

DEGREE IN: JOURNALISM**1. GENERAL DETAILS OF THE SUBJECT**

Name: **DESIGN OF NEWS PROGRAMMES**

Level: THIRD

Semester: SECOND

Type (Basic/Compulsory/Elective subject): Elective

Weekly class hours: 4

Crédits (ECTS): 6

Year of Study Programme: 2010

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2. DESCRIPTION

Design of News Programmes course offers a series of theoretical and practical knowledge that are essential for Journalism professionals. Designing news programs and developing information program structures and formats is key to making them attractive, but also honest and capable of connecting with the audience they are aimed at. The processes of creating programs both in traditional media, such as television and radio, will have to be seen in relation to the new platforms, as it is a living matter that is constantly evolving. Design of News Programmes explores the types, formats, genres, news, multiplatform concepts, among others, to provide students with the necessary tools to function professionally in a constantly changing world.

3. SITUATION

Previous knowledge and skills:

It is a subject linked to others such as Audiovisual Media Technology (1st), Journalistic Genres and Styles (2nd) and Audiovisual Theory and Techniques applied to Journalism (2nd). o Journalistic Writing (Radio and TV)

Recommendations and tips of interest:

It is recommended to listen and watch informative programs on radio, television and online on different platforms. Be curious about the different elements that make up the news programs of the different regional, national and international channels.

Adaptation for students with special needs: All the content of this course will be adapted to the needs of any student who requires differentiated treatment. Access to the material and content of the classes will be facilitated for any person who has a special need, guaranteeing the principle of equal opportunities.

Professor will be very attentive to the individual needs of each student. The existence of the bibliography of the subject supposes a support for the students with special needs or with difficulties to follow the subject in the class.

4. OBJECTIVES AND COMPETENCIES

The DESIGN OF INFORMATION PROGRAMS subject aims to offer basic knowledge and information (generic and specific competences) on a series of skills, procedures and strategies (disciplinary and professional knowledge), as well as attitudes and fundamental values for the good design of an information program .

Generals:

1) The acquisition of the basic theoretical knowledge necessary for the design of informative programs on television, radio and online. 2) Description of the television, radio and online creation process, from the conception of the idea to the planning and even basic production of news programs. 3) Study and analysis of the different informative programs (types, formats, genres used, etc.) that are broadcast and produced in the media to familiarize the student with the treatment of the contents of the subject in said media. 4) Know and appreciate the different trends in the design of news programs, especially those related to new journalism, citizen journalism and social networks. These general objectives are designed to professionally train students to design a quality news program from the perspective of the journalist and/or scriptwriter.

Concrete:

1) Assimilation of theoretical knowledge and its practical application to the analysis of news programs broadcast in the media about the contents of the subject. 2) Critical and comparative analysis of the structure and design of different news programs. 3) Develop the capacity to plan, prepare and execute the design of an Information Program Project. 4) Develop the ability to lead editorial groups or be part of them. 5) Develop knowledge and professional experience through contact with professionals and visits to media and facilities related to the subject to be taught.

Generic cross-curricular competences:

Know how to apply the basic knowledge of each module or subject to their work or vocation in a professional way and have the skills that are usually demonstrated through the development and defense of arguments and problem solving within the world of communication and journalism.

Ability to gather and interpret relevant data to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

Being able to transmit information, ideas, problems and their solutions, orally or in writing, to both specialized and non-specialized audiences.

Have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Know how to use search tools for documentary and bibliographic resources.

Specific skills:

Ability to reflect on communication, not only as a professional practice, but also regarding its role, significance, projection and consequences in the individual, social, cultural and political fields.

Ability to distinguish the intention of a communication message. E27 Capacity and ability to express oneself with fluency and communicative efficiency in one's own languages orally and in writing, knowing how to take advantage of the linguistic and literary resources that are most appropriate to the different media.

Read and analyze specialized texts and documents on any relevant topic and know how to summarize or adapt them using a language or vocabulary understandable to a majority audience.

Communicate in the language of each of the traditional media (press, photography, radio, television), in its modern combined forms (multimedia) or new digital media (internet), through hypertextuality.

Search, select and prioritize any type of source or document (written, sound, visual, etc.) useful for the preparation and processing of information, as well as for its use in persuasive communication or fiction and entertainment.

Prioritize any type of source or document (written, sound, visual, etc.) according to the standards of journalistic design.

5. COURSE CONTENTS OR THEMATIC SECTIONS

Part 1. Introduction. An overview of the current formats.
Part 2. Planning and design of news programs
Part 3. News programs on television
Part 4. News programs on radio
Part 5. New mixed formats. The future

6. LIST OF TOPICS

PART 1: Introduction

1.1 Information on radio and television. Audiovisual language. 1. 2. Informative and audiovisual genres. Classification. 1. 3. Information programs. Concept and definition. 1. 4. Audiovisual dramaturgy in news programs.

