



Universitat de Lleida

# **DEGREE CURRICULUM CREATION OF CONTENTS IN NETWORK**

Coordination: PUEYO PARIS, MIQUEL

Academic year 2018-19

## Subject's general information

<b>Subject name</b>	CREATION OF CONTENTS IN NETWORK					
<b>Code</b>	101957					
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION					
<b>Typology</b>	Degree	Course	Character	Modality		
	Bachelor's Degree in Audiovisual Communication and Journalism	1	COMPULSORY	Attendance-based		
<b>Course number of credits (ECTS)</b>	6					
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA		
	<b>Number of credits</b>	3		3		
	<b>Number of groups</b>	2		2		
<b>Coordination</b>	PUEYO PARIS, MIQUEL					
<b>Department</b>	CATALAN STUDIES AND COMMUNICATION					
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.					
<b>Language</b>	The professor Miquel Pueyo will teach this course in Catalan and the professor Carlota Benet will teach it in English.					
<b>Distribution of credits</b>	During the course lectures will be combined with class debates, student's presentation's and individual help. Each student will have to complete two compulsory readings and will have to attend compulsory activities that the professor will choose. He or she will also hand in the practical work and will present an oral work on due date. At the end of the course he or she will be evaluated with a final exam..					

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Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BENET CROS, CARLOTA	carlotabenet@filcat.udl.cat	6	
PUEYO PARIS, MIQUEL	mpueyo@filcat.udl.cat	6	

## Subject's extra information

Ethics, communication and journalism and its values have changed with globalisation; therefore It has become very necessary to analyse the existant relationship between politics, economy and state territory. This class departs from the evidence that cyberspace has become the main channel of communication and the biggest keeper of the memory of humanity. As humans we share a universal which is the internet and we have to escape equally a mindless eulogy of it as well as an apocaliptical vision of it. In order to do this the class will offer an overview of basic concepts (community, language, conversation) to familiarise students with the main tools and sources useful for production of online content for cyberjournalism.

## Learning objectives

O1. To identify the basic features of the internet. To know how to use the main tools and resources that are useful for the production and the expression of contents in online digital supports

O2. Be aware of the real impact of what is published, commented and communicated on the Internet in order to acquire a critical spirit and a desire to continuously improve, both in terms of contents and the resources used to disseminate them.

O3. To obtain a sufficient command of the linguistic, oral, design and style resources, appropriate to each format. Evaluate the new formats and transmedia projects that emerged in the era of digital convergence

O4. Demonstrate the capacity to understand the environment in the following terms: personal, social, economic, political, etc., and become aware of the ethical dimension of journalistic work and information management.

O5. Have a global vision of the various sources of information and how to treat them and use them properly, and identify the generic patterns of fiction, documentary and entertainment.

O6. Manage time efficiently, acquire resources to manage conflicts, and develop a rigorous but free and creative thinking. Identify the specific narrative abilities of audiovisual and interactive contents

## Competences

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- To acquire a greater digital culture (theoretical and practical) linked to the adventure of communication and its opportunities and threats, including the management of digital identity.
- To learn digital communication technologies that are useful for journalistic work, communication and management of digital identity.
- To disseminate innovations in the area and evaluate them.
- To Identify the characteristics of communication over the internet, digital journalism and new formats. Development of autonomous learning and improvement strategies that promote imagination, critical spirit and self-sufficiency.
- Adaptation of journalistic information, institutional communication and management of digital identity to digital language and formats.
- To increase the respect and empathic skills in relation to diversity and plurality, and to apply professional ethics and responsibility criteria.
- To learn to search, select and systematize sources, documents and resources of all kinds, in the process of developing communicative content.
- To acquire skills to work in a team, to manage time and to use digital resources in a creative, efficient and innovative way.
- To generate competitive and innovative proposals in scientific activity and in the professional field.

