



UNIVERSIDAD
DE MURCIA

1. Identification

1.1. About the course

Academic Term	2025/2026
Degree	GRADO EN ESTUDIOS DE COMUNICACIÓN Y MEDIOS/BACHELOR IN COMMUNICATION AND MEDIA STUDIES
Course	REDACC. MULTIMEDIA DE GÉNEROS INF. Y DE OPINIÓN I/ WRITING SKILLS I
Code	6529
Year	PRIMERO
Course type	FORMACIÓN BÁSICA
Number of groups	1
ECTS	6.0
Estimation of workload	150.0
Timeline	1º Cuatrimestre
Languages	Spanish

1.2. Teaching staff

MARTINEZ RODRIGUEZ, MARIA LOURDES

Professor: **GRUPO 1**

Group coordination: **GRUPO 1**

Course coordinator

Category

PROFESOR COLABORADOR (LICENCIADO)

Area

PERIODISMO

Department

COMUNICACIÓN

Email / Personal web page / Online tutoring sessions

loumart@um.es Online tutoring sessions: Sí

Phone number and office hours

Duration:	Day:	Hours:	Place:
C1	Lunes	15:45-16:45	868888755, Facultad de Comunicación y Documentación B1.1.022 (DESPACHO PROF. LOURDES MTEZ. RDEZ.)

Remarks:

Solicitar tutoría previamente a través de mensaje privado del Aula Virtual

Duration:	Day:	Hours:	Place:
C1	Martes	09:30-11:30	868888755, Facultad de Comunicación y Documentación B1.1.022 (DESPACHO PROF. LOURDES MTEZ. RDEZ.)

Remarks:

Solicitar tutoría previamente por mensaje privado del Aula Virtual

Duration:	Day:	Hours:	Place:
C2	Martes	12:00-13:30	868888755, Facultad de Comunicación y Documentación B1.1.022 (DESPACHO PROF. LOURDES MTEZ. RDEZ.)

Remarks:

Solicitar previamente tutoría a través de mensaje privado del Aula Virtual

Duration:	Day:	Hours:	Place:
C2	Martes	18:00-19:30	868888755, Facultad de Comunicación y Documentación B1.1.022 (DESPACHO PROF. LOURDES MTEZ. RDEZ.)

Remarks:

Solicitar previamente tutoría por mensaje privado del Aula Virtual

2. Presentation

The subject Writing Skills, Information and Opinion Genres I aims to lay the foundations for the practical production of messages in different languages and narrative, argumentative and expository styles. To achieve this, we will work with the learning and implementation of writing techniques adapted to different genres and formats and to the current multimedia ecosystem. At the same time, the aim is to generate a critical attitude towards media content. Students will learn about the process of journalistic creation, from the event to the narrative text; the generation of ideas and approaches, as well as how to carry out the professional tasks of searching, selecting, prioritizing, interpreting, writing and presenting content of public interest in the different media and new platforms. The correct use of language (spelling, grammar, style) and the specific characteristics of journalistic language and new narratives will be studied in depth, and students will become familiar with the work of writing in the different media, so that they are able to analyse, understand and produce informative and opinion texts. The subject is based on mainly practical and collaborative methodologies for which synergies with other subjects of the degree will be used.

3. Conditions of access to the course

3.1. Incompatibilities

There are no records

3.2. Requirements

There are no records

3.3. Recommendations

It is recommended to keep up with current news by reading the press (both physical or digital) daily and by watching and listening to news programs on radio and television, as well as in digital media, podcasts, newsletters, and other formats. It is also recommended to become familiar with the professional and journalistic uses of social media and to follow media and journalist profiles. It would be useful to review and assimilate grammar and spelling rules. For foreign students, a high level of reading and writing skills in Spanish is recommended.