PART 2: Planning and design of news programs

2.1 From the idea to the elaboration of the project. 2. 2 Define the idea. 2. 3 Determine the type of program. 2. 4. Prepare the feasibility plan. 2. 5. Global planning of the project.

PART 3: TV news programs

3. 1 Origin and evolution of the genre. 3. 2. Classification of TV news programs. 3. 3 Information programs according to genres and formats. 3. 4. The daily information. Planning, elaboration and issuance of the informative. Structure and minutes. 3. 5. Interview and statements. 3. 6. Report. 3. 7. Documentary. 3. 8 Current affairs magazine. 3. 9 Current Magazine. 3. 10 The dialogue: from the debate to the social gathering. 3. 11 The redefinition of journalistic genres. The infotainment.

PART 4: Radio news programs

4. 1 Origin and evolution of the genre. 4. 2. Classification of radio news programs. 4. 3. Structure and script of the programs. 4. 4. Planning of the structure. External and internal structure. 4. 5 The script, base of the program. 4. 5 Expressive elements, skeleton and structure of the script

PART 4: New multiple and mixed formats. The future

5. 1. A new way of understanding and reproducing news programs 14. Communicating in the Network Society. 15. New formats and genres in the current technological context

7. METHODOLOGY AND TEACHING TECHNIQUES

The Design of News Programmes course covers a wide range of topics related to design, communication, business, media, science and communication. The methodology will be a combination of disciplines and practical theoretical projects. The objective will always be to involve students and make references to current products related to the subject, combining this process with solid theoretical knowledge.

Two main methodologies will be used for the theoretical part: master classes and case studies. They will be supported by the use of the debates, lectures and digital presentations, and also through the basic and specific bibliographies recommended by the teacher. These digital materials, exclusively elaborated by the teacher, will be at the students' disposal for their use as guides during the lectures. These materials will be available to the students via the EUSA virtual learning platform, as well as any other ways, which may be considered safe and efficient to this goal. Students must be aware that these digital presentations, by themselves, do not replace the following of the lectures with interest and spirit of participation. Instead, this visual material attempts to offer the results of synthesis and ordering of theories, models, and analysis methodologies in an agile and efficient way, especially because the object studied by this subject is the visual image itself. These didactic materials may be complemented with some related videos.

The practical part will be developed both in individual practices and groupal practices. In both cases, the teacher will explain the instructions, he will ask for feedback, a summary will be uploaded to the virtual classroom, and the teacher will mentor the students' processes. Students will be able to correct their work until the final deadline of the practice. In groupal practices, students will include a short dossier in which they explain what they did and report any misbehaviour of the partners.

Study of practical cases: Learning through the analysis of real or simulated cases to interpret and solve them using various alternative solution procedures. Project-based learning: Carrying out a project to solve a problem, applying the learning acquired and promoting skills related to planning, design, carrying out activities and drawing conclusions.

8. ASSESSMENT CRITERIA

The grades will take into account the effort and knowledge acquired during the course. Students will be encouraged to opt for work to be evaluated, although they can always decide on a theoretical exam on the content of the subject. Attendance and/or participation in class and/or tutorials will be considered by the teacher.

OPTION A

Attendance (> 75%)	
Attitude and participation	10 %
Practices	50 %
Theoretical evaluation:	40 %

The average of the practices and the theoretical evaluation have to get half of their grade to pass the subject. Extra practices can be approved by the teacher to those who have approved all the practice to increase the general grade until 10%. Spelling and grammar mistakes in works and exams can reduce their individual grades.

OPTION B

Attendance (< 75%)	
Adapted practices	50 %
Mandatory essay	10 %
Theoretical exam	40 %

The three evaluation elements have to get at least half of their grade to pass the subject. The adapted practices will be made to ensure the acquisition of the skills, including the "Order and Method" transversal generic skill by doing the proper communication in advance with the teacher. The mandatory essay could require some readings about teamwork advantages and techniques.

Spelling and grammar mistakes in assignments and exams can reduce their individual grades.

SECOND EVALUATION:

The evaluation criteria will be the same as those indicated for the first evaluation. At the time, the teacher will indicate the new work to be analyzed. Students who do not pass the subject will keep the mark of said practices or the evaluation or theoretical exam if they were already approved.

Specific cases that have to be approved by the teacher could change the theoretical exam with another practice.

THIRD EVALUATION:

The assessment criteria will be the same one that was indicated for the first evaluation. Students will have to contact the teacher at least two months before the theoretical exam to receive instructions to adapt the practices.

