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**TEACHING GUIDE:**  
**Production and documentary**  
**script**  
**Catholic University of Valencia**

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course 2022-2023



## TEACHING GUIDE MATTER AND / OR SUBJECT

		ECTS
<b>SUBJECT:</b> Production and documentary script		6
<b>Matter:</b> Production		6
<b>Module:</b> Audiovisual Creation		36
<b>Type of training<sup>one</sup>:</b> Mandatory	<b>COURSE:</b> 1 <b>Semester:</b> 1	
<b>Teacher:</b> Aranzazu Fernández	<b>Department:</b> Multimedia	
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## MODULE ORGANIZATION

Audiovisual creation			No. 36 ECTS	
Duration and temporal location within the curriculum:Semiannually, first course in the second semester.				
Materials and subjects				
Matter	ECTS	SUBJECT	ECTS	Course/ semester
audiovisual narrative	6	audiovisual narrative	6	2/2
Production	6	Production and Documentary Screenplay	6	1/2
Editing and Postproducción	24	Digital recording and editing video	6	3/2
		Audio Editing	6	3/1
		3D modeling and rendering	6	3/1
		digital postproduction	6	4/1

<sup>one</sup> Basic formation (common subject), compulsory, optional, external Practices, End of Degree.



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**STUDY GUIDE / SUBJECT:** Production and documentary script**Previous requirements:** They have not established**GENERAL OBJECTIVES**

fully understand the process of film production.

Develop writing skills for audiovisual creation.

Learning structures and components audiovisual script.

Acquire a methodology for analysis of audiovisual works.

POWERS BASIC	Weighting of competition			
	one	two	3	4
<b>CB. one</b> Students have demonstrated knowledge and understanding in a field of study that part of the basis of general secondary education, and is typically at a level that, although it is supported by advanced textbooks, includes some aspects involving knowledge of the forefront of their field of study.				x
<b>CB. two</b> Students can apply their knowledge to their work or vocation in a professional manner and have competences typically demonstrated through devising and defending arguments and solving problems within their field of study.			x	
<b>CB. 3</b> Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical.				x
<b>CB. 4</b> Students can communicate information, ideas, problems and solutions to an audience both specialist and non-specialist				x
<b>CB 5</b> That students have developed those skills needed to undertake further studies with a high degree of autonomy.			x	



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POWERS GENERAL	Weighting of competition			
CG.01 Capacity for analysis and synthesis				x
CG.02 Organizational skills and planning			x	
CG.03 oral and written communication in the language			x	
CG.05 Computer skills related to field of study				x
CG.06 Ability to manage information. Knowing information effectively from books and magazines, and other documentation		x		
CG.07 Problem resolution				x
CG.09 Decision making			x	
CG.14 Critical thinking			x	
CG.15 ethical commitment		x		
CG.16 Ability to assume responsibilities				x
CG.17 Self-criticism			x	
CG.18 autonomous learning and motivation for training throughout their professional life		x		
CG.19 Adapt to new situations			x	
CG.20 Creativity				x
CG.25 Motivation for quality				x
CG.28 Sensitivity to cultural heritage		x		



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SPECIFIC SKILLS				
	1	2	3	4
<b>CE.01. Ability to perform an analysis, oral and written, of an artistic expression, mastering vocabulary, codes and concepts inherent movements artistic field.</b>			X	
<b>CE.03. Knowledge of specific production methods and digital art techniques apply especially to the world of communication, besides looking for new media.</b>				X
<b>CE.08. Ability to organize and process information that later will be included in the project.</b>			X	
<b>CE.09. Ability to plan and manage projects and developments in technology content, in particular relating to art, multimedia design and communication.</b>			X	
<b>CE.13. Ability to contribute to the contemporary debate on the arts and digital media practices.</b>		X		
<b>CE.15 aircraft.</b> Knowledge of the legislative framework in Spain and Europe, particularly as regards audiovisual and protection of intellectual property and industrial		X		

