



COURSE DATA

DATA SUBJECT

Code: 36636
Name: Television news and locution and presenting techniques
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	3	First quarter

SUBJECT-MATTER

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

COORDINATION

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SUMMARY

Television News and Broadcasting and Presentation Techniques is a compulsory course that is part of the subject Organization and Production of News. It is preferably taken in the third year. In this course, students will analyze the different formats used by journalists to communicate the contents of news programs.

The objective is that students obtain a theoretical basis and practical tools that allow them to deepen in the structures in which the transmission of audiovisual information is organized. Therefore, the process of elaboration of the news and the ways in which the presence of the person who elaborates the information is visualized are studied.

The course deals with the methodologies of live interventions and the writing and editing of materials that are broadcasted in delayed mode. It also deals with the treatment of language adapted to the characteristics of an audiovisual medium that is in full evolution due to the adaptation to digital coexistence environments and the introduction of artificial intelligence in the professional routines of the newsroom. The classes are intended to emphasize the personality of oral communication and the use of its resources in television journalism. Students exercise the technical part of voice production in order to develop their skills as communicators.

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 subject does not require prior knowledge.

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 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 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 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 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.

DESCRIPTION OF CONTENTS

1. Differences between radio and television

Definition of the fundamental concepts related to radio and television discourse from a multidisciplinary perspective, which makes it possible to understand the different existing approaches and highlights the variety of pragmatic and aesthetic orientations present.

- 1.1 The characteristics of television as opposed to radio: linearity, one-sidedness and audiovisuality.
- 1.2 Elements of the audiovisual message.
- 1.3 Television as a testimonial medium.
- 1.4 Evolution of television in the digital ecosystem.
- 1.5 Introduction to orality in television news programmes.

2. Models of television news

Study of the characteristics of the different ways of organising television content according to the different formats linked to information and their practical application in the professional routine. Analysis in a news programme of the application of the criteria of newsworthiness in the construction of the thematic agenda. Use of the expressive resources of a live intervention in a news programme.

- 2.1 Presentation of information: genres and formats.
- 2.2 Stand-up and the personalisation of the professional in the news scenario.
- 2.3 Interviews in news programmes.
- 2.4 The magazine.
- 2.5 Debate or talk shows. The moderation of the plurality of participants.

3. News, interviews and reports on television

Study of the characteristics of the different ways of organising television content according to the different formats linked to information. Analysis of the different theoretical perspectives and their practical application in the professional routine.



- 3.1 Presentation of information: genres and formats.
- 3.2 Stand-up and the personalisation of the professional in the news scenario.
- 3.3 The interview in news programmes.
- 3.4 The magazine.
- 3.5 Debate or talk shows. The moderation of the plurality of participants.
- 3.6 Filming: the work routines of the ENG.
- 3.7 Physiology of the voice. Basic principles of orthophony and postural work. Voice-over for television: breathing for phonation. Introduction to body control in voice-over.

4. Television Editing, Live Production, and Post-Production

Analysis and practical work on the essential processes that make up the television routine and involve different profiles in television newsrooms.

- 4.1 The preparation process for producing television news: organization of pre-production and production.
- 4.2 Word, image, and sound: informative and expressive functions.
- 4.3 The use of information sources in television news.
- 4.4 The relationship with the network's documentation service: protocols for requesting and contributing materials to the archive.
- 4.5 Editing news and supporting visual materials.
- 4.6 Characteristics of writing and structure of texts for television: text for viewer listening and narration with images.
- 4.7 Source handling in television news: how to conduct interviews to obtain statements in the appropriate format for editing and insertion into the editing process.
- 4.8 Body language control on the television set: building expressiveness in the voice.
- 4.9 Live broadcasting.

5. Abdominal Breathing

Orality constitutes the basic language that contributes to the interpretation of images and the mastery of its aesthetic and communicative techniques. We study the different types of breathing to work on communicative efficiency and the necessary adaptations in television texts.

