

**COURSE DATA****DATA SUBJECT****Code:** 36648**Name:** Journalistic writing workshop**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1334 - Degree in Journalism	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1334 - Degree in Journalism	Facultat de Filologia, Traducció i Comunicació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1334 - Degree in Journalism	Optatividad	ELECTIVES
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COORDINATION

PALAU SAMPIO MARIA DOLORES

SUMMARY

This elective course has a predominantly practical nature and offers the option to participate in a literary journalism workshop, combining narrative techniques with news writing. It develops the skill of storytelling and applies it to the narration of reality. Chronicles, interviews, and reports can use the tools of fiction prose to capture the reader's attention. In this workshop, the techniques used by leading authors of chronicles, interviews, and non-fiction literature, published in books and newspapers, will be analyzed. Both the readings and the exercises will emphasize the connection with the different Sustainable Development Goals (SDGs).

Despite its practical nature, this workshop will begin with a theoretical-applied introduction to show various options and strategies, as well as the need to choose the most effective ones for what you want to explain. Throughout the course, students will have to produce different pieces to demonstrate their skills in organizing and structuring content, playing with the temporal element, or describing environments and characters.

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 to have passed the subjects Informative Genres and Interpretative Genres.

COMPETENCES / LEARNING OUTCOMES

1334 - Degree in Journalism

Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio

Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética

Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences

Students have demonstrated that they possess and understand knowledge in an area of study that forms the basis of general secondary education and is usually at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

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

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. Journalism and Literature

This session highlights the relationship between journalism and literature and addresses the misconceptions associated with the idea of narrative journalism. It also presents some of the historical references of this modality.

2. Basic Techniques of Non-Fiction Narration

2.1. Where and how to find interesting stories? Thematic ideas and areas of development

This section introduces the types of productions and topics that can be addressed through narrative journalism, offering a broad overview and aiming to highlight the difference from more informative reporting.

2.2. Where to begin? Documentation and source research

This session focuses on in-depth documentation strategies and the treatment of sources, especially testimonial ones.

2.3. The five senses in reporting. Telling stories with images: scenes

This section emphasizes the need to capture all necessary details, either at the scene or during interviews, in order to incorporate them into non-fiction stories.

2.4. What to ask? How to ask? Interview and observation

This section focuses on the types of questions and follow-ups needed to narrate experiences in detail.

2.5. Characters: profiling and treatment of main and secondary characters in reportage

Describing and characterizing main and secondary characters is key to enhancing the value of the narrative. Effective techniques are introduced through examples.

3. Narrative Time

3.1. How to write good stories? Structure, temporal composition, importance of beginnings and endings

Structure is a crucial element in long-form narratives. Several techniques are analysed, as well as their suitability depending on the story to be told.

3.2. Rhythm, combination of data and textual quotes

This session works on techniques, through analysis and examples, to write texts that are engaging and attractive to read.



4. The Journalist as Storyteller

4.1. Tone and suitability: a recipe for every report. The use of humour

This section addresses the importance of narrative tone and its relationship to the topic being covered, in order to ensure consistency and appropriateness.

4.2. Narrator and point of view

This session focuses on presenting the variety of narrative perspectives applicable to journalism and the characteristics that justify their use, based on the analysis of narrative journalistic texts.

4.3. The editing process

Analysis and problem-solving aimed at ensuring optimal report quality. Focus is placed on techniques for reviewing beginnings and endings, as well as the consistency and fluency of the text.

This content plan is reflected in the following learning outcomes:

- Adapt journalistic writing using formats that modify the classic structures of news or specialized, interpretative, and/or opinion genres, based on creative and technically proven quality standards.
- Plan journalistic coverage that is respectful of and committed to human rights.
- Develop a critical attitude toward the unequal representation of social minorities, both in quantitative and qualitative terms.
- Apply ethical guidelines and recommendations in journalistic production concerning vulnerable social groups.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	15,00
Laboratory	30,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	55,00
Independent study and work	12,50
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	67,50



TEACHING METHODOLOGY

The methodology to be followed combines three types of activities:

Theoretical content: The explanation of this type of content will be clearly aimed at its practical application. This will be developed through explanatory classes with student participation.