4. Competencies

4.1. Basic competencies

- CB1: Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio
- CB2: 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
- CB3: 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
- CB4: Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado
- CB5: Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía

4.2. Degree competencies

- CG1: Dominar la lengua española (escrita y oral) al nivel de un hablante nativo para ejercer debidamente la labor profesional o investigadora en el campo de la comunicación social.
- CG3: Desarrollar las capacidades de trabajo en equipo requeridas en la práctica profesional de la comunicación (redacción, edición, preproducción, realización y postproducción de contenidos).
- CG4: Ser capaz de aplicar los principios de gestión de la información a la búsqueda, adquisición, recepción, verificación, edición, almacenamiento, recuperación y difusión de los contenidos informativos en el ámbito profesional de la comunicación.
- CG6: Conocer la ética y deontología que regulan el ámbito profesional de la comunicación: los derechos fundamentales y la libertad de comunicación.
- CE2: Aplicar los diferentes mecanismos y elementos de la construcción del guion atendiendo a diferentes formatos, tecnologías y soportes de producción.
- CE5: Capacidad y habilidad de exponer razonadamente ideas, en ámbitos académicos y profesionales, por medio de la retórica y la argumentación, así como de las técnicas comunicativas aplicadas a la persuasión.

- CE7: Capacidad y habilidad para aplicar los criterios de interés periodístico y desempeñar las tareas de búsqueda, selección, jerarquización, redacción y presentación de la información en distintos soportes, aplicando diferentes estructuras narrativas.
- CE8: Dominar los principios y estrategias de la búsqueda y uso de la información.
- CE10: Ser capaz de asumir riesgos expresivos y temáticos en el marco del desarrollo de los proyectos comunicacionales.

4.3. Transversal and course competencies

- CT1 Capacidad y habilidad para comunicar en los lenguajes propios de cada uno de los medios de comunicación tradicionales y digitales y en formatos multimedia
- CT2 Conocimiento y aplicación de las modalidades periodísticas que narran y relatan los hechos de actualidad
- CT3 Conocimiento y aplicación de las modalidades periodísticas retóricas y argumentativas aplicadas a la actualidad

5. Contents

5.1. Theoretical contents

Theme 1: The process of journalistic creation in the current communicative context: from the event to the story.

1.1 Generating ideas and approaches

1.2 News values and active audiences

1.3 Sources and documentation. Verification processes in the digital context.

Theme 2: Journalistic language and styles. Adaptation to the media and multimedia language. Characteristics of good and bad style

Theme 3: Discursive forms (description, narration, exposition, argumentation) and their adaptation to journalistic stories. Interactive and transmedia narratives

Theme 4: News in the current multimedia ecosystem.

5.2. Practical contents

- **Practical activity 1: Media analysis. Critical reading, news values and journalistic styles**

Identification and analysis of the language and characteristics of the media and of multimedia language Comparison on the news coverage of the same event. Critical reading, news values and stylistic errors.

Related to:

- Theme 1: The process of journalistic creation in the current communicative context: from the event to the story.

- Theme 2: Journalistic language and styles. Adaptation to the media and multimedia language. Characteristics of good and bad style

■ **Practical activity 2: Practical activity 2: Application of discursive modalities in journalistic content.**

Application of the different discursive modalities (narration, description, argumentation and exposition) to journalistic content in different formats.

Related to:

- Theme 1: The process of journalistic creation in the current communicative context: from the event to the story.
- Theme 2: Journalistic language and styles. Adaptation to the media and multimedia language. Characteristics of good and bad style
- Theme 3: Discursive forms (description, narration, exposition, argumentation) and their adaptation to journalistic stories. Interactive and transmedia narratives

■ **Practical activity 3: Practical activity 3: Generation of ideas for planning and developing news or reports in multimedia formats**

Activity carried out in groups, such a mini Multimedia Editorial board. In this semester, we will work mainly on the generation of ideas, proposal of sources and resources and planning of the narrative structure, which will serve as a basis for the implementation of these contents throughout the following semester, in the subject Writing Skills, Information, Script Media and Opinion Genres II, establishing synergies with other subjects.

Related to:

- Theme 1: The process of journalistic creation in the current communicative context: from the event to the story.
- Theme 2: Journalistic language and styles. Adaptation to the media and multimedia language. Characteristics of good and bad style
- Theme 3: Discursive forms (description, narration, exposition, argumentation) and their adaptation to journalistic stories. Interactive and transmedia narratives
- Theme 4: News in the current multimedia ecosystem.

■ **Practical activity 4: Practical activity 4: Searching and classifying sources. Applying verification criteria. Social media as a source of information.**

This and other similar practical works will try to take advantage of synergies with other subjects of the degree, such as Search and use of information.

