

**COURSE DATA****DATA SUBJECT**

**Code:** 36623  
**Name:** Communication technologies I  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1334 - Degree in Journalism	Facultat de Filologia, Traducció i Comunicació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1334 - Degree in Journalism	Información periodística y su tecnología	COMPULSORY

**COORDINATION**

DE ZUÑIGA MARQUES BEATRIZ

BRIASCO GARCIA OLGA

**SUMMARY**

*Communication Technologies I* focuses on the practical application and study of the basic principles of journalistic design across the various media platforms. This course will require the use of professional tools and programs that allow for the initial definition of informational visual hierarchies. Students will acquire the necessary knowledge to be able to capture the necessary graphic elements to obtain visual solutions tailored to the information and attractive to the reader.

In addition, students will be able to determine the practical application possibilities of each of these visual solutions and decide on possible combinations that allow them to generate appropriate communication.

Likewise, students will be put into practice the development of critical thinking regarding informational content.

This course specifically addresses Sustainable Development Goal 4, Quality Education.



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

This course requires no prior knowledge.

## COMPETENCES / LEARNING OUTCOMES

### 1334 - Degree in Journalism

Students must be able to communicate in their own language through traditional forms of media (the press, photography, radio, television), through new combined forms (multimedia), through new digital forms (the internet), or through hypertextuality.

Students must be able to design both formal and aesthetic aspects in written, graphic, audiovisual and digital media, as well as the use of computer techniques for the representation of facts and data through infographic systems.

Students must be able to reasonably propose ideas from the basics of rhetoric, as well as to communicate through the techniques of persuasion.

Students must be able to use the communicative and informative technologies and techniques in different medias and combined/interactive systems (multimedia).

Students must have an understanding of the data and mathematical operations performed, with some of them commonly used in the media. Students must know how to use data and statistics in a correct and understandable way for global dissemination.

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

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 recover, organize, analyse and process information and communication with the purpose of private or collective uses through various media and supports or in the creation of productions of any kind.

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.

## DESCRIPTION OF CONTENTS

### 1. Introduction to the basic elements of design.

Editing and layout of printed news content (Quark Xpress, Adobe InDesign). Use of journalistic editing tools to create basic information hierarchies, as well as develop the layout of content that is most attractive to the reader.

### 2. Image editing (Photoshop).

Use of Photoshop for silhouetting, color adjustments, and photo editing.

**3. Basic notions of information presentation in digital media**, integrating photos, video, and audio, as well as content management systems. Presentation of new journalistic languages as well as innovative ways of telling stories through digital technologies and interactive platforms that enable the development of transmedia journalism, gamification, and multimedia narratives.

This content plan will be reflected in the following learning outcomes:

- Develop the ability and skills for the digital processing of still images using commonly used software.
- Reproduce knowledge of the characteristics and functions of design in print media and digital editions, with the ability to identify the different elements involved.
- Adapt a page for print advertising and for editing its content, both from the editorial and graphic perspectives.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	20,00



Computer classroom practice	40,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	55,00
Independent study and work	35,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

- MD5 - Seminars and workshops
- MD7 - Problem-solving classes and case studies
- MD8 - Individual study and independent work
- MD9 - Group study and independent work
- MD1 - Theoretical classes (lectures or lectures with student presentations)
- MD2 - Practical classes
- MD3 - Debate classes

All classes include a theoretical component with an explanation of the contents, where student participation is of utmost importance, as well as the analysis and discussion of specific cases. Likewise, every class will include a practical component with specific activities related to the theoretical content.

Among the activities, students will be required to:

- Attend a talk with three professionals from the field of visual journalism and, individually and independently outside the classroom, create a double-page layout in InDesign where they must write about what they learned during that session.
- Carry out a paired in-class assignment consisting of the full development of a feature story. To do so, students must choose the topic, write the content, and design the layout as attractively as possible, simulating the workflow of a real newsroom

### EVALUATION

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

#### Weightings in the final grade

- Examination of theoretical content (and reflection): 20%
- Evaluation of complementary training activities (participation in workshops, seminars, etc.)



through submitted reports: 30%

- Evaluation of individual and/or group work: 45%
- Evaluation of student participation in classroom debate and analysis: 5%

To pass the course in both the first and second calls, students must have passed each section with a minimum of 5 out of 10, with the exception of student participation in classroom debate and analysis, which may contribute to the overall grade without passing this section.

All sections, with the exception of student participation in classroom debate and analysis, are recoverable.

### **Spelling mistakes:**

The submission of assignments and/or exams containing spelling, typographic and/or syntax, coherence or writing errors will be penalised with 0.3 points for each one and may lead to failure of the test.

### **First call**

1) Theory:

- Participation in classroom debate dynamics: 5%
- Theoretical exam consisting of a multiple-choice section and an analysis section: 20%

2) Practical sessions and seminars:

- Attendance at a talk and completion of an individual report: 30%
- Completion of the paired practical assignment: 45%

### **Second call**

Students will only need to retake the failed component, and the grades obtained in the other parts will be kept to calculate the corresponding final average

### **Academic honesty**

Intellectual honesty is vital in academic communities, and for the fair assessment of student work. All work submitted for this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, unless it forms part of the course content and is authorised by the teaching staff.

In the case of plagiarism in a student's assessment work, this may be marked with a numerical grade of zero and lead to the suspension of the course, regardless of the disciplinary procedure that may be initiated and, if applicable, the appropriate sanction in accordance with current legislation.

The following will also be considered serious misconduct and, therefore, may result in immediate suspension from the exam session: copying or facilitating the copying of work among undergraduate students; irregularly accessing or appropriating in advance the content of a test or exam; facilitating or procuring the appropriation, alteration or subsequent destruction of the content or results of an assessable activity and impersonation of the person in exams. When the serious misconduct mentioned in this point is detected, the teacher must notify the Grade Coordination.

## **REFERENCES**



### Core references

- Armentia, J. y Caminos, J. M. (2003). *Fundamentos del periodismo impreso*. Ariel.
- Nieto, A. y Iglesias, F. (2000). *La empresa informativa*. Ariel.
- Zorrilla, J. (2007). *Introducción al diseño periodístico*. Eunsa.

### Supplementary references

- Domínguez, E. y Pérez Colomé, J. (2012). *Microperiodismos. Aventuras digitales en tiempos de crisis*. UOC.
- Domínguez, E. y Pérez Colomé, J. (2013). *Microperiodismos II. Aventuras digitales en tiempos de crisis*. UOC.
- Galán Gamero, J. y Aguado, G. (2014). *Periodismo emprendedor. Planificación y desarrollo de empresas informativas*. McGraw-Hill.
- Manfredi, J. L. (2000). *Manual de producción periodística*. Editorial MAD.
- Martínez Vega, A. (2000). *El periódico: la producción periodística en el umbral del siglo XXI*. Universidad Europea de Madrid.
- Montero Rodríguez, F. (2005). *Marketing de periódicos y revistas*. Editorial Pirámide.
- Olmos, V. (2004). *Un día en la vida de El Mundo*. La Esfera de los Libros.
- Rojo Villada, P. A. (2003). *Producción periodística y nuevas tecnologías*. Comunicación Social Editores.
- Sancho, F. (2004). *En el corazón del periódico*. Eunsa.
- Tuchman, G. (1993). *La producción de la noticia*. Gustavo Gili.
- Túñez, M. (1999). *Producir noticias. Cómo se fabrica la realidad periodística*. Tórculo Ediciones.