- 5.1 Characteristics of writing and structure of texts for television: text for viewer listening and narration with images.
- 5.2 Treatment of sources in television news: how to conduct interviews to obtain statements in an appropriate format for editing and insertion into the editing process.
- 5.3 Controlling body language on the television set: building expressiveness in the voice.
- 5.4 Practicing different types of breathing.
- 5.5 Live performance

6. Voice-Over, Rhythm, and Intonation

A summary is proposed of the practices that support the methodology of professional routines used in the personalization of television news coverage.



- 6.1 The difference between transmitting and communicating: the dilemma between reading and explaining the news.
- 6.2 Expressive resources in television news.
- 6.3 Explaining complex data on camera: quoting numbers and vocabulary from other phonetic systems.
- 6.4 Narrative functions of live news.
- 6.5 Unforeseen news: the professional reaction to situations of inevitable improvisation with breaking news or circumstances.
- 6.6 Live and outdoor television discourse: Voice projection techniques and control of expressive space in special environmental circumstances. Rhythm, intensity, and tone in voiceovers.

7. In-studio and live presentation

Managing staff in a television newsroom involves creativity and professional values, but also moral responsibility and the distribution of roles and synergies to harmonize the newsroom's departments, both in internal and live roles and other external functions. We also study the main concepts of the new environments generated by digitalization and Artificial Intelligence in the television newsroom.

- 7.1 The multimedia newsroom: the versatile profiles of television newsrooms.
- 7.2 Operating dynamics of news services: the editing, production, and advisory bodies.
- 7.3 Television news programming.
- 7.4 The routines of newsroom members: internal communication procedures to consolidate the functioning of the group.
- 7.5 Television in the convergent environment.
- 7.6 Evolution of television consumption: audiences.
- 7.7 Digital social media as information sources.
- 7.8 Content verification on television platforms and television's responsibility in creating social values: public and private networks.
- 7.9 Artificial intelligence: applications in the television environment

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

- Adapt the contents to the specific language of radio and television, through the mastery of the different structures of the narration adapted to informative and entertainment programs.
- Select the informative and communicative technologies and techniques of radio and television.
- To prepare informative projects in radio and television.
- To reproduce the knowledge of collective work in the writing of radio and television news media.
- Operate with the criteria of decision, structure and scale of the news in audiovisual media, as well as the contact of these with the agencies of local, national and international news.
- Value the elements of telegenic and locution, as well as the ability to voice texts and maintain body control in front of the camera, taking into account the physical characteristics of the voice, the prosodic elements that are specific to it and the forms of oral and corporal expression in different production contexts.

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	60,00
Independent study and work	15,00
Preparation of lessons	15,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY**Classroom activities**

- MD1 - Theoretical classes (lectures or expository classes with student presentation)
- MD2 - Practical classes
- MD3 - Discussion classes
- MD4 - Personalized and/or group tutorials
- MD5 - Seminars and workshops
- MD8 - Individual independent study and work
- MD9 - Group independent study and work

Classroom teaching will follow the following methodologies:

1- Master lecture: mainly focused on the general explanation of the subject and the necessary methodological details. It allows to transmit in a structured and precise way the concepts, theories and methodological approaches essential for a deep understanding of television dynamics. This expository method offers a critical and balanced vision of the different perspectives when dealing with professional routines. In addition, the master class enables the logical organization of contents and the synthesis of complex ideas, crucial aspects in a discipline where the interpretation and contextualization of images require a solid theoretical framework.

2-Theoretical-practical problem solving: promotes active and meaningful learning by placing the student at the center of the training process. This strategy involves the approach of real or simulated situations whose construction, analysis and solution become the axis of the educational experience. Through problem solving, students not only apply the theoretical knowledge acquired, but also develop skills for inquiry, critical analysis, experimentation and cooperative work, favoring the integration and transfer of knowledge to different contexts.

3. Case studies and analysis. Through the study of specific cases, such as news pieces, news or interviews,



students can understand the scope and limits of theoretical models applied to specific contexts, thus developing a critical and reflective view on the processes of production, interpretation and reception of news.

4. Classroom exposition and group work: this methodology combines the structured transmission of knowledge with the development of collaborative and communicative skills essential for visual analysis. The oral presentation allows the presentation and organization of complex information in a clear manner, facilitating the understanding of theoretical and methodological concepts. By integrating group work, collaborative learning is encouraged, where students research, discuss and elaborate joint presentations, which enhances the collective construction of knowledge and the development of skills such as argumentation, synthesis and criticism.

