



## COURSE DATA

### DATA SUBJECT

**Code:** 36558  
**Name:** Oral and written expression for the media II  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1333 - Degree in Audiovisual Communication	Facultat de Filologia, Traducció i Comunicació	2	Second quarter
1937 - Double Degree Program in Audiovisual Communication and Journalism	Facultat de Filologia, Traducció i Comunicació	2	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1333 - Degree in Audiovisual Communication	Lengua	BASIC
1937 - Double Degree Program in Audiovisual Communication and Journalism	Segundo Curso (Obligatorio)	COMPULSORY

### COORDINATION

JORQUES JIMENEZ DANIEL

## SUMMARY

Oral and Written Expression for the Media II is a basic course of the Degree in Audiovisual Communication that is part of the subject Language. It is also a compulsory course of the Double Degree in Audiovisual Communication and Journalism.

The content of this course is the basis for courses such as Film Scriptwriting, Radio Conception and Production, or Television Conception and Production, as well as Television Reporting, etc., with regard to the theoretical foundations and guidelines for constructing more specific written texts and discourses. Both teaching and learning must have an unavoidable focus on the conception, creation, production, and execution of the various semiotic and media systems specific to media and audiovisual communication. This entails a clearly complementary and never autonomous perspective, as this would distort the meaning of written expression and composition. The conversion and translation of content between different media languages is essential to the approach to this subject. This subject teaches the craft of writing hard news stories for newspapers. With an emphasis on news writing, students learn what news is and why story treatment may differ between newspapers. Students learn how accuracy, as well as clear and concise language is vital to all kinds of journalistic writing. Non-verbal abilities communication on television will be



treated equally.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

No other types of requirements are considered.

## COMPETENCES / LEARNING OUTCOMES

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Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students should be able to adapt to technological and socio-occupational changes.

Students should be able to defend a culture of peace and respect for the fundamental human rights within the processes of communication, specifically in regards to equality between women and men in all types of communication (informative, interpretative, semiotic, dialogic and opinion).

Students should be able to experiment and innovate through the understanding and use of the applied methods and technologies.

Students should be able to express themselves fluently and effectively in their own languages, as well as in a third language (preferably English), taking advantage of the linguistic and literary resources that are most appropriate for the different forms of media.

Students should be able to obtain and select relevant information and sources in order to solve problems and elaborate on strategies.

Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).

Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.

Students should have an understanding of own and other social, historical, economic and cultural aspects within their relevant contexts.



Students should have an understanding of the different languages, codes and modes of representation used in the different technological and audiovisual mediums such as photography, cinema, radio, television, electronic image and video, internet etc., through their own individual industries and aesthetics, as well as through the evolution of their social and cultural relevance through time. This should generate the ability to analyse stories and audiovisual works, considering the iconic messages of the texts as products of the social, political and cultural conditions in which they were produced.

Students should have a practical and theoretical understanding of the organisation structures within sound and visual communication, as well as its evolution and development over time, including audiovisual taxation. This also includes knowledge of, and research into, the interrelations between the natures of the subjects within audiovisual communication: authors, institutions, companies, the media, storage and recipients.

Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both personally and professionally.

Students should have the capacity and creativity necessary to take expressive and thematic risks within the scope and timeframes of communicative production, applying well-founded solutions and perspectives to the development of projects.

Students should possess the ability to organise and plan their tasks, performing them in an orderly manner and prioritising the journalistic processes in a logical manner.

Students should show solidarity with people across the planet, as well as knowledge of the main cultural currents in relation to individual and collective values and respect for human life.

## DESCRIPTION OF CONTENTS

### **1. Discursive typology of the media.**

Making of a complete newspaper cover with its own news.

### **2. Fundamentals of journalism, printed and online.**

News Selection Criteria Exercises.

### **3. Journalistic genres: utility, style and taxonomy.**

Analysis and commentary of journalistic texts.



#### **4. News. Gatekeeper, Advocate, News Making, Webinary.**

News writing. News writing exercises.

#### **5. Photographic news.**

Writing headlines, subtitles, leads, captions and other elements. Writing of photostories.

#### **6. Sources of information: analysis and writing.**

Analysis of information sources: press conferences, press agencies, press conferences. Writing news from press releases.

#### **7. Oral expression and non-verbal communication.**

Fundamental parts of non-verbal communication. Paralingualism, kinesics and tact. Manifestations of body language in the media Non-verbal communication in the media and new technologies.

### **Learning outcomes**

These contents will be reflected in the next **learning outcomes**:

- Understand the codes and modes of representation specific to audiovisual communication.
- Identify the social, cultural, and historical relevance of the aesthetic proposals of the audiovisual industries.
- Conduct analysis of audiovisual stories and works.
- Identify the organizational structures in the field of visual and audio communication.
- Understand the interrelationship between the subjects of audiovisual communication: authors, institutions, companies, media, media, and recipients.

In addition, it will enable students to:

- Understand and learn the basic mechanisms and essential conceptual tools of journalistic language, as well as the different aspects of the information process related to the selection and processing of information.
- Develop written and oral communication skills (especially the former) to apply them to the specific language of print and digital media.
- Ultimately, develop habits of linguistic self-correction.



## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Computer classroom practice	30,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	30,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	30,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

### In-person Activities

In-person teaching will follow the following methodologies:

1. **Lecture:** Primarily focused on the general explanation of the subject matter and the necessary methodological clarifications. The lecture enables the logical organization of content and the synthesis of complex ideas.
2. **Resolution of Theoretical-Practical Problems:** Promotes active and meaningful learning by placing the student at the center of the educational process.
3. **Case Study and Analysis:** This methodology allows for a direct connection between theoretical concepts and real, complex situations within the linguistic field.
4. **Classroom Presentations and Group Work:** This methodology combines the structured transmission of knowledge with the development of collaborative and communication skills essential for news analysis.

