

Degree	Type	Year
2501933 Journalism	FB	1

Contact

Name: Iliana Esther Ferrer Rodriguez

Email: iliana.ferrer@uab.cat

Teachers

Marta Narberhaus Martinez

Fernanda Pires De Sa

Teaching groups languages

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

Prerequisites

No prerequisite is required.

Objectives and Contextualisation

This course provides the general concepts and theoretical foundations of audiovisual language as an effective tool for producing messages and journalistic content. It is the students' first approach to sound and audiovisual language, exploring its characteristics, potential, and limitations.

The objective of the course is to provide the students with the basic concepts and specific vocabulary of audiovisual language, applying them in the creation of multi-format audiovisual products. Additionally, it aims to foster the acquisition of skills in the production of communicative products and in collaborative work in a professional and inclusive manner.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate a critical and self-critical capacity.
- Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.

- 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.
- Disseminate the area's knowledge and innovations.
- 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.
- 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 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 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.

Learning Outcomes

1. Communicate using language that is not sexist or discriminatory.
2. Critically analyse the principles, values and procedures that govern the exercise of the profession.
3. Demonstrate a critical and self-critical capacity.
4. Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
5. Differentiate the specificities of audiovisual languages.
6. Disseminate the area's knowledge and innovations.
7. Explain the development of modern international journalistic traditions.
8. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
9. Identify the structural foundations of the communication system.
10. Link social analysis and impacts of new communication technologies.
11. Manage time effectively.
12. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
13. Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
14. 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.
15. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
16. 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.
17. 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. Introduction to the fundamentals of audiovisual languages

2. Creation of the audiovisual space
3. Creation of the sound space
4. Image composition
5. Production of audiovisual products

The course content will be sensitive to aspects related to the gender perspective.

The specific schedule with the content of the different sessions will be detailed on the day of the course presentation. Students will find the description of each practice on the Virtual Campus, along with various teaching materials and any necessary information for the proper follow-up of the course.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	15	0.6	5, 7, 9, 10
Practical activities	33	1.32	4, 5, 9, 10, 15
Type: Supervised			
Tutorials	10.5	0.42	5, 9, 14
Type: Autonomous			
Readings, preparation of practices, preparation of tests	87	3.48	1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17

The acquisition of knowledge will be achieved through various methodological procedures, including lectures and practical sessions. The Project-Based Learning (PBL) methodology will be implemented, which underpins the formative activities of the course, except for the exam.

In the theoretical sessions, the course content will be presented, providing the necessary elements to carry out the practical exercises. The practical sessions, which will be conducted in work teams, will serve to apply the theoretical knowledge to real cases. The design and preparation of the practical exercises will be part of the students' independent work.

A written test will be conducted to assess the extent of theoretical knowledge acquisition and the ability to apply it.

Students will be able to schedule optional tutorials with the course instructors.

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
Laboratory practices	60%	3	0.12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Written test	40%	1.5	0.06	1, 2, 5, 8, 9, 10, 12, 17

Given the practical content of this course, a single final assessment is not considered.

The competencies of this course will be assessed through the following activities:

A. Laboratory practices: active participation, practice follow-up, reports, and production documents, etc. (60%)

B. Written test (40%).

To pass the course, it is essential to complete the different tests and exercises scheduled. The final grade will be the sum of the scores obtained in the various practices and the written test of the course. To be eligible for this weighted sum, each procedure must be passed independently. No average will be made if the grade of any evaluation activity is less than 5.

Retake examination: Students must meet the following two criteria to be entitled to the retake:

- Students will have the right to retake the examination if they have been assessed on all activities
- If students have not regularly followed the continuous assessment, they will not have the right to retake

Students who have participated in the continuous assessment and fail the written test (theory part) may retake it as long as they have obtained a minimum grade of 3.5 in the test and have completed the regular review. The grade obtained in the retake of the theory part will be the final grade for this part.

The practical part of the course (given the complexity of its organization by groups and subgroups) cannot be retaken, except in very exceptional and justified cases.