Practical content: This will combine the analysis and discussion of reference texts published both in periodic press and in book format, with the joint review of texts produced by the students.

Reading essays: On the proposed readings.

In the practical sessions, various SDGs will be addressed through the reading of interpretative journalistic texts. Specifically, the following goals will be covered: 1. No Poverty; 3. Good Health and Well-being; 5. Gender Equality; 7. Affordable and Clean Energy; 10. Reduced Inequalities; 16. Peace, Justice and Strong Institutions.

Additionally, this course is aligned with the educational innovation project PEQSO 'Quality Sustainable Journalism' Resources to Innovate Teaching and Learning in the Narration of Complex Realities and the 2030 Agenda.

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.

The evaluation of the course will have two different parts:

1) Practical work. Taking into account the nature of the subject, the fundamental weight will fall on this part. During the course, students will carry out two types of practicals, through which they will have to put into practice the techniques of journalistic writing in different informative-interpretative genres:

- Preparatory, to see how the contents are assimilated over the course of the semester. This involves writing a chronicle and a profile (to be done at home and handed in to the class on the dates indicated in the chronology), while other marking practices will be done in the classroom. -Chronicle: 10% of the mark. Length: between 1.5 and 2 pages (about 2,500-3,000 characters per page, with white spaces).characters per page, including blank spaces, and with a font size of 12 and single-spaced). -Profile/portrait: 10% of the grade. Length of 1 page.-Practical work and class participation: 15%.

- Final project: you can choose between a report on a specific topic or an in-depth portrait or profile on the life of a person, and it will be handed in at the end of the semester, although the structure and execution will have to be specified throughout the teaching period, also through tutorials.



Stages in the realisation of the report/profile

- 1) Idea: assessment of the development possibilities
- 2) Definition of the strategy: who to talk to, what for, when?
- 3) Gathering information: reporting with the five senses
- 4) Reading and evaluation of information: selection and ranking. Confirmation and/or re-interviewing.
- 5) Structure: layout and arrangement of information, taking into account pacing and transitions from one topic to another - beginning and end.
- 6) Writing: point of view/narrator - tone and appropriateness.
- 7) Editing

Rules for the writing of the extended report/profile (50% of the mark)

- The assignments will be individual. Only those that have been authorised and supervised by the teacher will be assessed, in accordance with the dates indicated in the timetable. The completion of the calendar will be taken into account when marking the report, since one of the objectives of the subject is, precisely, to develop the different phases involved in the elaboration of the report. Work that has not fulfilled the delivery phases will be deducted 25% of the mark.

- The report delivered at the end of the course must be a text that can be published in the media, which responds to the specific contents of the subject, but also to the deontological and professional standards that are characteristic of journalism. Therefore, even if the writing has a literary quality, the contents (both the facts and the statements) have to be not only credible but also true. It must include a headline that is attractive and reflects the content of the text.- The reports must, of course, be original (neither copied nor partly copied from other publications). In case of doubt, the teacher will ask for any elements of verification that I consider necessary to check that this is the case.

- Length: between 8 and 10 pages (about 2,500-3,000 characters per page, including blank spaces, and with a font size of 12 and single-spaced). With the teacher's approval, it could also be submitted in digital format, provided that it meets the required conditions.

- As with any report, the project must be based on exhaustive documentation and research on the subject, which firstly allows the sources that can provide adequate information to be found. This involves both documentary and personal sources, i.e. from databases that provide, for example, statistical data, to personal interviews with experts, protagonists, witnesses, etc. of the issues being dealt with. The aim is to be able to offer as complete and exhaustive a view as possible, including both quantitative (figures, statistics) and qualitative aspects (the voice of experience), without forgetting the analysis by experts who provide a complementary point of view and an in-depth interpretation of the chosen topic. - The number of



sources depends, of course, on each report, but it is essential that I combine the three types mentioned above and, in any case, that they are representative and appropriate to the topic.

- Assessment criteria for the written/printed report (out of 10 points): structure and writing: 6; sources consulted and appropriateness to the topic: 3; and originality of treatment: 1.