Related to:

- Theme 1: The process of journalistic creation in the current communicative context: from the event to the story.
- Theme 2: Journalistic language and styles. Adaptation to the media and multimedia language. Characteristics of good and bad style

■ **Practical activity 5: Practical activity 5: Writing news for newspapers, radio and other digital or multimedia formats**

There will be individual and group activities These practices will be developed in the computer rooms and in the AURED radio studio. Students will produce, in groups, a radio bulletin. In this subject, students will mainly work on the news genre in

different media, while in the subject of Writing Skills, Information, Script Media and Opinion Genres II, we will work with interpretative and argumentative genres and we will carry out practical exercises that involve the skills and knowledge acquired in this first semester.

Related to:

- Theme 1: The process of journalistic creation in the current communicative context: from the event to the story.
- Theme 2: Journalistic language and styles. Adaptation to the media and multimedia language. Characteristics of good and bad style
- Theme 3: Discursive forms (description, narration, exposition, argumentation) and their adaptation to journalistic stories. Interactive and transmedia narratives
- Theme 4: News in the current multimedia ecosystem.

■ **Practical activity 6: Practical activity 6: Production of news pieces and statement news from the coverage of events and dissemination on social media**

These practices will be linked to some of the activities planned at the Faculty or with the organisation of talks with journalists or communication professionals in the classroom. The final result of these activities will be the elaboration of a "statement news" or a news piece based on the talk coverage. Students will also work on promoting the event in advance and disseminating headlines and event details through social media.

Related to:

- Theme 1: The process of journalistic creation in the current communicative context: from the event to the story.
- Theme 2: Journalistic language and styles. Adaptation to the media and multimedia language. Characteristics of good and bad style
- Theme 3: Discursive forms (description, narration, exposition, argumentation) and their adaptation to journalistic stories. Interactive and transmedia narratives
- Theme 4: News in the current multimedia ecosystem.

■ **Practical activity 7: Practical activity 7: Creating and disseminating content on social media and/or podcasts.**

Individual, pair or group work. Several of the above tasks can be linked in the same project.

Related to:

- Theme 1: The process of journalistic creation in the current communicative context: from the event to the story.
- Theme 2: Journalistic language and styles. Adaptation to the media and multimedia language. Characteristics of good and bad style
- Theme 3: Discursive forms (description, narration, exposition, argumentation) and their adaptation to journalistic stories. Interactive and transmedia narratives
- Theme 4: News in the current multimedia ecosystem.

6. Training activities

Training Activity	Methodology	Hours	In-person
AF1: Exposición teórica (exposición de los contenidos teóricos de la asignatura por parte del profesorado, también se contemplan las sesiones informativas sobre el desarrollo del trabajo fin de grado).		10.0	100.0
AF2: Seminarios y actividades de aula: (Exposición, análisis y debate dentro del contexto de aplicaciones específicas de contenidos teóricos, así como planteamiento y resolución de ejercicios y casos prácticos en el aula tanto al grupo completo como en grupos reducidos. También se contemplan conferencias, debates y seminarios temáticos).		15.0	100.0
AF3: Prácticas de laboratorio y/o informática (Ejercicios y resolución de problemas, aprendizaje orientado a proyectos, estudio de casos, exposición y discusión de trabajos, simulaciones y/o prácticas con ordenadores, generalmente desarrolladas en grupos reducidos).		30.0	100.0
AF4: Trabajo autónomo del alumno (Estudio y preparación de contenidos teóricos-prácticos, trabajo individual consistente en lecturas, búsquedas de información, sistematización de contenidos o estudio para la elaboración de casos entre otras actividades).		90.0	0.0
AF5: Tutorías formativas y resolución de dudas: (Asistencia individualizada - tutorías individuales- o en grupo -tutorías colectivas- a los estudiantes por parte del profesor).		2.5	100.0
AF6: Evaluación (Pruebas individuales, ya sean escritas o con medios informáticos, en donde el estudiante demostrará los conocimientos teóricos- prácticos adquiridos durante las actividades formativas asociadas a la enseñanza de la materia. En el caso del trabajo fin de grado se contempla la posibilidad de una exposición pública y defensa ante un tribunal evaluador).		2.5	100.0
Total		150.00	

