

Degree	Type	Year
2501933 Journalism	FB	1

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

A native level is necessary to be able to follow the subject (C1-C2).

Objectives and Contextualisation

The purpose of this subject is to improve the ability of analysis and production of texts for the media both in their oral and written variety. At the end of the course, students should know the main characteristics of a series of textual models, which will allow them to apply this knowledge to the composition of texts in Spanish.

Competences

- Demonstrate a critical and self-critical capacity.
- Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
- Express oneself fluently and effectively in the two official languages, both orally and in writing.
- Manage time effectively.

- 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 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.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- 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. Build texts in the two official languages that adapt to the structures of journalistic language.
2. Communicate using language that is not sexist or discriminatory.
3. Consider how gender stereotypes and roles impinge on the exercise of the profession.
4. Demonstrate a command of the official languages and their communication resources in order to produce oral and written texts fluently, efficiently and accurately.
5. Demonstrate a critical and self-critical capacity.
6. Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
7. Express oneself correctly, both orally and in writing.
8. Find the substance and relevance in journalistic texts, in the two official languages, in any format to detect correct forms of oral and written expression.
9. Manage time effectively.
10. Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
11. 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.
12. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
13. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
14. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
15. Value diversity and multiculturalism as a foundation for teamwork.

Content

Topic 1. Orality and writing in journalistic texts. Expressions of oral language and written language in different media. Linguistic resources for the elaboration of texts. Norm and use. Some of the normative problems of Spanish. Lexicon and punctuation.

Topic 2. The textual units: statements and paragraphs. Argumentative text. Types of arguments. Constituents of the statement, concordance and order of words. Paragraph types. Use of connectors and referential elements.

Topic 3. Procedures of textual creation. Linguistic and extralinguistic factors: variation and creativity. Denotation and connotation.

Topic 4. Articulatory characteristics of the vowel and consonant sounds of Spanish. Structure of the syllable and pronunciation problems. The prosodic features: speed of elocution, pauses and distribution of the accents in the statement. Melodic patterns and sentence modality in Spanish. Strategy of emphasis to argue in oral language: order of words, volume of voice, silences.

Topic 5. The oral presentation. Linguistic resources for oral presentations. Preparation of oral interventions. Oral resources for oral presentation. Non-verbal communication.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practices and seminars	34	1.36	
Theory classes	17	0.68	
Type: Supervised			
Tutorials	9.5	0.38	
Type: Autonomous			
Reading, analysis and synthesis of texts and documents, preparation and realization of papers	89.5	3.58	

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.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Mandatory reading comprehension test	10 %	0	0	10, 6, 5, 9, 14, 13, 8
Practice of analysis and production of oral language samples	25 %	0	0	10, 2, 1, 6, 4, 5, 7, 9, 14, 13, 12, 11, 8, 3, 15
Practice of analysis and production of written language samples	25 %	0	0	10, 2, 1, 6, 4, 5, 7, 9, 14, 13, 12, 11, 8, 3
Written test on the theoretical and descriptive contents of the course	40 %	0	0	10, 6, 4, 5, 9, 14, 13, 12, 11, 8

Continuous assessment

Students must take the following tests during the course:

- Practices of analysis and production of samples of the written language (25%).
- Practices of analysis and production of samples of the oral language (25%).
- Comprehension test of compulsory readings (10%).
- Written test on the theoretical and descriptive content of the course (40%).

The characteristics of each of the practices will be specified during the course and will be available in Moodle.

To pass the course, all the tests must be taken and delivered within the set time. A final grade equal to or greater than 5 must be obtained. To calculate the final grade, the percentages indicated above will be applied.

In order to add the different assessment activities, it is necessary to obtain a minimum score of 3 out of 10 in all the tests. Students who have failed any of the tests with less than 3 or have not reached 5 with the sum of all the activities may present to the recovery of a maximum of two of the tests carried out in an ordinary way (not more than 50% of the total). To have access to reevaluation, the previous grades must be at least an average mark of 3.5. Recovery exam only allows to reach a 5 on the final evaluation score.

