

Literary Journalism

Code: 104992
ECTS Credits: 6

Degree	Type	Year	Semester
2501933 Journalism	OT	3	2
2501933 Journalism	OT	4	2

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

Stablished by the institution

Objectives and Contextualisation

Introduction to the basis of Literary-Journalistic Comparatism: historiology, genology, morfology and thematology.

Competences

- Journalism
- Abide by ethics and the canons of journalism, as well as the regulatory framework governing information.
 - Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
 - Be familiar with and apply the theoretical and practical foundations of journalistic writing and narrative and its applications in the different genres, media and formats.
 - Demonstrate a critical and self-critical capacity.
 - Differentiate the discipline's main theories, its fields, conceptual developments, theoretical frameworks and approaches that underpin knowledge of the subject and its different areas and sub-areas, and acquire systematic knowledge of the media's structure.
 - Identify modern journalistic traditions in Catalonia, Spain and worldwide and their specific forms of expression, as well as their historic development and the theories and concepts that study them.
 - Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
 - Relay journalistic information in the language characteristic of each communication medium, in its combined modern forms or on digital media, and apply the genres and different journalistic procedures.
 - Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
 - Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Value diversity and multiculturalism as a foundation for teamwork.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Communicate using language that is not sexist or discriminatory.
3. Compare the different traditions in handling specialised information.
4. Conceptualise the theories and techniques of specialised journalism.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Demonstrate a critical and self-critical capacity.
8. Demonstrate practical knowledge of specialised journalism.
9. Distinguish theories of journalistic writing and narrative to apply them to the different theme-based information specialisms.
10. Explain the explicit or implicit code of practice of one's own area of knowledge.
11. Identify situations in which a change or improvement is needed.
12. Incorporate the principles of professional ethics in developing narrative journalism specialised in cultural information and critique.
13. Propose projects and actions that incorporate the gender perspective.
14. Relay in the language specific to each communication medium narrative journalism specialised in cultural information and critique.
15. Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
16. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
17. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
18. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
19. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
20. Use interactive communication resources to process, produce and relay information in the production of specialised information.
21. Value diversity and multiculturalism as a foundation for teamwork.
22. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

1. Journalism and literature: a tradition of promiscuous relations
2. The 'lingüistic turn' and its incidence in the studies on journalism
3. Rethoric condition of journalistic expression
4. Fiction and faction in the journalistic expression

5. Journalistic literature and literary journalism
6. Highlights in literary journalism, modern and contemporary, from Daniel Defoe to New Journalism
7. The influence of fiction literature on journalism: novel, short-story, theatrical writing
8. The influence of faction literature on journalism: memorialistic and biographical prose (memories, autobiographies, biographies, journals, letters); documentary prose (ego documents and oral history)
9. Genres and styles of narrative literary-journalistic writing: non fiction novel, novelized report, the chronicle and its hibridations
10. Genres and styles of argumentative literary-journalistic writing: essay, column, portrait and profile
11. Genres and styles of dialogical literary-journalistic writing: literary interview and interview-report

Methodology

The explanations about the themary will be combined with the seminars on authors, works and procedures, based in close reading and in the collective deliberation.

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.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Close reading and discussion seminars	30	1.2	6, 1, 15, 3, 14, 2, 4, 8, 7, 9, 10, 11, 12, 13, 19, 18, 16, 17, 20, 5, 22, 21
Explanations in the classroom	15	0.6	6, 1, 15, 3, 14, 2, 4, 8, 7, 9, 10, 11, 12, 13, 19, 18, 16, 17, 20, 5, 22, 21

Assessment

The evaluation activities are

A: A project of the final work. It can be (a) theoretical or (b) applied (10% on final grade)

B: Advance of the final work (20% on final grade)

C: Evaluation of the final work (40% on final grade)

d: Assistance and active participation in the classes, seminars and tutorials (20% on final grade)

It is necessary to obtain a minimum grade of 5 in activities A, B, C to pass the subject.

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject.

Students will be entitled to the revaluation of the subject. They should present a minimum of activities that equals two-thirds of the total grading. To have access to revaluation, the previous grades should be equal to 3,5). The activities that are excluded from the revaluation process are the tutorials, the project and advance of final work and the participation in the seminars (These cannot exceed 50% of the weight in the final grade).

In the case of a second enrolment, students can do a single synthesis exam/assignment that will consist of a reasoned and documented memory on the whole themary. The grading of the subject will correspond to the grade of the synthesis exam/assignment.

In the event that the student performs any irregularity that may lead to a significant variation of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that could be instructed. In the event, that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

The professors will always make their best to preserve the genre perspective, when possible.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Advancement of the final work	20%	20	0.8	6, 1, 15, 3, 14, 2, 4, 8, 7, 9, 10, 11, 12, 13, 19, 18, 16, 17, 20, 5, 22, 21
Assistance, tutorials and participation in seminars	20%	20	0.8	6, 1, 15, 3, 14, 2, 4, 8, 7, 9, 10, 11, 12, 13, 19, 18, 16, 17, 20, 5, 22, 21
Final work	50%	50	2	6, 1, 15, 3, 14, 2, 4, 8, 7, 9, 10, 11, 12, 13, 19, 18, 16, 17, 20, 5, 22, 21
Project of final work	10%	15	0.6	6, 1, 15, 3, 14, 2, 4, 8, 7, 9, 10, 11, 12, 13, 19, 18, 16, 17, 20, 5, 22, 21

Bibliography

Albert Chillón: *-La palabra facticia. Literatura, periodismo y comunicación*, Barcelona-Valencia, Aldea Global, 2014

- *La literatura de fets. Els nous periodismes i l'art del reportatge*, Barcelona, Llibres de l'Índex, 1993

Norman Sims: *The Literary Journalists*, Ballantine Books, 1984

David Vidal: *El malson de Chandos*, Barcelona-Valencia, Aldea Global, 2002

Robert Herscherr: *Periodismo narrativo*, Universidad de Barcelona, 2014

Truman Capote: *A sangre fría*, Barcelona, Anagrama, 2003

Tom Wolfe: *El nuevo periodismo*, Barcelona, Anagrama, 1981

Ryszard Kapuscinski: - *El Sha o la desmesura del poder*, Barcelona, Anagrama, 2007

- *El emperador*, Barcelona, Anagrama, 2007

Oriana Fallaci: - *Un hombre*, Barcelona, Noguer y Caralt, 1984

- *Entrevista con la historia*, Barcelona, Noguer y Caralt, 1986

Montserrat Roig: - *Els catalans als camps nazis*, 1977

- *Retrats paral·lels*. Barcelona: Publicacions de l'Abadia de Montserrat, 1975-1978, 3 volums

Software

Word