7. Course schedule

<https://www.um.es/web/estudios/grados/comunicacion-medios/2025-26#horarios>

8. Assessment systems

Identifier	Name of the assessment tool	Assessment criteria	Weighting
SE1	Exámenes individuales (pruebas objetivas, de desarrollo, de respuesta corta, de ejecución de tareas o de escala de actitudes, realizadas por los/as alumnos/as para mostrar los conocimientos teóricos y prácticos adquiridos ya sea de forma escrita	There will be a theoretical-practical final exam, both for continuous assessment and for students who take part in the global assessment (View detailed explanation in the section 12. Remarks for taking part in the global assessment). There will also be a practical writing exam for all students, both in continuous and in global evaluation, although the content may be diversified based on the practices carried out throughout the course. The total weighting of both exams will be 50%, and the percentage value of each of the two types of exams will be indicated in the exam announcement. The following issues will be evaluated: Accuracy of	50.0

o utilizando un ordenador).

answers; grammatical coherence; adaptation to journalistic style; analysis and synthesis capacity. Spelling mistakes will be penalised in the grade (View point 12. Remarks)

SE2	Informes escritos, trabajos y proyectos (trabajos escritos, memorias, portafolios, entregables en formato digital realizados de forma individual o en grupo. Se contempla la imposibilidad de la exposición de los resultados obtenidos y procedimientos aplicados, así como respuestas razonadas a las posibles cuestiones que se planteen en el contexto de la presentación).	In the evaluation of the practical works and written reports, "continuous assessment" makes perfect sense because the student's progress throughout the semester will be evaluated. Therefore, an arithmetic average of the different exercises is not taken. Instead, the correction of errors and the improvement in writing skills in successive practical exercises will be assessed. Those students who formally document (through the presentation of certificates, contracts, medical reports, etc.) the impossibility of following the development of continuous assessment, may request a global assessment, which is explained in point 12. Remarks. Assessment criteria for practical work: grammatical coherence; adaptation to the journalistic style of each media and genre; analytical and synthesis skills; adaptation to writing within a limited time and creative writing; capacity for teamwork in group practical sessions. A grade will be deducted for spelling errors. (View point 12. Remarks)	40.0
SE3	Procedimientos de observación del trabajo del estudiante (registros de participación, de realización de actividades, cumplimiento de plazos, participación en foros, informes de seguimiento del trabajo fin de grado)	In the procedures for observing the student's work, not only class attendance but also active participation will be taken into account. Inadequate behaviour in the classroom will mean that the student cannot obtain the percentage of marks assigned to this evaluation system. In order to obtain this percentage (10%), the presentation of practical analysis activities that will be carried out during the course of some theoretical classes will be assessed, as well as the student's contributions of useful materials and contents for the subject (books, articles, conferences, podcasts, videos and other contents of interest for journalistic writing): Capacity for analysis, synthesis and application of content; quality of participation in debates, presentations, etc.; critical and self-critical analysis; ability to work independently and in groups; clarity of exposition; grammatical and spelling correctness. Those students who formally document (through the presentation of certificates, contracts, medical reports, etc.) the impossibility of following the development of continuous assessment, may request a global assessment, which is explained in point 12. Remarks.	10.0

9. Exam dates

<https://www.um.es/web/estudios/grados/comunicacion-medios/2025-26#examenes>

10. Learning outcomes

- To get a solid knowledge and to implement the journalistic creation process from the event to the narrative text: generating ideas and approaches, consulting sources, documentation, selection, prioritizing, contextualizing, and writing.
- To adapt and apply the different discursive forms of language (narration, description, exposition, argumentation) to journalistic stories.

- To be able to differentiate the characteristic features of journalistic language and styles and their adaptation to different genres and formats, adapting them to the current multimedia ecosystem.
- To develop skills in writing informative and opinion genres to present stories of public interest and apply different writing techniques and new narratives.

