

## COURSE GUIDE

2021/22

**Faculty** 323 - Faculty of Social and Communication Sciences

**Cycle** Not Applicable

**Degree** GPERIO30 - Bachelor's Degree in Journalism

**Year** Third year

## COURSE

27106 - Reporting

**Credits, ECTS:** 6

## COURSE DESCRIPTION

"Reporting" is a fundamental subject in the Bachelor of Journalism and it is closely linked to all those subjects that affect the study of journalistic writing techniques. It deepens in the basic knowledge about journalism acquired at the beginning of the Degree in the subject of Informative Genres. Unlike the previous one, Reporting focuses exclusively on the genre of reporting and develops its elaboration through theory and practice.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

### COMPETENCE AND LEARNING OUTCOMES

Report becomes the focus of a course that pursues complementing, widening and developing the skills learnt by students in the course of Information Genres, whose syllabus includes the introduction and the first contact with reporting. The written journalism is the reference in both courses.

#### Goals

-Promotion of analytic and critical reading of reports. A good reporter must be a good reader of reports. This fact implies frequent reading of reports and the capability to recognise and identify the distinguishing elements of a quality reportage.

-Deepening in journalistic writing. Narrative resources to present, structure and synthesise the content will be deployed by students.

-Knowledge and familiarisation with the expertise needed to make a report. Writing is the final stage, but it only represents part of the reporter's duties. Students have to know the entire process, which includes selection of topics, decision about the point of view, collection of previous data, search and contact with sources, personal and documentary.

-It is essential to make aware students about the importance of an accurate reporting, made honestly according to professional deontology. To achieve it, students have to embrace the limits they must respect.

### SKILLS

The teaching programme is oriented towards the acquisition or reinforcement of a series of specific skills (limited to the area of the subject) and general or transversal skills (extendable to the whole of undergraduate training).

The list of skills is as follows:

1. To master the theoretical concepts of the genre of the report.
2. To acquire a current knowledge of the informative reality.
3. To develop a critical reading of the use of reporting in the written media, as well as reporting as a non-fiction literary genre.
4. To identify, select and develop topics and approaches that can be addressed through reporting.
5. To know the guidelines for selecting, ordering and using documentary sources in writing a story.
6. To know the guidelines for selecting and accessing personal sources when writing a report.
7. To develop the main journalistic tasks with spelling and grammar correction.
8. To internalize working guidelines that allow obtaining documentary information and personal sources through collaboration.

#### Learning Results (LR):

LR1: He/She identifies and distinguishes the main types of reporting.

LR2. He/She knows the origin and evolution of the report.

RA3. He/She clearly differentiates information from opinion in journalism and excludes the latter from the preparation of a report.

RA4. He/She recognizes the main focuses of current affairs.

RA5. He/She critically consumes a varied range of written media with different treatments and editorial lines.

RA6. He/She searches, selects and proposes topics to be developed in the form of a report.

RA7. He/She determines the appropriate approaches to focus on a relevant way the chosen topic as the protagonist of a report.

RA8. He/She easily associates the chosen topics with the documentary sources needed to develop a report.

RA9. He/She performs with professional criteria a search, selection and obtaining of personal sources.

RA10. He/She is capable of looking for alternatives when the search for personal sources does not obtain the expected results.

RA11. He/She is able to choose the appropriate approach and structure for a report.

RA12. He/She recognizes and appropriately handles common stylistic features of journalistic language.

RA13. He/She recognizes and handles specific stylistic features of reporting appropriately.

RA14. He/She is capable of organizing, distributing and assuming teamwork to obtain information through personal and documentary sources.

RA15. He/She is capable of working as a team in the documentation, preparation and subsequent public presentation to the rest of the students of a topic related to current events.

