



Teaching Guide

Teaching Guide				
Identifying Data				2020/21
Subject (*)	Audiovisual Journalism		Code	616G01011
Study programme	Grao en Comunicación Audiovisual			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Second	Obligatory	6
Language	Spanish			
Teaching method	Hybrid			
Prerequisites				
Department	Socioloxía e Ciencias da Comunicación			
Coordinador	Sanjuan Perez, Antonio	E-mail	antonio.sanjuan@udc.es	
Lecturers	Sanjuan Perez, Antonio	E-mail	antonio.sanjuan@udc.es	
Web				
General description	Documentaries, reportages & news: How are they made.			
Contingency plan	1. Modifications to the contents there are none. 2. Methodologies *Teaching methodologies that are maintained They all go online automatically *Teaching methodologies that are modified There are no further modifications. 3. Mechanisms for personalized attention to students By Teams, by appointment. 4. Modifications in the evaluation Only exigency criteria are modified: In case of confinement or isolation, work done without external image recording will be accepted. *Evaluation observations: No observations 5. Modifications to the bibliography or webgraphy Are not necessary.			

Study programme competences

Code	Study programme competences
A1	Comunicar mensaxes audiovisuais.
A2	Crear produtos audiovisuais.
A7	Coñecer as técnicas de creación e produción audiovisual.
A10	Coñecer o marco legal e deontolóxico.
A12	Coñecer os principais códigos da mensaxe audiovisual.
B6	Expresarse correctamente tanto de xeito oral como escrito en linguas oficiais da comunidade autónoma
B9	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida e solidaria capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común
C1	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C2	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C3	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C4	Valorar a importancia que ten a investigación, innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes



Learning outcomes	Study programme competences		
Conocer los principales códigos del mensaje audiovisual	A1	B6	C1
Aplicar los códigos y procedimientos de elaboración del mensaje audiovisual	A2	B9	C2
	A7		C3
	A10		C4
	A12		

Contents	
Topic	Sub-topic
0. The beginnings of audiovisual journalism	0.1. The first reporters 0.2. The first audiovisual news 0.3. Main historical references
1.- The news	1.1 What is news 1.2 Genres, formats and informative routines 1.3 Sources and documentation 1.4 Writing, locution and staging
2. Interviews and gatherings: interpersonal genres	2.1 Interview interviews 2.2 The personality or depth interview 2.3 The debate, the round table 2.4 The gathering
3. The report and the documentary	3.1 Choice of topics and treatment 3.2 The journalist in preproduction, production and realization 3.3 Informative styles 3.4 The documentary film and the author's documentary
4. Edition of news	4.1 The news team and its location in the organization chart 4.2 Informative classes and criteria for its design 4.3 The runway 4.4 Process of direction and edition
5. Organization of the Newsroom	5.1 Production, realization and Writing: functions 5.2 Structure of the Editor: sections 5.3 Professional categories 5.4 Daily routine in the Editorial Board
6. Journalistic ethics	6.1 Ethics and deontology: definitions 6.2 Contract with the audience 6.3 Main theories and currents 6.4 FIP and FAPE codes

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A1 A2 A7 A10 A12 B6 B9 C1 C2 C3 C4	26	0	26
Laboratory practice	A1 A2 A7 A10 A12 B6 B9 C1 C2 C3 C4	30	30	60
Supervised projects	A1 A2 A7 A10 A12 B6 B9 C1 C2 C3 C4	0	46	46
Personalized attention		18	0	18

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.



Methodologies

Methodologies	Description
Guest lecture / keynote speech	Asynchronous online system in oral exposition or use of audiovisual media. The synchronous modality will be limited to the introduction of some questions directed to the students, with the purpose of transmitting knowledge and facilitating learning.
Laboratory practice	Hybrid system, the practices may be online or in person depending on the available to the Faculty and depending on the evolution of the health situation. Methodology that allows students to learn effectively through the carrying out of practical activities.
Supervised projects	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning ?how to do things? and on encouraging students to become responsible for their own learning.

Personalized attention

Methodologies	Description
Laboratory practice Supervised projects	The teacher will supervise the work of the students through the sessions dedicated to the personalized attention of each one of them, as well as in the follow-up and correction of the supervised works and of the practices in the laboratory.

Assessment

Methodologies	Competencies	Description	Qualification
Laboratory practice	A1 A2 A7 A10 A12 B6 B9 C1 C2 C3 C4	Metodoloxía que permite que os estudantes aprendan efectivamente a través da realización de actividades de carácter práctico, tales como demostracións, exercicios, experimentos e investigacións. Os alumnos deberán realizar todas e cada unha das prácticas sinaladas nas condicións que se especifiquen nelas.	30
Supervised projects	A1 A2 A7 A10 A12 B6 B9 C1 C2 C3 C4	Metodoloxía deseñada para promover a aprendizaxe autónoma dos estudantes, baixo a tutela do profesor e en escenarios variados (académicos e profesionais). Está referida prioritariamente ao aprendizaxe do ?cómo facer as cousas?. Constitúe unha opción baseada na asunción polos estudantes da responsabilidade pola súa propia aprendizaxe. Este sistema de ensino baséase en dous elementos básicos: a aprendizaxe independente dos estudantes e o seguimento desa aprendizaxe polo profesor-titor.	70

Assessment comments

--

Sources of information

Basic	- Poveda Criado, Miguel Ángel (2014). Periodismo televisivo. Ediciones CEF - Larrañaga, J. (2006). Redacción y locución de la información audiovisual, escribir noticias para la radio y la televisión. Universidad del País Vasco, Bilbao. - García de Castro, Mario (2014). Información Audiovisual en el entorno digital. Tecnos - Resano, Helena (2016). La trastienda de un informativo. Alienta Editorial - Castillo, José María (2011). Teleperiodismo en la era digital. IORTV, Madrid - Peralta, Miquel (2012). Teleinformativos. La noticia digital en televisión. Editorial UOC - Mayoral, Javier; Sapo, Pablo; Huerta, Armando; Díez, Francisco Javier (2008). Redacción Periodística en Televisión. Editorial Síntesis - Videla Rodríguez, José Juan (2004). La ética como fundamento de la actividad periodística. Madrid, Fragua - Mas Manchón, Luis (2014). Discurso informativo 2.0. La estructura forma, textual y oral de la noticia. Editorial UOC
Complementary	



Recommendations

Subjects that it is recommended to have taken before

History of radio, televisión and multi-media/616G01002

Law/616G01005

The Audiovisual Sector/616G01007

Subjects that are recommended to be taken simultaneously

Audiovisual Advertising/616G01012

Corporate Communication/616G01013

Viewing Figures/616G01020

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.