11. Bibliography

Group: GRUPO 1

Basic bibliography

- [Agencia EFE: Libro del estilo urgente. Galaxia Gutenberg. Barcelona, 2011.](#)
- [AGUADO TERRÓN, Juan Miguel y MARTÍNEZ RODRÍGUEZ, Lourdes: Introducción a la Comunicación Periodística Escrita. Diego Marín, Murcia, 2005](#)
- [FONTCUBERTA, Mar de: La noticia: pistas para percibir el mundo \(Nueva edición revisada y ampliada\). Paidós, Barcelona, 2017](#)
- [LYON, Willian: La escritura transparente. Cómo contar historias. Libros del KO, 2014](#)
- [MAYORAL, J.: Redacción periodística. Medios, géneros y formatos. Madrid, Síntesis, 2013](#)
- [SALAS, Carlos: Manual para escribir como un periodista. Áltera, Barcelona, 2007.](#)

Further reading

- [ANGULO, María \(coord.\): Crónica y mirada: aproximaciones al periodismo narrativo. Madrid. Libros del KO, 2014](#)
- ARMENTIA, J. Ignacio y CAMINOS MARCET, J. María: Fundamentos de Periodismo Impreso. Editorial Ariel. Barcelona, 2003.
- [BASTENIER, Miguel Ángel: El Blanco Móvil: Curso de Periodismo. Aguilar-El País, Madrid, 2001.](#)
- [BENAVIDES, José Luis y QUINTERO, Carlos: Escribir en prensa. Pearson Educación, Madrid, 2004.](#)
- [BERNAL TRIVIÑO, Ana Isabel: Herramientas digitales para periodistas, UOC, Barcelona, 2014](#)
- [CANTAVELLA, J. y SERRANO, J. F. Serrano \(coords.\): Redacción para periodistas. Informar e Interpretar. Ariel, Barcelona, 2004.](#)
- [CASALS, Mª Jesús: Periodismo y sentido de la realidad: teoría y análisis de la narrativa periodística, Fragua, 2005.](#)
- [CASARES, A.: La hora del periodismo constructivo. Eunsa, 2021](#)
- [CASSANY, Daniel: En línea: leer y escribir en la red. Anagrama, Barcelona, 2012](#)
- [COBO, Silvia: Internet para periodistas. Kit de supervivencia para la era digital. UOC, Barcelona, 2015](#)
- [COSTA SÁNCHEZ, C. Y PIÑEIRO OTERO, T.: Estrategias de comunicación multimedia, UOC, 2013](#)
- [DIEZHANDINO, Pilar et al: Periodismo en la era de Internet. Ariel, Barcelona, 2008.](#)
- [DÍAZ NOCI, J. y SALAVERRÍA, R. \(coords.\): Manual de redacción ciberperiodística. Ariel, Barcelona, 2003.](#)
- [Echevarría Llombart, Begoña., La entrevista periodística : voz impresa / \(2012\), Comunicación Social, 2012.](#)
- [El periodismo en tiempos de realidad virtual / \(2020\), Comunicación Social Ediciones y Publicaciones, 202](#)