2) Reading essay: Students will have to read and work on two books dealing with different aspects of narrative journalism from a theoretical point of view: Chiappe, Domenico (2010). *Tan real como la ficción. Narrative tools in journalism*. Barcelona: Laertes. [complete]. Chillón, Albert (2014). *La palabra facticia. Literature, journalism and communication*. Bellaterra, Castelló de la Plana, Barcelona, Universitat Autònoma de Barcelona. Publications Service, Publications of the Universitat Jaume I, Universitat de València. Publications Service. [No 8 to 14] Options: a) chapters 8, 9 and 10; b) chapter 11; or c) chapters 12, 13 and 14.

Previous edition: Chillón, Albert (1999). *Literatura y periodismo. Una tradición de relaciones promiscuas*. Correspondence of chapters: [None. 7 to 13] Options: a) chapters 7, 8 and 9; b) chapter 10; or c) chapters 11, 12 and 13.

From the reading, students will have to prepare an essay [maximum three pages long] in which they reflect on some of the theoretical ideas put forward and analyse how they have taken them into account in the preparation of their texts. They can be reflections on the structure of the text, the narrator, the task of reporting, writing resources... or any other approach that you have found useful and that you have applied to the elaboration of the report, the chronicle or the portrait (the practices carried out). You can also relate it to other texts that you have read in class or that you know. The idea of this essay is to become aware of how literary resources can enrich journalistic writing, not only from an aesthetic point of view, but also from an informative one.

First call

Type of Evaluation (% of final grade)

a) Practical Work (90%)

- Preparatory (30%): Chronicle (10%) + Profile (10%) + In-class exercises (10%)

- Final Report (60%)

b) Reading Essay (10%)

To pass the course, it is necessary to achieve at least 40% of the grade in each part and an overall average of 5 out of 10.

Second call

Evaluation will be based on the submission of a narrative report with the specified characteristics (80%) and a reading essay (20%).



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.

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.

-Both the exam and practical exercises will require correct spelling and grammar. Each spelling, typographic, or expression mistake will result in a reduction of the grade, which may lead to a failing mark.

-Attendance is necessary in order to pass the course. More than two unexcused absences or lateness in submitting the preparatory work for the report will result in the loss of continuous assessment and the student will have to take the resit (second) exam session.

REFERENCES

Basics

Carrión, Jorge (ed) (2012). *Mejor que ficción. Crónicas ejemplares*. Barcelona, Anagrama

Chiappe, Doménico (2010). *Tan real como la ficción. Herramientas narrativas en periodismo*. Barcelona: Laertes.

Chillón, Albert (2014). *La palabra facticia. Literatura, periodismo y comunicación*. Bellaterra, Castelló de la Plana, Barcelona, Universitat Autònoma de Barcelona. Servei de Publicacions, Publicacions de la Universitat Jaume I, Universitat de València. Servei de Publicacions.



Herrscher, Roberto (2012). *Periodismo narrativo. Cómo contar la realidad con las armas de la literatura*. Barcelona: Publicacions i Edicions de la Universitat de Barcelona.

Jaramillo. Darío (2012). *Antología de crónica latinoamericana actual*. Madrid, Alfaguara

Complementaries

Angulo, M. (2014). *Crónica y mirada. Aproximaciones al periodismo narrativo*. Madrid: Libros del K.O.

Bayarri, Francesc (2009). *Cita en Sarajevo*. Montesinos. Barcelona

Capote, Truman (1993). *A sang freda*. Barcelona. Enciclopèdia Catalana / A sangre fría. Barcelona: Anagrama.

Chillón, Albert (1999). *Literatura y periodismo. Una tradición de relaciones promiscuas*. Bellaterra, Castelló de la Plana, Barcelona, Universitat Autònoma de Barcelona. Servei de Publicacions, Publicacions de la Universitat Jaume I, Universitat de València. Servei de Publicacions.

Guerreiro, Leila (2006). *Los suicidas del fin del mundo. Crónica de un pueblo patagónico*. Barcelona: Tusquets

Kaspuscinski, Ryszard (1994). *Ébano*. Barcelona, Anagrama.

Vicent, Manuel (1984). *No pongas tus sucias manos sobre Mozart*. Madrid, Debate.

Wolfe, Tom (1990). *El nuevo periodismo*. Barcelona, Anagrama. Texto referencia