## CONTENIDOS TEÓRICO-PRÁCTICOS

### Theoretical syllabus

#### 1. The cardinal points of the report

##### 1.1. What it is and what it is not

##### 1.2. Types and classifications

##### 1.3. Where, when, why and for what purpose are reports used

##### 1.4. How a report is made (Introduction)

#### 2. The main errors that burden a report

##### 2.1. Content errors

##### 2.3. Form errors

#### 3. The first steps: the sowing of the report

##### 3.1. Guidelines for selecting the topic

##### 3.2. The importance of the approach/focus

##### 3.3. Working with sources

#### 4. The writing of the report: the harvest

##### 4.1. Introduction

##### 4.2. Qualification

##### 4.3. The lead

##### 4.4. Structure

##### 4.5. Close

##### 4.6. Transitions

##### 4.7. Nutgraph

##### 4.8. The style

#### 5. Journalism and literature

##### 5.1. Background

##### 5.2. Reporting in emerging mass communication

##### 5.3. The emergence of factual literature

##### 5.4. The New Journalism

- 5.5. European authors
- 5.6. Latin American Authors

### Practical Syllabus

1. Analysis of various reporting models.
2. Drafting of structural elements of the report.
3. Writing of reports of different types.
4. Reading and preparation of a written work on in-depth reports (classic and/or current) published as a book

## TEACHING METHODS

The main objective of the course is for students to acquire an in-depth knowledge of reporting. From this perspective, theory and practice must go hand in hand.

-Theoretical classes. In the theoretical section of the subject, master classes will be combined with the analysis of reports.

-Practical classes. They will consist of the elaboration, writing and correction of reports and works around the report. Each student will have to elaborate a series of reports throughout the course. During their production, they will get in touch with reality and will have to use their own sources.

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	32		28						
Horas de Actividad No Presencial del Alumno/a	48		42						

**Legend:** M: Lecture-based                      S: Seminar                      GA: Applied classroom-based groups  
 GL: Applied laboratory-based groups      GO: Applied computer-based groups      GCL: Applied clinical-based groups  
 TA: Workshop                                      TI: Industrial workshop                      GCA: Applied fieldwork groups

## Evaluation methods

- Continuous evaluation
- End-of-course evaluation

## Evaluation tools and percentages of final mark

- Written test, open questions 30%
- Exercises, cases or problem sets 70%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

\*Assessment type: continuous assessment

Works may be individual or may combine individual and group work. The assessment will consist of two different parts:

Practical work: continuous assessment of the practical exercises during the four-month period. Practical work will account for 70% of the final mark.

Theory: a test that will revolve around the subject matter covered in the master classes. Students who submit and pass the theoretical exercises that will be carried out periodically may be exempted from this part. Theory will account for 30% of the final grade.

To pass the course, it will be essential to pass both parts.

-The total or partial copy of any work will result in the failure of the course with a grade of zero. No amendment is possible. Students who commit fraud will lose the call and must present themselves at the July call.

-Abandonment of continuous assessment: in accordance with article 8.3 of the Regulations on Student Assessment, students who wish to abandon continuous assessment and sit the final exam must present a written waiver of continuous assessment to the teaching staff in charge of the subject within the first nine weeks of the start of the term, that is, before 10 November 2020 (or 30 March 2021 in the case of subjects in the second term).

-Resignation of the call: in accordance with Article 12.2 of the Regulations Governing Student Assessment, students may resign the call within a period of one month before the end of the teaching period, i.e. before 23 November (or 19 April in

the case of the second term). The resignation must be presented in writing to the teaching staff responsible for the subject.

\*Students who do not opt for continuous assessment will be entitled to final assessment.

The final assessment will consist of a theoretical test, which may be oral or written, and the handing in on the day of the test of the practical works, similar in characteristics and number to those given by the students in the continuous assessment. The theoretical part will account for 20% of the final mark. And the practical part, 80% of the final grade.

To pass the course, it will be essential to pass both parts.

If it is not possible to take the written test in person, the exam will be taken by EGELA, answering open questions whose answers, based on theoretical and practical content and reading, can be given on the official day of the exam

### **EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

The final assessment will consist of a theoretical test, which can be oral or written, and the delivery on the day of the test of the practical works, similar in characteristics and number, to those delivered by the students in the continuous assessment. The theoretical part will account for 20% of the final mark. And the practical part, 80% of the final mark.

To pass the course, it is essential to pass both parts.