- [En Antena. Libro de estilo del periodismo oral. Cadena Ser. Taurus, 2017](#)
- FERNÁNDEZ BARRERO, M. Ángeles y LÓPEZ REDONDO, Isaac (coord.): Innovación docente en la enseñanza de la Redacción Periodística : Guía de recursos didácticos, Madrid, Fragua, 2024
- [Francescutti Pérez, Luis Pablo., Análisis y opinión periodística : historia, géneros y estrat\(2021\), Editorial Universitaria Ramón Areces, DL 2021.](#)
- [GONZÁLEZ, Enric: Cada mesa un Vietnam. Sobre el oficio del periodismo. Jot Down Books, 2017](#)
- [GRIJELMO, Álex: El estilo del periodista : consejos lingüísticos, profesionales y éticos para escribir hoy en los medios \(2022\)](#)
- [GUERRIERO, Leila: Zona de Obras, Círculo de Tiza, 2014.](#)
- HALL, Kevin y MERINO, Ruth: Periodismo y creatividad, Trillas, 2006.
- [HERRSCHER, Roberto: Periodismo narrativo. Cómo contar la realidad con las armas de la literatura. Publicacions y Edicions de la Universitat de Barcelona. Barcelona, 2012.](#)
- [HILL, Steve: Online journalism : the essential guide / Steve Hill, Paul Lashmar. -- 1st ed. -- London : Sage, 2014](#)
- [INSTITUTO CERVANTES: Saber narrar. Madrid. Aguilar, Santillana, 2012.](#)
- [IZAGIRRE, Ander y GUERRIERO, Leila: En el fondo de la forma. Revista 5W, 2022](#)
- [LARRAÑAGA ZUBIZARRETA, José. Redacción y locución de la información audiovisual. Escribir noticias para la radio y la televisión. Bilbao: Universidad del País Vasco, 2006.](#)
- [Libro de Estilo de ABC. Ariel. Barcelona, 2001 \(2ª edic\).](#)
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- [Libro de Estilo de Vocento. José Martínez de Sousa. Trea, 2003](#)
- [LÓPEZ HIDALGO, Antonio: El titular. Tratado sobre las técnicas, modalidades y otros artificios propios de la titulación periodística. Comunicación Social, Sevilla, 2019.](#)
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- [LÓPEZ, Manuel: Cómo se fabrican las noticias. Paidós. Barcelona, 1995](#)
- [Manual de nuevos formatos y narrativas para el periodismo y \(2023\), Tirant humanidades, 2023.](#)
- [MARTÍNEZ-COSTA, Mª Pilar \(coord.\): Información radiofónica, Barcelona, Ariel, 2002](#)
- [MAYORAL, Javier; SAPAG, Pablo; HUERTA, Armando y Díez, Francisco Javier. Redacción periodística en televisión. Madrid: Síntesis, 2008.](#)
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- [MORENO ESPINOSA, Pastora: Escribir periodismo, Fragua, 2010](#)
- [ORRANTIA, A. Diez claves para contar buenas historias en podcast, UOC, 2019](#)
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- [PÉREZ CURIEL, c. y DOMÍNGUEZ-GARCÍA, R. \(coord.\): Periodismo y desinformación: manual de aplicación de técnicas digitales para la verificación de noticias en la docencia universitaria, Fragua, 2024](#)

- [REDONDO, Myriam: Verificación digital para periodistas. UOC, 2018](#)
- [ROJAS TORRIJOS, J. L.: Libros de estilo y periodismo global en español. Valencia, Tirant Humanidades, 2011](#)
- [SALAVERRÍA, Ramón: Redacción periodística en Internet, Pamplona, Eunsu, 2005](#)
- [SCOLARI, Carlos A.: Narrativas transmedia: cuando todos los medios cuentan. Barcelona, Planeta de Libros, 2013.](#)
- [STORR, Will: La ciencia de contar historias : por qué las historias nos hacen humanos y cómo contarlas mejor, Capitán Swing, 2022](#)
- [TASCÓN, Mario \(dir.\): Escribir en Internet: guía para los nuevos medios y las redes sociales. Galaxia Gutenberg; Círculo de Lectores, Barcelona, 2012.](#)
- [VAN DIJK, Teun A.: La noticia como discurso: comprensión, estructura y producción de la información. Paidós, Barcelona, 1996.](#)
- [VV.AA: Lenguajes periodísticos. La herramienta más valiosa. Nautilus, 2020](#)
- [CRUCIANELLI, Sandra: Herramientas digitales para periodistas, Knight Center for Journalism, 2013 <https://knightcenter.utexas.edu/books/HDPP.pdf>](#)
- [HERRERA DAMAS, S. y ROJAS TORRIJOS, J.L.: Manual de nuevos formatos y narrativas para el periodismo y la no ficción Tirant Humanidades, Valencia, 2023.](#)
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- [ROST, A., Bernardi, M. T. y Bergero, F. \(Comp.\)Periodismo transmedia, la narración distribuida de la noticia. Publifadecs. Neuquén, 2016 Accesible en \[https://www.academia.edu/33113394/Periodismo_transmedia\]\(https://www.academia.edu/33113394/Periodismo_transmedia\). \[La narración distribuida de la noticia\]\(#\)](#)

12. Remarks

ASSESSMENT REMARKS:

In order to achieve optimal learning outcomes, it is recommended to follow the subject in continuous assessment. There are practical exercises that are usually developed in the computer lab (writing within a limited time) and in the radio studio. Other practical exercises will be done outside the classroom, based on event coverage, researching sources and news, etc. The practices carried out in person in the classroom must be handed in during class time; the submission of these practices outside the classroom will not be allowed. The texts of these exercises will be uploaded in word format in the "assignments" section of the Virtual Classroom. If required, they will also be submitted in printed form; therefore, students must have an active credit for printing in the computer lab from the first day of the practical exercises. In any case, students who have not been able to attend any of the practical exercise, with a justified reason, may arrange a personal tutoring session -within a maximum of seven days after the assignment has been completed by their classmates- to learn about the dynamics of the practical exercise. The student will be allowed to do the exercise in the tutoring session but a maximum of 90% of the grade for this practice may be obtained.