Plagiarism: Any student who engages in any irregularity (copying, plagiarism, impersonation, etc.) will receive a grade of 0 for that evaluation activity, regardless of any disciplinary process that may be initiated. In case of multiple irregularities, the final grade for the course will be 0.

Bibliography

Fundamental Literature

- Barroso, Jaime (2008). *Realización audiovisual*. Madrid: Síntesis.
- Cancho García, Nuria E. y García Torres, Marco A. (2018). *Planificación de proyectos audiovisuales*. Publicaciones Altaria: Barcelona. (Cap 3, 4, 6)
- Castillo, José María. 2016. *Televisión, realización y lenguaje audiovisual*. Madrid: Instituto RTVE. (Cap 1, 5, 7, 10, 12)
- Cebrián Herreros, Mariano (1995). *Información audiovisual: concepto, técnica, expresión y aplicaciones*. Madrid: Síntesis.
- Franco, Fernando (2017): *Narrativa y Lenguaje Cinematográfico. Guía Didáctica*. ECAM.
- Gutiérrez, Maria; Perona, Juan José (2002). *Teoría y técnica del lenguaje radiofónico*. Barcelona: Bosch.

- Millerson, Gerarld (2009). *Realización y producción en televisión*. Barcelona: Omega.
 - Jenkins, Henry (2008): *Convergence Culture: La Cultura de la Convergencia de los Medios de Comunicación*. Paidós Ibérica
 - Navarro-Güere, Héctor (2023). El vídeo en formato vertical. Una revisión de la literatura en comunicación. *Revista Mediterránea de Comunicación/Mediterranean Journal of Communication*, 14(1), 69-81. <https://www.doi.org/10.14198/MEDCOM.23028>
 - Rabiger, Michael (2000). *Dirección Cinematográfica. Técnica y Estética*. 2 edición. 2000, IORTV, RTVE
 - Ryan, M.L. (2001). *Narrative as Virtual Reality: Immersion and Interactivity in Literature and Electronic Media*. Johns Hopkins University Press, USA. <https://dl.acm.org/doi/10.5555/600034>
 - Rodero, Emma (2005). *Producción radiofónica*. Madrid: Cátedra.
 - Scolari, Carlos A. 2013. *Narrativas Transmedia: Cuando todos los medios cuentan*. Barcelona: Deusto
- Complementary Literature
- Balsebre, Armand (2004). *El lenguaje radiofónico*. 4a edició. Madrid: Cátedra.
 - Beltrán Moner, Rafael (1984). *La ambientación musical*. Madrid: IORTV.
 - Brown, Larry A (2018): *How Films Tell Stories. The Narratology of Cinema*. Creative Arts Press
 - Castillo, José Maria (2016). *Televisión, realización y lenguaje audiovisual*. Madrid: Instituto RTVE.
 - Chion, Michel (1993). *La Audiovisión. Introducción a un análisis conjunto de la imagen y el sonido*. Barcelona: Paidós.
 - Fernández, Federico; Martínez, José (1999). *Manual básico de lenguaje y narrativa audiovisual*. Barcelona: Paidós,
 - Morales Morante, Fernando (2013). *Montaje audiovisual. Teoría, técnica y métodos de control*. Barcelona: UOC.
 - Zabaleta, Iñaki (2005). *Teoría y lenguaje de la información en la TV y la radio*. Barcelona: Bosch Comunicación.

Software

Students should have basic knowledge of certain software, such as text editors (Word, etc.), video editors (Da Vinci, Premiere, etc.), audio editors (Audacity, Zara Studio, etc.) and network tools such as the Google environment (Google docs, Gmail, etc.) and hostings such as YouTube or Soundcloud.

It is recommended to consult the tutorials published on the Faculty's website:

<https://www.uab.cat/web/coneix-la-facultat/serveis-de-la-facultat/laboratoris-audiovisuals/tutorials-videos-laboratc>

Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	11	Spanish	second semester	morning-mixed

(PLAB) Practical laboratories	12	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	13	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	21	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	22	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	23	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed
(TE) Theory	2	Catalan	second semester	morning-mixed

PROVISIONAL