



## COURSE DATA

### DATA SUBJECT

**Code:** 36626  
**Name:** Interpretive genres  
**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	2	First quarter
1937 - Double Degree Program in Audiovisual Communication and Journalism	Facultat de Filologia, Traducció i Comunicació	2	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1334 - Degree in Journalism	Información periodística y su tecnología	COMPULSORY
1937 - Double Degree Program in Audiovisual Communication and Journalism	Segundo Curso (Obligatorio)	COMPULSORY

### COORDINATION

PALAU SAMPIO MARIA DOLORES

## SUMMARY

The subject *Interpretative Genres* is integrated into the compulsory training module and is coordinated with the rest of the contents that deal with journalistic genres and communication technologies, taking into account that they cannot be understood separately, even less so in a context of multimedia convergence. This formative integration favors, in addition, that students become familiar not only with the different genres and languages of the different media, but also with the adaptation to each case from the same information, from traditional to digital media.

*Interpretative Genres* represents a continuity with respect to the subject of *News Genres*, focused on the news, in order to broaden the training to genres such as the chronicle, the interview, the report or the profile.

## PREVIOUS KNOWLEDGE



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

It is recommended that students who enroll in the course will have achieved the knowledge of *News Genres* in the first course. This subject provides a continuity in the development of writing skills such as journalistic genres. It requires a correct use of the two official languages in the Valencian Community, a basic level of digital literacy and critical ability and monitoring of current information.

## COMPETENCES / LEARNING OUTCOMES

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

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

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

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.

## DESCRIPTION OF CONTENTS

### 1. Introduction to journalistic genres: characteristics and functions

This introductory topic presents the characteristics of journalistic genres, their historical origins, and their role in media work, as well as how audiences recognise journalistic texts.



## 2. The chronicle

This unit introduces the characteristics of the chronicle genre and its different forms, from thematic specialisation chronicles to those defined by narrative distance. In the practical part, examples are analysed to identify the diversity of styles and modalities.

## 3. The interview

This unit introduces the characteristics of the interview genre and its different forms, ranging from informative interviews to personality interviews. In the practical part, examples are analysed to identify the diversity of styles and modalities.

## 4. The report

This unit introduces the characteristics of the report genre and its various forms and topics. Throughout the sessions, the genre's adaptations are specified according to theme or function, from investigative reports to explanatory or narrative ones. In the practical part, examples are analysed to identify the diversity of styles and modalities.

## 5. The profile, portrait or character sketch

This unit introduces the characteristics of the profile genre and its different forms, from more informative to more narrative approaches. In the practical part, examples are analysed to identify the diversity of styles and modalities.

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

- Produce content with accuracy and communicative effectiveness in the press.
- Demonstrate the ability and skills required to carry out core journalistic tasks and to use information and communication technologies and techniques.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	20,00
Computer classroom practice	40,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**

<b>Activity</b>	<b>Hours</b>
Attendance at other activities	0,00
Individual or group project	25,00
Independent study and work	45,00
Preparation of lessons	0,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

**TEACHING METHODOLOGY**

The course is organized into two types of sessions:

**1) Theoretical sessions**

These sessions aim to introduce the basic concepts that will later be developed in the practical sessions. Maximum student participation will be encouraged through a mixed methodology that combines theoretical explanation with active involvement in class.

- Attendance: Considered mandatory in order to acquire the necessary knowledge for practical work.
- Monitoring: During the semester, students will take short quizzes and complete brief exercises to assess understanding of the theoretical material.

**2) Practical sessions**

This part includes both in-class activities and scheduled assignments throughout the course.

**a) In-class practices**

The practical sessions are divided into four blocks, each focused on a specific journalistic genre: chronicle, interview, report, and profile. The methodology includes:

- Reading and analysis of representative texts of each genre
- Guest lectures by professionals from the field



- Preparatory exercises for the final assignment
- Collection and presentation of examples by students
- Class debates on ethical and professional aspects in each genre

### **b) Scheduled assignments**

- Topic selection: Students must agree with the professor on the suitability of the topic or interviewee.
- Deadlines: To follow the continuous assessment model, assignments must be submitted by the indicated deadlines. A schedule with due dates will be provided at the beginning of the course.
- Review: In the class following each submission, there will be a general feedback session and critical review to reinforce learning outcomes.