### Non-presential Activities

Students will engage in the following non-presential activities:



1. **Independent Study and Work:** Through autonomous work, students can analyze news items.
2. **Group Work Preparation:** Working in teams allows students to enrich their interpretations, develop written and oral argumentation skills, and learn to reach consensus around the critical reading of news.
3. **Resolution of Practical Cases:** Enables a direct link between theoretical concepts and real, complex situations in the audiovisual field.

The methodology used will always be dynamic, interpersonal, and active, aiming to foster students' critical, reflective, and creative thinking. Given the very idiosyncrasy of the subject, the master classes will be limited to the exposition of the essential theoretical knowledge. Instead, in-person practical classes will be given significant importance, where practical exercises on correct language use, as well as corrections and commentary on different types of writing, will be carried out. Special attention will be paid to guidance during tutorials to promote self-learning and independent study, both individually and in groups.

The program offered to students to help them achieve the expected outcomes includes the following activities:



1. **Exercises:** Accentuation, punctuation, spelling, normative questions on parts of speech, sentence syntax, stylistic correction of texts, coherence and cohesion in sentences, paragraphs, and texts, revision and presentation of complete texts, and writing assignments.
2. **Basic Content:**
  1. The oral and written code.
  2. Linguistic correctness: spelling.
  3. Linguistic correctness: grammatical accuracy in writing.
  4. Style in language: organization of ideas and textual structure.
  5. Style in language: expression of information and stylistic issues.
  6. Overall text revision and formal presentation.
  7. Writing different types of texts.

### Sustainable Development Goals

This subject particularly takes into account the following Sustainable Development Goals:

- **SDG 4, Quality Education. Target 7:** Ensuring that students acquire the theoretical and practical knowledge necessary to promote sustainable development, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, appreciation of cultural diversity, and the contribution of culture to sustainable development.
- **SDG 5, Gender Equality. Target 1:** End all forms of discrimination against all women and girls everywhere.

## EVALUATION

The general grading system will follow the Regulation of evaluation and grading of the Universitat de València for bachelor's and master's degrees, approved by the Consell de Govern on May 30, 2017 (ACGUV 108/2017).



### Assessment in the First Call

The assessment in the first examination period will be carried out in the following way:

- **Final written exam (60%).** Can be retaken in the second call.
- **Submission of outlines, summaries, and assigned texts (30%).** See practical program. Can be retaken in the second call.
- **Evaluation of attitude and participation in class dynamics (10%).** Cannot be retaken in the second call.

### Assessment in the Second Call

The assessment in the second examination period will maintain, if applicable, the grades obtained in the blocks passed in the first examination period. The evaluation of the blocks failed or not presented will be carried out in the following way:

- **Final written exam (60%).**
- **Submission of outlines, summaries, and assigned texts (30%).** See practical program.
- **Evaluation of attitude and participation in class dynamics (10%).** Cannot be retaken in the second call. The grade obtained in the first examination period will be maintained.

### Practical Program for Both Calls

Includes both individual and group exercises. The content of the practical exercises must focus on the following areas:

- Order and structuring of written texts
- Structure and functioning of social media and mass communication
- Preparation of persuasive messages
- Monitoring current events
- Presentation of judgments; argumentation, and debate
- Writing.

### Remarks

- Both in the exam and in all other tests, exercises, or written assignments, correct spelling and grammar will be required. Each mistake will result in a reduction of the grade obtained, which may lead to a failing mark.
- In the event that plagiarism is detected in an assessment task, the work may be graded with a numerical score of zero, regardless of any disciplinary proceedings that may be initiated and, if applicable, any sanctions in accordance with current legislation.
- Intellectual honesty is vital in academic communities and for the fair assessment of students' work. All assignments submitted in this course must be original work by the student. Assignments involving fraudulent collaboration or composition with the help of



artificial intelligence (ChatGPT or others) will not be accepted, except when such use is part of the course content or is authorized by the teaching staff.

## REFERENCES

### Basic references

- Benavides, J.L. & C. Quintero (2004). *Escribir en prensa*. Madrid: Pearson.
- Espada, A. (2008). *Periodismo práctico*. Madrid: Espasa.
- Grijelmo, A. (2001). *El estilo del periodista*. Madrid: Taurus
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- Kovach, B. & T. Rosentiel (2012). *Los elementos del periodismo*. Madrid: Ediciones El País.

### Additional references

- Cantavella, J. & J.F. Serrano (Coords.) (2004). *Redacción para periodistas. Informar e interpretar*. Barcelona: Ariel.
- Gomis, L. (1991). *Teoría del periodismo*. Barcelona: Paidós.
- Lyon, W. (2014). *La escritura transparente. Cómo contar historias*. Madrid: Libros del KO.
- Martínez Albertos, J.L. (1991). *Curso general de redacción periodística*. Madrid: Paraninfo.
- Morant, R. & M. Peñarroya (2005). En las distancias cortas: las armas no verbales de seducción masiva, *Llengua, societat i comunicació*, nº 3, pp. 58-68.
- De los Reyes Domínguez, M. & J. Teodoro del Pozo (2012). La comunicación no verbal como elemento clave en la proyección de la identidad femenina de las presentadoras actuales de informativos, en *Actas del I Congreso Internacional de Comunicación y Género*, pp. 817-840.