



Universitat de Lleida

DEGREE CURRICULUM  
**JOURNALISTIC WRITING.**  
**DESCRIPTIVE GENRES**

Coordination: MARÍN RUBIO, DAVID FRANCISCO

Academic year 2020-21

Subject's general information

<b>Subject name</b>	JOURNALISTIC WRITING. DESCRIPTIVE GENRES			
<b>Code</b>	101964			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Audiovisual Communication and Journalism	2	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>	MARÍN RUBIO, DAVID FRANCISCO			
<b>Department</b>	CATALAN STUDIES AND COMMUNICATION			
<b>Teaching load distribution between lectures and independent student work</b>	70% teaching load (*), 30% independent work			
	(*) Due to the health restrictions for COVID19, part of the face-to-face work will be carried out online, through videoconferencing, online presentations and internships, and group tutorials.			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	catalan or english			
<b>Distribution of credits</b>	3 theoretical credits			
	3 practical credits			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MARTOS CABRERA, MARIA IMMACULADA	imma.martos@udl.cat	6	
MARÍN RUBIO, DAVID FRANCISCO	david.marin@udl.cat	6	

## Subject's extra information

The aim of the course, in a complementary way to that of Interpretive Genres, is for students to know in depth the different journalistic genres, identify them, and achieve the necessary skills to write informative and interpretive texts in their different formats, especially objective news and reports (Descriptive Genres) and chronicles, interpretive reports and interviews (Interpretive Genres).

In the case of Descriptive Genres, students must become familiar with the informative style of objective news and reports; they must know the elements that characterize the informative language, and be able to write texts that comply with the criteria of verifiability, objectivity, clarity and conciseness. To do this, there will be an analysis of journalistic texts in class, and there will be news writing practices based on real agency notes, the viewing of recorded press conferences and other audiovisual materials in class, as well as internships. elaboration of news from real events.

They will also have to become familiar with the process of preparing the news: the selection of the news, the collection of information, the identification, selection and access to sources, both personal and documentary, the processing of the data obtained, and the writing with limited time of an informative text structured in the form of objective news or report. They will reflect on the deontology of news production and the practice of journalism, and will be encouraged to develop their own critical view of existing good and bad practices, and on the theory of journalistic genres.

Students will have to do internships in class with limited time for writing well-structured journalistic texts and without grammatical or syntactic errors, in order to get used to the time trial work of the journalistic profession. They will also be encouraged to read and follow the news with current tests in each session.

## Learning objectives

- To use the most appropriate journalistic genre to the treatment of news events.
- To distinguish the techniques of journalistic writing and narrative and the different genres to apply them to the written press, audiovisual media and multimedia.
- To distinguish between information and interpretation/opinion.
- To identify the different areas of journalistic specialization, as well as their particularities.
- To use the different sources of information depending on the area of journalistic specialization.
- To know and compare the different journalistic traditions.
- To apply the deontological principles and the legal norm in the production of journalistic texts.
- To know the basic principles of digital and multimedia communication and its application in the field of informative communication.

## Competences

### Basic

CB2. To apply their knowledge to their job or vocation in a professional way and possess the skills which are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their study area.

CB4. To be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

### Generals

CG3. To apply theoretical knowledge to practical activity.

### Specific

CE7. To identify and apply the ethical foundations and professional ethics in the exercise of related activities with the media.

CE10. To identify contemporary traditions in the creation of informative and non-informative discourses

CE14. To identify and apply the logics and narrative and expository skills specific to the contents audiovisual and interactive informative and non-informative.

### Transversal

CT1. To acquire an appropriate understanding and oral and written expression (Catalan / Spanish / English).

## Subject contents

Unit 1: Theory of journalistic genres. Descriptive and explanatory journalism. Communication functions journalism. Descriptive, interpretive and opinion genres. Historical evolution of genres. The news as cultural phenomenon, socially legitimized and subject to codes and routines. The gender perspective and representation of the social diversity and minorities in information.

Unit 2: What is news? The journalist as an interpreter of reality. The discourse on objectivity. The observation, selection and elaboration of the news. Characteristics of the news: veracity, objectivity, timeliness, interest social, clarity, brevity. The human interest. Emotion and rationality.

Unit 3: Structure of the news: title, subtitle, preamble, entry, body. Informative and expressive headlines. The lead and the 6 W's. The body of the story and the inverted pyramid. The structure of the informative story in comparison with the structure of the fictional narrative. The evolution towards descriptive reporting. The structures of the reportage and new information formats.

Unit 4: Information sources. Primary sources and secondary sources. The verifiability criterion. Institutional sources and non-institutional sources. Oral and documentary sources. The off the record. The quotations in the journalistic text. Quotes in direct style and in indirect style. The selection of sources, objectivity and the plurality of views on the facts. Les silenced sources.

Unit 5: The informative style. Communicative efficiency. Lexical and syntactic aspects of informative language. The nominal and verbal styles. The hierarchy of facts. The pitfalls of the news style: declarative journalism, adjectives disguised as nouns, persuasion rather than description.

Unit 6: The news and the objective reportage in the digital media. Interactivity, multimedia, hypertextuality, temporality.

Unit 7: The news and the objective reportage in the audiovisual media. Specific features and evolution of genres in the audiovisual channels. Radio and television language: the structuring of textual, sound and visual codes. Types of stories on radio and television. Phases of informative production on radio and television.

Unit 8: The agency stories. The role of news agencies. Historical evolution. Types of agencies. The temporality and event construction. The corporate news. The function of press offices.

## Methodology

- Theoretical classes. Presentation of the contents of the subject orally by the teachers. Conferences. Public exhibition on a topic by an expert. (\*)
- Directed debate. Promote oral expression and comprehension in a group conversation in which the topic can be prepared but the development of interventions. (\*)
- Seminars. Work sessions in small groups that investigate a topic through dialogue and discussion, by to deepen on monographic subjects from the information previously provided by the professors. (\*)
- Work in group. Learning activity through collaboration between group members (\*)
- Written work. Presentation of a written document made by the student.
- Case study. Method used to study an institution, a problem, etc., in a contextual and detailed way.

(\*) Due to the sanitary measures for COVID19, some of these activities will be carried out online.

## Development plan

### TRAINING ACTIVITY

#### Directed activities

Theoretical classes (75h)

Scientific or informative events (34.5 hours)

Seminars, debates, exhibitions (34.5 hours)

#### Supervised activities

Works (follow-up) (12.5h)

Guided discussion forums (12.5h)

Personalized attention (tutorials) (12.5 hours)

#### Autonomous activities

Works and study (220h)

Free discussion forums (10h)

#### Evaluation activities

Evaluation activities (6h)

## Evaluation

Evaluation system

Exam: 20%

Homework: In-classroom and out-of-classroom text comments and readings of books, current affairs tests, practices...: 50 %

Attendance at classes and conferences. Student intervention in debates, seminars, problem solving, simulations and studies of cases: 30 %

## Bibliography

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