karaktersystemet_generelle_kvalitative_beskrivelser.pdf). The examiner is asked to assess and grade the candidate's knowledge, understanding, and application of theories and methodologies related to multimodality using UHR's general descriptors.

Grade	Description
A	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.