If it is not possible to take the written test in person, the exam will be taken by EGELA, answering open questions whose answers, based on theoretical and practical content and reading, can be given on the official day of the exam

### **MANDATORY MATERIALS**

### **BIBLIOGRAFÍA**

#### **Basic bibliography**

##### **BASIC BIBLIOGRAPHY**

BASTENIER, Miguel Ángel (2001). El blanco móvil. Curso de periodismo. Madrid, Ediciones El País.

ECHEVARRÍA LLOMBART, Begoña (2011). El reportaje periodístico. Una radiografía de la realidad. Sevilla, Comunicación Social.

FERNÁNDEZ PARRAT, Sonia (2003). Introducción al reportaje. Antecedentes, actualidad y perspectivas. Santiago de Compostela, Servicio de Publicaciones de la Universidad de Santiago de Compostela.

GRIJELMO, Álex (2001). El estilo del periodista. Madrid, Taurus.

MACIÁ BARBER, Carlos (2007). El reportaje de prensa. Análisis del propósito y recursos del género en suplementos de diarios de información general españoles. Madrid, Universitas.

YANES MESA, Rafael (2004). Géneros periodísticos y géneros anexos. Una propuesta metodológica para el estudio de los textos publicados en prensa. Madrid, Fragua.

#### **Detailed bibliography**

##### **BIBLIOGRAPHY**

BEZUNARTEA, Ofa; HOYO, Mercedes del y MARTÍNEZ, Florencio (1998). 21 lecciones de reporterismo. Bilbao, Servicio Editorial de la Universidad del País Vasco.

CAMPS, Sibila (1999). Periodismo sobre catástrofes. Buenos Aires, Ediciones Paulinas.

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CANTAVELLA J. y SERRANO F. (coords.) (2004). Redacción para periodistas: informar e interpretar. Barcelona, Ariel.

CHILLÓN, Lluís Albert (1999). Literatura y periodismo: una tradición de relaciones promiscuas. Barcelona, Servei de publicacions de la Universitat Autònoma de Barcelona.

ECHEVARRÍA LLOMBART, Begoña (2004). Las W&#8217;s del reportaje. Valencia, Servicio de Publicaciones de la Universidad CEU Cardenal Herrera.

FERNÁNDEZ PARRAT, Sonia (1998). El reportaje en prensa, un género periodístico con futuro. Revista Latina de Comunicación Social, 4. Recuperado el 20 de mayo de 2012 de: <http://www.ull.es/publicaciones/latina/z8/r4absonia.htm>

JARAMILLO AGUDELO, Darío (ed) (2012). Antología de crónica latinoamericana actual. Madrid, Alfaguara.

MALCOLM, Janet (2004). El periodista y el asesino. Barcelona, Gedisa.

MACIÁ BARBER, Carlos (2008). La depauperación del reportaje en las redacciones se bosqueja en el aula universitaria. Estudio de campo de las deficiencias relevantes (2002-2008). Estudios Sobre el Mensaje Periodístico, número 14. Pp 483-495.

MARTÍN VIVALDI, Gonzalo (1973). Géneros periodísticos. Madrid, Paraninfo.

MARTÍNEZ ALBERTOS, José Luis (1984). Curso General de Redacción Periodística. Barcelona, Mitre.

MERCHER, Melvin (1994). News reporting and writing. Dubuque, Brown and Benchmark.

METZLER, Ken (1986). Newsgathering. New Jersey, Prentice Hall.

MISSOURI Group, The (1988). News reporting and writing. New York, Saint Martin&#8217;s Press.

## Journals

### ACADEMIC JOURNALS

FERNÁNDEZ PARRAT, Sonia (1998). El reportaje en prensa, un género periodístico con futuro. Revista Latina de Comunicación Social, 4. Recuperado el 20 de mayo de 2012 de: <http://www.ull.es/publicaciones/latina/z8/r4absonia.htm>

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SIERRA, Javier (2010). Competencias profesionales y empleo en el futuro periodista. El caso de los estudiantes de periodismo de la Universidad San Pablo CEU. Revista Icono 14, volumen 2. Pp 156-175. Madrid.

## Web sites of interest

### OBSERVATIONS