Non attendance activities

The students will develop the following non attendance activities:

1. Study and independent work: this modality encourages individual responsibility in the organization of time, the search for relevant information and the application of cognitive and metacognitive strategies that facilitate the deep understanding of theoretical concepts, perceptual processes and methodological tools. Through autonomous work, students can investigate cases, analyze news from different perspectives and experiment with the creation of news and reports, which reinforces the capacity for observation, synthesis and argumentation, essential skills in both academic and professional environments.

2. Group work: collaborative work fosters the exchange of perspectives and the collective construction of knowledge, fundamental elements for approaching the complexity and richness of the visual phenomenon. Working in teams allows students to enrich their interpretations, develop argumentation skills and learn to reach consensus on ideas. In addition, group work enhances motivation, shared responsibility and autonomy, while facilitating the integration of interdisciplinary knowledge and the development of communicative and social skills.

3. Resolution of practical cases: allows students to directly link theoretical concepts with real and complex situations of television news coverage. Through the analysis of news and reports, students develop skills to identify problems, analyze contexts and apply theoretical frameworks to concrete situations. In addition, the resolution of case studies promotes active learning and student engagement, facilitating the transfer of knowledge to professional contexts and the development of essential skills for the practice of audiovisual journalism.

This subject is part of two educational innovation projects:

1. PíEE-3901352 Referents IV: telling the DANA from the quality journalistic thematic agenda. Projecte multimèdia d' innovació a l' ensenyament de la sostenibilitat, diversificació i inclusió en l' agenda periodística" and follows the activities approved in this respect by the Servicio de Formación Permanente e Innovación Educativa (SFPIE) among which stand out the visibilization of topics and people that usually do not appear in the thematic agenda but that have great potential to contribute values of plurality and social cohesion to the media discourse. It is also intended to encourage students to learn about the gender perspective.

2. PíEC-GCID23_2570723 #EIMur. Memòria i multi-telling and follows the activities approved in this regard



by the Service for Lifelong Learning and Educational Innovation (SFPIE), among which are: the dissemination among students of the democratic memory and channeling the effort present in the class work the knowledge of these issues. All within the model known as Project Based Learning (PBL), with the proposal (always voluntary) of to participate in the theme of Historical Memory.

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

- **SDG 4**, Quality Education. Target 7, that students acquire the knowledge and skills necessary to promote sustainable development, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and 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 regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017

First call

- Individual and group exercises (60%) Each of these activities must demonstrate the application of the theoretical contents studied and the practical knowledge acquired on the production techniques of television news content. Oral presentation of team work
- Exam of theory and current affairs (30%) Test that assesses the knowledge exposed in class and the contents of the news programs during the teaching period.
- Assessment of the resolution of practices, problems and cases (10%). Creativity and interaction with their peers will be recognized when it comes to the realization of the exercises of conversion of the news facts in informative pieces and oral expositions in the set.

In order to pass the course it will be essential to obtain a minimum grade of 5 out of 10 in the continuous evaluation of individual and global exercises in global computation and also in the theory exam. Therefore, both blocks must be passed.

Second call

Elaboration of a single written and audiovisual test based on the development of an audiovisual project related to current news. The student must integrate the theoretical and practical content covered in class and apply the resources of television production that have been worked on in practice. In order to pass the course, a minimum grade of 5 out of 10 must be obtained in this written test. In this second call will be recoverable points a,b and c.

**Considerations**

Both in the exam and in the rest of the practices and exercises spelling and grammatical correctness will be required. Each failure will result in a reduction of the grade obtained, which may even lead to failure.

In the case of detecting plagiarism or copying in an evaluation work, a numerical grade of zero may be given, regardless of the disciplinary procedure that may be initiated and, if appropriate, the sanction provided for in the legislation in force.

Intellectual honesty is vital in academic communities and for the evaluation of student work to be fair. All papers presented in this course must be of original authorship. Works that make use of fraudulent collaboration or composition with the help of artificial intelligence (Chat GPT or others) will not be accepted unless their use is part of the contents of the course or is authorized by the faculty that teaches it.

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