-The corresponding assignments done outside the classroom will be submitted on the established dates.

- The dynamics of the practical sessions are considered as ongoing training, where learning from the mistakes of one practical exercise serves as improvement and reinforcement for subsequent sessions. Therefore, attendance and submission of practical activities is recommended, whether completed in the classroom, in the computer lab, or outside of the classroom.

- The order of the practical sessions may vary to adapt them to current events.

- The theoretical class schedule may be used for practical sessions to accommodate available time and space in the radio studio or other facilities.

- The theoretical sessions also include practical application of the content. Therefore, there is no clear separation between theory and practical sessions regarding the distribution of assessment criteria based on class schedules.

- In all cases, spelling mistakes will be subtracted one point and accentuation mistakes will be subtracted 0,25 each. More than two mistakes will be considered a fail.

- Plagiarism or an inappropriate use of artificial intelligence tools means a grade of zero points in the copied text (either in exams or in assignments).

- In order to pass the course, it is necessary to achieve at least a grade of 5 in each part (theory exam / practical). If one of the parts is failed, the average will not be taken, but the grade of the passed part will be kept for the following exams in June/July and January. In this case, as no average will be taken, the student's transcript will show the exam grade or a maximum grade of 4.5. If the student does not take the exam or does not submit the final practical exercises, they will be marked as NOT PRESENTED.

Global assessment mode:

Article 86 of the Student Assessment Regulations (REVA), as detailed below, provides the option for students to take the global assessment mode if they are unable to follow the continuous assessment process for justified reasons. In order to make use of the global assessment, it will be necessary to provide documentary evidence of the circumstances that justify the need for a global test in advance of the first submission date for assessable activities, and a written statement must be submitted to the subject coordinator to assess whether or not this method is granted. If the circumstances that make impossible the continuous assessment occur later in the course, they will also have to be justified in writing, and the possibility of adapting to the global assessment modality will be determined. The assessment criteria for the global assessment will be the same as for the continuous assessment modality, although the weighting percentages will differ. The student must take a theoretical-practical exam and a practical writing exam, which will take place at the same time as the regular assessment exam. The total weighting for both types of exams will be 60%. The percentage value of each one will be determined in the exam announcement. In order to pass the practical part of the course, the student must also hand in, on the day of the exam or in the weeks prior to it, the practical exercises assigned by the instructor. At least, one writing assignment based on coverage of events, source research, etc. will be required. The guidelines for completing these practical exercises will be indicated once the overall assessment has been requested and approved. The weighting for these practical exercises will be a maximum of 30%. In order to obtain the 10% assigned to student observation procedures, the student who takes the global assessment modality may obtain all or part of this percentage from contributions relevant to the subject (books, articles, examples, workshops, podcasts, etc.).

- **Sustainable Development Goals:** This subject is linked to Sustainable Development Goals (SDG) 4: Quality Education and 5: Gender Equality.

SPECIAL EDUCATIONAL NEEDS

Those students with disabilities or special educational needs may contact the Service of Attention to Diversity and Volunteering (ADYV - <https://www.um.es/adyv>) to receive guidance on better use of their training process and, where appropriate, the adoption of measures of equalization and improvement for inclusion, under the Rectoral Resolution R-358/2016. The treatment of information about this student body, in compliance with the LOPD, is strictly confidential.

STUDENT EVALUATION REGULATIONS

Article 8.6 of the Student Evaluation Regulation (REVA) provides that "except in the case of activities defined as compulsory in the teaching guide, if the student is unable to follow the continuous evaluation process due to duly justified supervening circumstances, he/she shall be entitled to take a global test".

It is also recalled that Article 22.1 of the Student Evaluation Regulations (REVA) stipulates that "the student who uses fraudulent conduct, including the improper attribution of identity or authorship, or is in possession of means or instruments that facilitate such conduct, will obtain a grade of zero in the evaluation procedure and, where appropriate, may be subject to sanction, after opening disciplinary proceedings".