### **Cross-cutting approach: SDGs and the PEQSO Project**

During the practical sessions, several Sustainable Development Goals (SDGs) will be addressed through the reading and analysis of interpretive journalistic texts. Specifically, the following will be covered:

- SDG 1: No poverty
- SDG 3: Good health and well-being
- SDG 5: Gender equality
- SDG 7: Affordable and clean energy
- SDG 10: Reduced inequalities
- SDG 16: Peace, justice and strong institutions

Moreover, the course aligns with the PEQSO ¿ Sustainable Quality Journalism educational innovation project, which seeks to provide tools to innovate teaching and learning in the narration of complex realities



and in the implementation of the 2030 Agenda.

### **Academic honesty**

Intellectual honesty is essential in academic communities and for the fair assessment of students' work. All assignments submitted in this course must be original and authored by the student. Submissions involving fraudulent collaboration using artificial intelligence tools (such as ChatGPT or others) will not be accepted. If plagiarism is detected in any assessed work, it may receive a numerical grade of zero and lead to failure of the assessment call, regardless of any disciplinary proceedings that may be initiated and, if applicable, any sanctions in accordance with current legislation.

Serious offenses will also include, and may therefore result in immediate failure of the call: copying or enabling copying of work between students; irregular access to or premature appropriation of the content of a test or exam; enabling or attempting the appropriation, alteration, or destruction of the content or results of an evaluable activity; and impersonation during exams. When any of the serious offenses described above are detected, the teacher must report them to the Degree Coordinator.

The submission of assignments and/or exams with spelling, typographical, syntactic, coherence, or writing errors will be penalized and may result in failing the test.

## **EVALUATION**

### **First call**

- Examination 25%.
- Programmed practices 50%.
- Class work + participation 25%.

In order to pass the course as a whole, it is necessary to obtain 40% of the grade in each of the evaluated parts. 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.

### Evaluation criteria

- Theory: ability to synthesize, critique and analyze the concepts and theoretical aspects that arise
- Practicals: writing practices following the criteria of the different journalistic genres analyzed in class: ability to analyze and search for news aspects and their interpretation; search for appropriate sources of information; expression and correctness in the use of language; creativity and narrative value.

### Special cases and **second call**



Students enrolled in the course who cannot attend class have the option of taking the exam in the official exams of the course. The same criterion will be applied if the student has not passed the continuous evaluation and takes the exam in the 2nd call. In the time allotted for the exam they will have to complete the questions corresponding to:

- Theoretical part [50%]: It will consist of a pot-type exam that will also include two analysis questions based on the contents developed in the course.
- Practical part [50%]: Delivery of the four programmed practices (topics and interviewees will have been previously agreed upon) previously carried out.

### **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.

The presentation of work and/or exams with spelling or typographical mistakes and/or errors in syntax, coherence or writing will be penalised and may lead to the suspension of the exam.

## **REFERENCES**

### **Basic References**

Edo, C. (2003). *Periodismo informativo e interpretativo. El impacto de Internet en las noticias, las fuentes y los géneros*. Comunicación Social Ediciones y Publicaciones.

Gomis, Ll. (1991). *Teoría del periodismo*. Barcelona: Paidós.

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Maciá Barber, C. (2007). *El reportaje de prensa*. Dykinson.

Cantavella, J. (2009). *Manual de la entrevista periodística*. Ariel.

### **Complementary References**

Cantavella, J., & Serrano, J. F. (2012). *Redacción para periodistas: informar e interpretar*. Ariel.

Casasús Gurí, J. M., & Núñez Ladevéze, L. (1991). *Estilo y géneros periodísticos*. Ariel.

Chillón, A. (1999). *Literatura y periodismo. Una tradición de relaciones promiscuas*. Universitat Autònoma de Barcelona, Servei de Publicacions.

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Echeverría Llombart, B. (2002). *Las W's de la entrevista*. Servicio de Publicaciones de la Universidad Cardenal Herrera-CEU.

Palau Sampio, D. (2018). *Las identidades de la crónica: hibridez, polisemia y ecos históricos en un género entre la literatura y el periodismo*. *Palabra Clave*, 21(1), 5.