9. REFERENCES

SPECIFIC

Bernaola, Itziar; Adrover, Miguel; Sánchez-Chiquito, José María. Programas informativos y de opinión en televisión. Síntesis. 2011. ISBN: 978-84-975678-3-1 • Cebrián Herreros, Mariano. La radio en Internet. De la ciberradio a las redes sociales y la radio móvil. La Crujía, Buenos Aires (Argentina), 2008 • Cebrián Herreros, Mariano. Modelos de TV: Generalista, temática y convergente con Internet. Editorial Ciencia y Distribución. 2004 • Cebrián Herreros, Mariano. Información radiofónica: mediación técnica, tratamiento y programación, 1995 • García Barroso, Jaime. Realización de los géneros televisivos. Síntesis, 2002 • Luengo Benedicto, Juan Tomás. Cómo elaborar informativos en radio. Comunicación Social. 2010 • Oliva Lúcia y Sitjá Xavier. Las noticias en radio y televisión. Periodismo audiovisual en el siglo XXI. Omega. 2007 • Ortiz, Miguel Angel y Volpini, Federico. Diseño de programas en radio. Guiones, géneros y fórmulas. Paidós. 1995 • Pérez, Gabriel. Informar en la e-televisión. Curso básico de periodismo audiovisual. EUNSA. 2010. ISBN 9788431327163 • Rodero, Emma. Creación de programas de radio. Editorial Síntesis. 2011. ISBN: 978-84-975673-5-0. • Suárez Sian, Michel D. Canales de noticias en televisión. Contexto operativo, geopolítica y tecnología. Fragua. 2001 • Suárez Sian, Michel D. Dramaturgia audiovisual. Guión y estructura de informativos en radio y televisión. Comunicación Social. 2007 • Teso, Pablo Del. Desarrollo de proyectos audiovisuales. Fragua. 2011. • Martínez Costa, María Pilar y otros. Información Radiofónica. Ariel Comunicación. 2002. Pág. 3 www.eusa.es

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Alcudia Borreguero, Mario. Boletines horario radiofónicos. Fragua. 2006 • Bellot Rosado, Coral. El guión: Presentación de proyectos. IORTV. 2002. ISBN 9788488788481 • BBC, Directrices editoriales, valores y criterios de la BBC, Asociación de la Prensa de Madrid (ISBN: 978-84-8425-568-0) • Cebrian Herreros, Mariano. Géneros informativos audiovisuales. Editorial Ciencia y Distribución. 1992 • Cervera Barriga, Esther. CNN +. Mucho más que noticia. 12 años de periodismo en información continua. Fragua • Claves para elaborar la información en Radio y Televisión. IORTV. 2008. ISBN 9788488788658 • Gordillo, Inmaculada. Manual de narrativa televisiva. Síntesis. 2009. ISBN: 978-84-975664-0-7 • Guarinos, Virginia. Manual de narrativa radiofónica. Síntesis. 2009. ISBN: 978-84-975662-9-2 • Jaria Serra, Jordi. Telediarios: Una experiencia práctica. IORTV, 1996. ISBN 9788488788184 • Jiménez Martín, Silvia. La creatividad en los informativos radiofónicos. Pautas para elaborar una información atractiva. Fragua. 2008 • J. Matelski, Marilyn. Ética en los informativos de televisión. IORTV. 1992 • Libro de estilo de Canal Sur TV y Canal 2 Andalucía. Grupo RTVA. 2004 • Libro de estilo de Telemadrid. Ediciones Telemadrid. • Mayoral Javier (coord), Sapag Pablo, Huerta Armando, y Díez Javier. Redacción periodística en televisión. Editorial Síntesis. 2008. ISBN: 978-84-975658-7-5 • Manfredi Mayoral, Juan Luis. Manual de Producción Periodística, MAD (ISBN: 84-665-0061-8) • Martínez-Costa Pérez, María Pilar; Moreno Moreno, Elsa. Programación radiofónica. Editorial Ariel. ISBN: 8434412993 ISBN-13: 9788434412996 • Mendieta, Salvador. Manual de Estilo de RTVE. Grupo RTVE. Editorial Labor. 1993 • Retis, Jessica, Lamuedra María y G. Matilla Agustín. Los informativos diarios en BBC y TVE: los discursos de sus profesionales y receptores. Ediciones de la Torre. 2010 • Sáinz Sánchez, M. El productor audiovisual. Editorial Síntesis. Madrid. 1999. • Villafañe J., Bustamante E., y Prado E. Fabricar noticias: las rutinas productivas en radio y televisión. Barcelona Mitre. 1987 AP Stylebook, 2020-2022 619 pages / spiral bound / 2020, ISBN: 9780917360695; Elements of Journalism, 334 pages / paperback / 2014, ISBN: 9780804136785; Inside Reporting, 352 pages / paperback / 2013, ISBN: 978007352617; Working With Words: A Handbook for Media Writers and Editors, 464 pages / spiral / 2019, ISBN: 9781319201173; Journalism Next: A Practical Guide to Digital Reporting and Publishing, 344 pages / paperback / 2019, ISBN: 9781544309446; Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation, 240 pages / paperback / 2006, ISBN: 9781592404889

Other sources of interest (web addresses, etc.)

www.rtve.es, www.skynews.uk, www.news.sky.com, www.ser.com, www.cope.es, www.ondacero.es,
www.puntocero.es, www.telecinco.es, www.antena3.es, www.cuatro.com, www.rtva.es, www.canalsur.es,
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