

Degree	Type	Year
2501933 Journalism	OB	1

## Contact

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## Teachers

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## Teaching groups languages

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

## Prerequisites

Be able to express themselves correctly in Spanish and / or Catalan, both in writing and orally. Know the Spanish and Catalan grammar.

## Objectives and Contextualisation

The aim of the course is to provide basic knowledge about journalistic writing and narrative appropriate to audiovisual media and from a theoretical and practical point of view. The course aims to provide students with theoretical concepts and basic techniques for writing and oral transcription of journalistic texts adapted to audiovisual perception and the characteristics of audiovisual genres.

## Competences

- 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 self-learning and self-demanding capacity to ensure an efficient job.
- Manage time effectively.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use one's imagination with flexibility, originality and ease.
- Value diversity and multiculturalism as a foundation for teamwork.

## Learning Outcomes

1. Adapt written texts to the specific needs implied by the use of technologies and their systems to process, produce and relay information.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Communicate using language that is not sexist or discriminatory.
4. Consider how gender stereotypes and roles impinge on the exercise of the profession.
5. Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
6. Distinguish theories of journalistic writing and narrative to apply them to journalistic genres in audiovisual media.
7. Distinguish theories of journalistic writing and narrative to apply them to journalistic genres in multimedia formats.
8. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
13. Use one's imagination with flexibility, originality and ease.
14. Value diversity and multiculturalism as a foundation for teamwork.

## Content

1. Introduction: Sound understanding and technological mediation
2. Basic notions about writing and audiovisual narrative
3. Basic notions about ethics and journalistic deontology
4. Voice, speech and prosody
5. Macrostructure
6. Microstructure

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. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Laboratory Practices	33	1.32	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14
Master Classes	15	0.6	1, 6, 7
Tutorship	6	0.24	
Type: Supervised			
Review	3	0.12	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14
Type: Autonomous			
Autonomous Activity	75	3	

Directed activities:

- a) Master classes: explanation of the theoretical and practical concepts.
  - b) Practices in the Laboratory: the two main objectives are that the student
- Supervised activities:  
Individual or group face-to-face tutorials and knowledge assessment.
  - Autonomous activities.  
Students must do the readings indicated as compulsory and all the activities

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practical laboratory tests	60%	16.5	0.66	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14
Written exam	40%	1.5	0.06	1, 6, 7

- Written exam (40%)

- Practical laboratory tests (60%)  
The final grade will be the sum of the score obtained. It is essential to take

RECOVERY:

During the weeks of re-evaluation, the suspended part or parts will be re

The proposed teaching methodology and evaluation may undergo some modification depending on the restrictior

This course does not provide for the single assessment system.

## **Bibliography**

Basic:

Alsius, Salvador (1998). *Ètica i periodisme*. Editorial Pòrtic. Barcelona.

Blanch, Margarita y Lázaro, Patricia (2010). *Aula de Locución*. Cátedra: Madrid

Huertas Bailén, Amparo y Perona Páez, Juan José (1999). *Redacción y locución en medios audiovisuales: la radio*. Bosch: Barcelona.

Langer, John (2000). *La televisión sensacionalista. El periodismo popular y las "otras noticias"*. Paidós: Barcelona.

Mayoral, Javier (coord.); Sapag, Pablo; Huerta, Armando y Díez, Francisco Javier (2008). *Redacción periodística en televisión. Síntesis*: Madrid.

Complementary:

Boyd, Andrew, Stewart, Peter, Alexander, Ray (2008). *Broadcast Journalism: Techniques of Radio and Television News*. Focal Press: Oxford

Cano Muñoz, Isidro (2005). El don de la palabra: hablar para convencer. Thomsom: Madrid.

Cebrián Herrero, Mariano (2004). La información en televisión. Obsesión mercantil y política. Gedisa: Barcelona.

Dale Carnegie (2009). Cómo hablar bien en público. Elhasa: Madrid.

Ortiz Sobrino, Miguel Ángel y Pérez Ornia, José Ramón (2006). Claves para elaborar la información en Radioy Televisión. IORTV:Madrid.

Oliva, Llúcia i Sitjà, Xavier (1999). Las noticias en televisión. IORTV: Madrid.

Rodero, Emma (2003). Locución Radiofónica. IORTV: Madrid.

Wulfemeyer,K. Tim (2009). Beginning Radio and TV Newswriting: A self-instructional learning experience. Iowa University Press: Iowa.

## Software

No specific software is used.

## Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	11	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	12	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	13	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	21	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	22	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	23	Catalan	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed
(TE) Theory	2	Spanish	second semester	morning-mixed