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LEARNING OUTCOMES <sup>two</sup>	POWERS
R-1 Knowledge of the different elements involved in the audiovisual story and their interrelationships.	<b>CB:</b> 1,2,3,4,5 <b>CG:</b> 1,2, 3, 5, 6, 7, 9,14, 15, 16,17,18,19, 20, 25, 28 <b>EC:</b> 1,3,8,9,13,15
R-2 Narrative Analysis of audiovisual productions of different styles.	<b>CB:</b> 1,2,3,4,5 <b>CG:</b> 1,2, 3, 5, 6, 7, 9,14, 15, 16,17,18,19, 20, 25, 28 <b>EC:</b> 1,3,8,9,13,15
R-3 domain knowledge and the phases of the production process.	<b>CB:</b> 1,2,3,4,5 <b>CG:</b> 1,2, 3, 5, 6, 7, 9,14, 15, 16,17,18,19, 20, 25, 28 <b>EC:</b> 1,3,8,9,13,15
R-4 project management capacity and audiovisual companies.	<b>CB:</b> 1,2,3,4,5 <b>CG:</b> 1,2, 3, 5, 6, 7, 9,14, 15, 16,17,18,19, 20, 25, 28 <b>EC:</b> 1,3,8,9,13,15
R-5 Budgeting audiovisual productions and funding proposals.	<b>CB:</b> 1,2,3,4,5 <b>CG:</b> 1,2, 3, 5, 6, 7, 9,14, 15, 16,17,18,19, 20, 25, 28 <b>EC:</b> 1,3,8,9,13,15
R- 6 Analysis of the different types of scripts and functionalities.	<b>CB:</b> 1,2,3,4,5 <b>CG:</b> 1,2, 3, 5, 6, 7, 9,14, 15, 16,17,18,19, 20, 25, 28 <b>EC:</b> 1,3,8,9,13,15



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EDUCATIONAL ACTIVITIES WORK			
ACTIVITY	Teaching-Learning	Relationship With Learning Outcomes of the subject	ECTS <sup>3</sup>
CLASS ATTENDANCE	introductory presentation of each topic by the teacher. Definition of the objectives of knowledge and skills to achieve; explanation of the activities undertaken and the methodology to be followed and the instruments and evaluation criteria. Specific instructions on group and individual work of each topic.	R1- R6	1
PRACTICAL CLASSES	Activities aimed at developing skills and related to the contents of each topic library literature search, critical analysis of materials about the contents of the subject, critical analysis of patterns of communication and artistic creation, development of a scheme of	R1- R6	1

<sup>3</sup> The subject and / or material is organized in EDUCATIONAL ACTIVITIES and WORK TRAINING ACTIVITIES OF AUTONOMOUS WORK OF THE STUDENT, with an estimated percentage in ECTS. Proper distribution is as follows: 35-40% for classroom training activities and 65-60% for Self Employment. (For a course of 6 ECTS: 2.4 and 3.6 respectively). The teaching-learning methodology described in this guide generically, taking shape in the teaching units in which the subject is organized and / or subject



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	contents of each issue.		
TUTORIAL	Personalized and small group attention. Period of instruction and / or guidance by a tutor to review and discuss the materials and topics presented in classes, seminars, readings, papers, etc.	R1- R6	0.25
EVALUATION	Set of oral and / or written tests used in initial, formative or summative student assessment.	R1- R6	0.15
Total			(2.4 *)



SELF-EMPLOYMENT TRAINING ACTIVITIES OF STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes of the subject	ECTS
TEAM WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to post or deliver the lectures, practical classes and / or small group tutoring. Work done on the platform of the university		1.6
AUTONOMOUS WORK	Student study: Individual preparation of readings, case resolution, papers, reports, etc. to post or deliver the lectures, practical classes and / or small group tutoring. Work done on the platform or other virtual spaces	R1- R6	2
Total			3.6





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**ASSESSMENT SYSTEM ACQUISITION OF SKILLS AND GRADING SYSTEM**

In order to measure the acquisition of the skills of the subject through learning outcomes defined above, it is designed evaluation system set out below.

Assessment System employs a written test, which is reflected both short-answer questions or issues develop. In addition, the papers and exposure, as well as reports and reporting practices develop students are evaluated.

The teacher may make voluntary testing consolidation continuous assessment. Why the student to confirm having acquired some knowledge or skills will ensure a percentage in qualifying for the final exam.

<b>Assessment Tool<sup>4</sup></b>	<b>LEARNING OUTCOMES ASSESSED</b>	<b>Percentage awarded</b>
Theoretical and practical realization of activities	R1- R6	30%
objective evidence	R1- R6	10%
Final exam	R1- R6	50%
Attendance and participation	R1- R6	10%



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- The non-attendance will be penalized up point.
- It must pass the final exam (minimum score 5 out of 10) to mediate with the rest of the grades in the subject. Failure to pass the exam involves therefore the suspense of the call, with qualifying in the minutes of the call qualification exam.
- In any of the cases, if the first call has not been approved the student must perform and pass the exam of second call to pass the course.
- The qualifications and practical assistance deliveries only obtained on first call and those same qualifications shall be calculated on second call to average the examination should not exceed the first call. However, delivering a unique practice in second call is permitted at the discretion of the teacher, who would replace those undelivered or less calificación the first call.