It will be considered "Not assessed" if the student has only completed one of the practices /tests. The elaboration of more than one practice / test supposes, therefore, the will of the student to be evaluated in the subject and, therefore, its presentation in the evaluation.

Summative assessment

Students must take the following tests during the course:

- Practices of analysis and production of samples of the written language (25%).
- Practices of analysis and production of samples of the oral language (25%).
- Comprehension test of compulsory readings (10%).
- Written test on the theoretical and descriptive content of the course (40%).

The date of the theory tests and the delivery of the practices will be indicated on Moodle at the beginning of the course.

The same assessment method as continuous assessment will be used for recovery.

Important Information:

Misspellings, as well as errors in punctuation, morphosyntax and vocabulary are penalized with -0.2 points each. The test will be considered 0 and the assessment test must be repeated if the student has more than 15 mistakes. The student can do two re-assessment tests as a maximum (out of a total of four).

Students will have the right to re-assess the course if they have been evaluated from the set of activities whose weight is equal to a minimum of 2/3 parts of the total assessment.

Should the student perform any irregularity (copy, plagiarism, identity theft, publication of assessment activities on any external platform to the UAB, use of AI...), the assignment/exam/test will be qualified with 0. In case there are several irregularities, the final grade of the subject will be 0.

Bibliography

The content of this subject will be sensitive to aspects related to the gender perspective.

Basic bibliography

- ALCOBA RUEDA, Santiago. (coord.) (2009). *Lengua, Comunicación y Libros de Estilo*. Barcelona. Available at: https://ddd.uab.cat/pub/caplli/2009/117950/lencomlibest_a2009p4.pdf
- ÁLVAREZ, Miriam (1994) *Tipos de escrito II: Exposición y argumentación*, Madrid: Arco/Libros (Cuadernos de lengua española 15).
- BRIZ, Antonio (coord.) (2008): *Saber hablar*, Madrid: Instituto Cervantes-Aguilar.
- BUSTOS, Alberto. *Blog de Lengua*. Available at: <https://blog.lengua-e.com/alberto-bustos/>
- FUENTES RODRÍGUEZ, Catalina (2007): *La argumentación lingüística y sus medios de expresión*, Madrid: Arco/Libros.
- HERNÁNDEZ GUERRERO, José Antonio y María del Carmen García Tejera (2004): *El Arte de hablar: manual de retórica práctica y de oratoria moderna*, Barcelona: Ariel.
- MAS MANCHÓN, Lluís. (2017). «Competencias documentales, textuales y enunciativas para un nuevo profesional de la comunicación». *Pragmalingüística*, 25, pp. 401-415. Disponible en <https://revistas.uca.es/index.php/pragma/article/view/2499>
- MONTOLÍO, Estrella (dir.) (2014): *Manual de escritura académica y profesional*, Barcelona: Ariel.
- REAL ACADEMIA ESPAÑOLA (2019): *Libro de estilo de la lengua española: según la norma panhispánica*, Madrid: Planeta.
- REGUEIRO, M.^a Luisa y SÁEZ, Daniel M. (2013): *El español académico. Guía práctica para la elaboración de textos académicos*, Madrid, Arco/Libros.
- SÁNCHEZ LOBATO, Jesús (coord.) (2006): *Saber escribir*, Madrid: Instituto Cervantes-Aguilar.

Specific bibliography

Throughout the course, the mandatory and complementary bibliographic references fundamental for the follow-up of the course will be provided.

Software

No specific software is required.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	11	Spanish	second semester	morning-mixed
(SEM) Seminars	12	Spanish	second semester	morning-mixed
(SEM) Seminars	13	Spanish	second semester	morning-mixed
(SEM) Seminars	21	Spanish	second semester	morning-mixed
(SEM) Seminars	22	Spanish	second semester	morning-mixed
(SEM) Seminars	23	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed

