

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

Code: 36635
Name: Radio journalism
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	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1334 - Degree in Journalism	Organización y producción informativas	COMPULSORY

COORDINATION

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SUMMARY

Radio Journalism contributes to the comprehensive education of students from a critical and engaged perspective, aligning with several Sustainable Development Goals (SDGs) of the 2030 Agenda. Firstly, its focus on the development of communicative competencies, understanding of radio language, and the production of high-quality informational content is directly linked to SDG 4 (Quality Education), as it fosters essential technical and narrative skills for the professional practice of journalism.

Moreover, the critical reflection on informative radio genres, the role of the voice, and the ethical treatment of information supports SDG 16 (Peace, Justice and Strong Institutions), by promoting responsible media use and the right to information. The inclusion of new formats such as podcasts, in an accessible and open digital environment, expands the diversity of voices and is aligned with SDG 10 (Reduced Inequalities), particularly when it encourages the representation of traditionally excluded groups.

In this regard, the course is connected to the teaching innovation project *PIEC Media Narratives on Immigration: Critical Approaches and Journalistic Construction in the Classroom*, by providing practical and discursive tools to question dominant narratives and create audio proposals that represent multiple social perspectives from an ethical, inclusive, and transformative approach.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

There are no enrollment restrictions in relation to other subjects in the curriculum.

It is based on the knowledge and skills acquired in the subjects 'Fundamentals of Journalism', 'News Genres', 'Interpretative Genres', and, especially, 'Communication Technologies II', where a block on audio editing is taught.

COMPETENCES / LEARNING OUTCOMES

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Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

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 conceive, plan and execute informative and creative projects in different environments (mass media, digital environments, communication offices, etc.).

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 perform the main journalistic tasks, develop them within thematic areas, and apply them to journalistic procedures.

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

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

DESCRIPTION OF CONTENTS

A. Radio companies

1. The general framework of Spanish radio. Programming models and podcasting.

This section analyses the main features of the Spanish radio system and its recent evolution. It presents traditional programming models and the emerging dynamics of podcasting in digital environments.

B. Recording technologies

2. Radio language: voices, music, ambient sound, sound effects and silence

The expressive elements of radio language and their communicative function are examined. The section explores how to combine voice, music, and sound to craft effective audio narratives.

3. Terminology and editing tools: the radio script

The radio script is introduced as a key tool in audio production. Its structure, conventions and practical use in planning and editing content are explored in detail.

4. How to write for radio. Writing to be spoken

This section focuses on writing techniques adapted to radio's oral format. Clarity, proximity, and



communicative efficiency are prioritised in texts designed to be read aloud.

5. Voice delivery. The essential qualities of verbal and sound language.

This section analyses the core aspects of radio voice delivery. Intonation, rhythm, articulation, and modulation are developed as essential components of expressive and professional radio speech.

C. Production and postproduction

6. News on the radio. Informative formats: bulletins, live reports, updates and news programmes

News is presented as a foundational genre in radio journalism. Different formats and their specific technical and narrative features are analysed.

D. Radio Technologies: Analog and Digital Perspectives

7. The radio report.

This section examines the production process of a radio report: from idea and research to scriptwriting and editing. Emphasis is placed on narrative construction and sound design.

8. Dialogic genres: interview, debate, talk show and call-in programmes (audience participation)

The main dialogic formats in radio are explored, focusing on interaction and voice diversity. The role of both the host and the audience in shaping discourse is addressed.

9. Journalistic podcasts: daily news, interviews, long-form reporting, docu-series and specialised content

The main formats of journalistic podcasting and their narrative features are examined. The section includes case studies and analyses of current trends in digital audio journalism.

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

- Adapt content to the specific language of radio and television, mastering the different narrative structures used in news and entertainment programs.



- Select the appropriate information and communication technologies and techniques for radio and television.
- Prepare informative projects for radio and television.
- Demonstrate understanding of collaborative work within radio and television newsrooms.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	20,00
Laboratory	40,00
Total hours	60,00

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	30,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The subject is divided into two clearly differentiated parts:

- **Theoretical classes:** focused on the acquisition of knowledge and terminology on the use and application of the techniques and tools necessary to practice radio journalism.
- **Practical classes:** consisting of the implementation of different informative radio genres and the creation of a journalistic podcast.

Work teams will be formed for the development of the practices and to speed up the use of the recording studio during class hours. Each group will have alternating preference in each session to use the recording studio.



EVALUATION

The course is divided into two clearly differentiated parts:

1. **Theoretical classes** focused on acquiring knowledge and terminology related to the use and application of techniques and tools necessary to practise radio journalism.
2. **Practical classes** involving the application of various informative radio genres and the creation of a journalistic report or podcast.

First Examination Period

1. **Theoretical exam:** 40%
2. **Assessment of workshops carried out in class:** 30%, broken down as follows:
 - News bulletin (7%). Group work
 - Long news story (5%) Individual work
 - Interview (8%) Group work
 - Short report (1%) Individual work
3. **Final project evaluation:** A journalistic report or podcast of 15/20 minutes(30%, group work)
The evaluation will include both the podcast and its script (2.5 points for the podcast and 0.5 for the script). The podcast must be original content and may not include the news stories, interview, or report previously produced in class.

In order for all three components of the evaluation to count, each part must be passed with a minimum score of 5 out of 10 (final exam, class workshops, and final report/podcast).

Second Examination Period



If a student fails the theoretical or practical part, they will only need to retake the failed component. The marks for the other passed components will be retained and used to calculate the final average.

Publication and Copyright

The best projects will be published on the University of Valencia website. Therefore, students must hold the rights to all resources used. Raw material must be stored in a digital repository.

Notice on Academic Integrity

Intellectual honesty is essential in academic communities and for the fair assessment of student work. All work submitted in this course must be original. Assignments that involve fraudulent collaboration or are composed with the help of artificial intelligence tools (such as ChatGPT or others) will not be accepted, except when such use is explicitly authorised by the course instructors as part of the course content.

If plagiarism is detected in any evaluation activity, the work may be awarded a grade of zero, and the student may fail the examination period, regardless of any disciplinary proceedings that may be initiated or sanctions imposed according to current regulations.

The following are also considered serious academic offences and may result in immediate failure of the examination period:

- Copying or enabling others to copy assignments within the degree programme
- Illegitimately accessing or acquiring exam or test content beforehand
- Assisting or attempting to assist in the appropriation, alteration, or destruction of evaluable activity content or results
- Impersonation during exams

In cases where such serious offences are detected, the teaching staff must report them to the Degree Coordination Committee.

Assignments or exams containing spelling, orthotypographic, syntactic, coherence, or writing errors will be penalised and may result in failing the assessment.

WARNING

All assignments, exams, or any other evaluable academic activity must be original and free from plagiarism. The detection of plagiarism, considered a serious offence, will result in immediate failure of the



corresponding examination period. This includes the use of fraudulent collaboration or the composition of work with the help of artificial intelligence tools (e.g., ChatGPT or others).

Likewise, copying or enabling others to copy, accessing or appropriating content from tests in advance, tampering with or destroying evaluable content or results, or impersonating another student in exams are considered serious offences and will result in immediate disqualification. In such cases, the instructor is required to report the incident to the Degree Coordination Committee.

REFERENCES

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