No papers submitted after the deadline will be accepted or to hold additional work



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Criteria for granting Distinction: The teacher is free to grant or not honors to one of the students who have obtained outstanding. This criterion for granting Distinction will abide, in any case, the general criterion of the UCV, according to which only an honors may be awarded for every 20 students (or fraction for groups of fewer than 20 students).

Under the rules governing the evaluation and qualification of the subjects of the UCV Article 8.1 states that the student who has not attended at least 50% of the lessons of this subject can not take the exam First call. shall be considered as assistance both excused absences as unexcused. Excluded from this legislation students who previously and after informing the teacher your personal situation receive from the teacher's permission to take the exam on first call if the teacher considers justified absence, whether for work, coincidences of subjects, second tuition, serious illness, etc. To qualify for this exemption is absolutely essential to have spoken to the teacher at the beginning of the course and accepted the assessment procedure that the teacher deems most appropriate. Under no circumstances you may appeal default or at the end of the course these situations to violate the norm. On the other hand, the teacher can set as criteria for not attending the repeated delays, inattention in the classroom (use of mobile without authorization, lack of participation, etc) being added to the general calculation of non-attendance and thus contributing to exceed the limit that prevents examined as well as affect the percentage set out in the teaching guide for attendance and participation.

This standard is complementary to the assessment rates of non-attendance and participation, as well as evaluating and carrying out work or cases in the classroom or during the course follow their own evaluation criteria. Both percentages are given in this teaching guide.

The format of the practices delivered will be determined in each statement of the same. The delivery in a format other than the one specified will suppose the suspension of the practice without possible qualification.

The use of artificial intelligence to carry out digital practices will always be carried out in consultation with the teacher, who is the one who indicates what can be worked on and done with this technology.

Its use, if allowed, will be described in the statement of the practice or set by the teacher in class.

In no case can a work carried out entirely with this technique or present any practice be presented without prior consultation with the teacher. If this occurs, it will be considered a very serious offense and all the practices of the subject will be suspended.

Second and successive enrollment students must submit the same assignments as those of 1st enrollment. Class attendance rules are also the same. The copy or falsification of designs or works taken from the internet, another medium or partner will suppose a serious offense and the cancellation of the total of the marks obtained in the practices during the course, both for the first and second call, without the possibility of being able to present a work extra. This rule is common for both first and subsequent enrollment students.



## DESCRIPTION OF CONTENTS

1. Tell a story.
2. Story structures.
3. Design and narrative analysis.
4. The script. Initial the literary script idea.
5. Production process
6. Preproduction.
7. Postproduction. Types of assembly.



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<b>TEMPORAL ORGANIZATION OF LEARNING:</b>		
	<b>BLOCK CONTENT / TEACHING UNIT</b>	<b>NUMBER OF SESSIONS</b>
<b>1</b>	Tell a story.	<b>5</b>
<b>2</b>	Story structures.	<b>5</b>
<b>3</b>	Design and narrative analysis.	<b>11</b>
<b>4</b>	The script. Initial the literary script idea.	<b>2</b>
<b>5</b>	Production process.	<b>2</b>
<b>6</b>	Preproduction	<b>1</b>
<b>7</b>	Postproduction.Types of assembly.	<b>2</b>

**ADDITIONAL  
INFORMATION****TEACHING OF THE SUBJECT IN SECOND AND SUBSEQUENT  
ENROLLMENT:**

There will be a special group for students who are not of first registration and a teacher in charge of that group.

These students may join mainstream classes. If time incompatibility with other subjects, monitoring and reinforcement of the subject would take place, they could also be set for specific sessions group, 2 hours each. These sessions would be strengthened work on skills that students need to acquire group to pass the course.

These sessions, group or tutoring sessions are included in the attached schedule in this guide and are detailed in the description of the teaching units of the subject.

<b>TEMPORAL ORGANIZATION OF LEARNING (Students of second or subsequent enrollment):</b>		
	<b>BLOCK CONTENT / TEACHING UNIT</b>	<b>NUMBER OF SESSIONS</b>
<b>1</b>	Review of the theoretical contents of UD 1.2	<b>2</b>
<b>2</b>	Review of the theoretical contents of UD 3	<b>1</b>
<b>3</b>	Review of the theoretical contents of UD 4	<b>1</b>
<b>3</b>	Review of the theoretical contents of UD 5	<b>1</b>
<b>4</b>	Review of the theoretical contents of UD 6.7	<b>1</b>