## Subject contents

- The cyberspace as the main communication channel and first memory support of Humanity. How to organize effectively. How to manage time, information and content. Ingenuous, apologists and apocalyptics. The risks of technological solutions. Surveillance as a dimension of postmodernity. Creation and management of digital identity, and reputation: personal and professional aspects. Privacy, the dilemma of "other file" and digital forgetfulness. Attitudes and professional 2.0 profiles: journalism and cyberjournalism, research and teaching, community manager, information management, entrepreneurship, corporate communication, cultural industries, marketing, tourism, heritage communication, etc.
- The adventure of communication: non-verbal, oral, written and digital. Well-being techniques and management of emotions in nonverbal and oral communication. History of reading and writing. The disengagement of paper and "disorder" in reading: multi-screen and readability on the internet. The process of written composition. Write for the network. Creativity, stories and storytelling. The adoption of a style. Narrative journalism. Journalism and literature. Personal and professional branding. How are they managed?
- Journalism and digital technology. What is the cyberjournalism? Hypertextuality, multimedia and interactivity. Digital writing genres: informative, interpretative, dialogical, opinion and infographics. New modalities in journalism. New models of consumption and business in communication and journalism.
- Social networks for sociable people. Visual culture and culture of the conversation. Offer of company and recognition as a bait. Opportunities and threats. Electronic marketing, SMP, networking and community manager. Networks in personal communication, journalism, companies and entities. Platforms: websites, blogs, Facebook, Twitter, YouTube, Instagram, LinkedIn. Digital narrative and other resources of interest: search engines, monitors, maps, timelines, etc. Positioning, web analytics and monitoring.
- Community, conversation and publication. Write and edit on the internet. Particularities of screen writing and digital hypertext. Correction, clarity, links, qualification, multimedia elements. Good practices in design, legibility and expressive quality. Books and style pages. Trends, emerging projects and singular voices. Digital strategies, training of communicators and ethical criteria.

## Methodology

During the course, the lectures will be combined with individual tutorials, debates, practical work and individual and / or group practice tests. Each student will have to complete a series readings and attend complementary activities (conferences, events ...) established as compulsory. Also submit the indicated practices and reviews and complete the final test.

## Development plan

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The review is a typology of essay that presents information and critical evaluation of books, articles, works and therefore it becomes a key document in scientific communication. In addition, in the strictly academic field, the review is, in practice, a learning and evaluation tool. The main objectives of a review are to understand the text, to analyse it in depth and to appreciate the importance of the it.

1.- The reviews of compulsory readings corresponding to the subject must consist of a minimum of 3 pages and a maximum of 4 (numbered, size 12 for the letters, 1,5 of spacing). The first page will be for the cover, which must contain:

Title of the review (it can never be the same as the title of the reviewed work). Name and surname of the student  
Student email address

Bibliographic file of the reading (author, title, subtitle, city, publisher, collection, collection number, year of publication and number of pages).

For more detailed information, you can check [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_10/tot\\_t10.html](http://wuster.uab.es/web_argumenta_obert/unit_10/tot_t10.html).

## Evaluation

It will be described in detail later. However, the following considerations must be taken into account:

In the event that the attendance in class is the usual activity, that student whose special circumstances prevent him/her from normal monitoring of the subject will have to arrange a tutorial with the professor and agree to the necessary modifications in the evaluation system.

The continuous assessment will not be applied to a student who has not delivered his/her printed file (printed in paper and in-built photo) during the first two weeks of class. The file can be downloaded from [http://www.fce.udl.cat/Estudiantat/Recursos/fitxa\\_estudiant.pdf](http://www.fce.udl.cat/Estudiantat/Recursos/fitxa_estudiant.pdf)

It is mandatory that each student has completed (at least) an individualized tutorial before the final exam.

Any document that you want to send to the professor will be handed in, through the caretaker's office or the R-8 mailbox.

## Bibliography

Bibliography and webgraphy will be facilitated throughout the course. However, as a basic materials you can use:

-BAUMAN, Z. LYON, D. Vigilancia líquida. Barcelona, Austral, 2013.

-BENACH, Ernest. PUEYO, Miquel. Mort certa, hora incerta. De l'edat mitjana a la societat digital. Lleida, Pagès editors, 2013.

-CARROLL, E. ROMANO, John. Your Digital Afterlife. When Facebook, Flickr and Twitter are your estate . Berkeley, CA, New Riders.

-COBO, Silvia. Internet para periodistas. Kit de supervivencia para la era digital. Barcelona, Editorial UOC, 2012.

-DONOVAN, Jeremey. Método TED para hablar en público. Barcelona, Ariel, 2012.

-MOROZOV, Evgeny. La locura del solucionismo tecnológico. Móstoles, Madrid, Katz Editores.

-NOGUERA VIVO et alii. Redes sociales para estudiantes de comunicación . Barcelona, Editorial UOC, 2011.

-ORIHUELA, José Luís. Los medios después de internet. Barcelona, Editorial UOC, 2015.

-REIG, Dolors. Socionomía. ¿Vas a perderte la revolución social?. Barcelona, Deusto, 2012.

-RODRÍGUEZ FERNÁNDEZ, Óscar. Curso de Community manager . Madrid, Ediciones Anaya, 2012.

-RUIZ CABALLERO, Carlos M. La digitalització de l'Altre. Els reptes de la democràcia en l'era del ciberespai . Lleida, Pagès editors, 2014.

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-TOURIÑO, Alejandro. El derecho al olvido y la intimidad en Internet . Fuencarral, Madrid, Los libros de la catarata, 2014.