



FDH3010 Comparative Genre Analysis 7.5 credits

Jämförande genreanalys

This is a translation of the Swedish, legally binding, course syllabus.

Establishment

Course syllabus for FDH3010 valid from Autumn 2011

Grading scale

G

Education cycle

Third cycle

Specific prerequisites

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

Course contents

When registering for the course, students are invited to write a short presentation of their thesis work (abstracts in the making) and describe what kind of ICT or media artefacts (platforms, pieces or programming) they would like to analyse in the course and on what aspects of genre (who, why, what, when, where and how) they would like to concentrate their analysis. Genre analysis has a long history in literature and media studies and is today applied to both digital and non-digital media and communication. The literature, lectures and exercises will cover, among other contributions, the groundbreaking work on genres of organisational communication by JoAnne Yeats and Wanda Orlikowsky, the analysis of communication networks by Manuel Castells, Henry Jennings' analysis of convergence culture, and Batya Friedman's work on Value Sensitive Design.

Disposition

The course will start with two introductory weeks with two lectures – on genre analysis and pattern languages – a literature seminar, and a method exercise. During the following three weeks a comparative genre analysis is written in projects carried out either by individuals or groups of 2-3 students. The groups will get extensive supervision geared at making each student's contribution to the written analysis useful in their own thesis work. It is in this light the relevance and quality of each student's contribution to the analysis will be examined in a final presentation seminar.

Examination

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.