Final Year Project (Periodismo)
Guía docente 2025-26

PRESENTACIÓN

Breve descripción:

This course aims, once students have acquired knowledge in the areas of Bu

- **Titulación**: Periodismo
- **Módulo/Materia**: Módulo V: Trabajo Fin de Grado/ Materia 1: Trabajo Fin de Grado
- **ECTS**: 9
- **Curso, semestre**: 4º, segundo
- **Carácter**: Obligatoria
- **Profesorado**: Miguel Ángel Jimeno
- **Idioma**: Inglés
- **Aula/Horario**: Clases teóricas: viernes, de 9.00 a 12.00h (Aula 1, Facultad de Comunicación)
- Clases prácticas: los grupos quedarán al menos una vez por semana (2h) con sus profesores.

RESULTADOS DE APRENDIZAJE (Competencias)

LEARNING OUTCOMES

1. KNOWLEDGE

RA5 - Know the main shaping elements of today's society, specifically thos

2. SKILLS

RA11 - That students know how to apply their knowledge to their work or vc

RA12 - That students can transmit information, ideas, problems and solutic

RA13 - Express knowledge and ideas orally and in writing, with rigor, orde

RA14 - Apply teamwork and leadership skills aimed at responsible decision

RA15 - Express fluently and effectively communicate orally and in writing,

RA16 - Search, identify, select and prioritize any type of source or docum

RA17 - Select and process information in order to be disseminated for priv

RA18 - Use information and communication technologies and techniques in di

RA19 - Devise and execute the design and the formal and aesthetic aspects

RA21 - Detect and correct errors made in the creative or organizational pr

3. COMPETENCES

RA22 - That students have the ability to gather and interpret relevant dat

RA23 - That students have developed those learning skills necessary to und

RA25 - Devise, plan and develop shared projects in the field of journalism

RA26 - Know and apply the fundamentals of rhetoric and the contributions o

RA29 - Know and apply the theory, skills, techniques and tools necessary t

RA30 - Know and apply the language and techniques of each of the tradition

RA31 - Criticize and correctly assess texts and media productions related

----
Course objectives

Knowledge

Know the origin and nature of interpretative journalistic genres.

Know the characteristics and possibilities of journalistic reporting.

Become familiar with the different types of reports, with the use of s

Know the peculiarities of preparing reports in the media.

Reach a professional level in the mastery of spelling and grammar rule

Know the techniques and criteria that allow structuring the newspaper

Know the necessary strategies to organize an information product.

skills and attitudes

Develop the capacity for analysis and criticism of the interpretative

Develop habits and skills to know how to discover topics and approache

Familiarize yourself with writing reports.

Familiarize yourself with work procedures in newspaper newsrooms, part

Learn to work together.

Learning outcomes

Develop capacities for journalistic observation and investigation.

Know the typology of journalistic reporting.

Acquire criteria to adopt in each case the most appropriate formulas a

Acquire fluency in writing journalistic texts of a certain length.

PROGRAMA

PRELIMINARY PROJECT PHASE

Work Program on these aspects:

1. Audience to be reached and a brief sociodemographic analysis.

What audience you aspire to and what type of audience: their number, which

2.Basic ideas about the editorial project

Contents and design: what editorial line, content, style and presentation

Editorial Principles. underlying intentions.

Informative Priorities: the areas that will be covered with greater intens

General Style (newsy or arrested; more popular or more serious…).

3. Ideas for a Business Plan

Summary of the business opportunities of the project and brief analysis

of the competition. Anyway, why should someone invest in this project?

PROJECT PHASE

1. Memory

    Describe the idea. The origin.
    Need covered by the information product.
        To whom (public/community) is this need resolved? a) Demographic d
    Inspiration sources.
    Competence. Strong and weak points.
    Strategy: SWOT.
    The product. Sections/Areas..., style, supports (networks).
    Product continuity. Advance contents.
    Professional team launching the product. functions.
    Feasibility. Budget.

Expenses and income. Projection three years.

Three scenarios: optimistic, normal, pessimistic.

2. Number Zero/Pilot Program/Web...

Present the actual content necessary for the actual market launch of the i

ACTIVIDADES FORMATIVAS

The proper functioning of the subject is based on meetings.

Student activities (225h):

1.Meetings

Each teacher has one or two weekly meetings with their groups. They are us

In addition to these appointments with the whole team, the teacher also ha

2. Advice

The key to launching an information product to the market is rigor. That i

For example, it is common for tefegés to need to carry out a survey to ref

To the weekly meetings, the professors also tend to invite professionals w

For example, a TFG whose goal is to launch a production company on the mar

3. Professional world

For many years, the subject has at the end, with a "jury" of three profess

In addition to what has been mentioned, the subject has the support, in Ja

EVALUACIÓN

ORDINARY CALL

COLLECTIVE TFG

When grading a TFG,

The student's final grade is made up of two parts:

1. Individual work: 30% of the final grade.

2. Group work: 60% of the final grade (50% Executive report, 50% Informati

3. Presentation and defense:10%

In accordance with the regulations regarding Final Degree Projects, each s

Below, the evaluable elements of each of the scoring parts are specified.

1. Evaluation criteria for INDIVIDUAL WORK (30%)

Attendance at group meetings. Three unjustified absences mean suspending i

Documentation prior to meetings. Three unjustified delays mean suspending

Active participation in meetings.

Respect for the opinions of other team members and the decisions made.

Contribution of quality to both the memory and the informative content.

The use of AI for the production of texts will be considered plagiarism an

2. GROUP WORK evaluation criteria (60%)

Evaluation of executive memory (50%)

Punctual delivery of the memory.

Describe the idea. The origin.

 Need covered by the information product.

Who (public/community) has this need resolved: demographic data (age, gend

 Sources of inspiration.

Competence. Strong and weak points.

Strategy: SWOT.

The product. Sections/Areas…, style, supports. Networks. Product continuit

Viability. Budget. Expenses and income. Three-year projection.

Evaluation of the information product (50%)

Identity and coherence of the information product as a whole, in its c

Documentation, reporting and personal sources on which the production

Volume and editorial quality of the content produced, in accordance wi

Adoption of innovative solutions, adapted to the audiences or communit

3.PUBLIC presentation evaluation: 10%

All of the above is PRESENTED in public. The presentation (professional: i

Ability to transmit the essence of the project, its differential aspec

Formal aspects: quality of production and adaptation of the graphic an

Preparation and reactivity: solidity and fluidity of the presentation,

These general criteria when judging each part have two nuances:

The nature of each project is different:

different TFG require different volume, according to the sophisticatic

Different themes require different production times, due to the diffic

different products demand different technical solutions; some of them

the work of each student is different (from +1 to -2):

each tutor teacher responsible for the group maintains continuous comm

The student who assumes the responsibility of editor can be recognized

Students who do not attend group meetings regularly, who make signific

INDIVIDUAL TFG

In individual Final Degree Projects, the evaluation is carried out by a pa

The tutor's grade will be 45% and the court's 55% (of that %, 20% is focus

P.S. A TFG... in the words of Ana Ormaechea (CDO Prisa Radio):

"I have been lucky that sometimes they invite me to see TFGs, it is a happ

EXTRAORDINARY CALL

   In the extraordinary call of the group TFGs, if it occurs, it will be
  In extraordinary call for individual TFGs, the same formula as in the

HORARIOS DE ATENCIÓN

Dr Miguel Ángel Jimeno (majimeno@unav.es)

- Despacho 2080 Edificio Comunicación Planta 2
- Horario de tutoria: Lunes a jueves de 9 a 1.

BIBLIOGRAFÍA

Angeletti, Norberto y Oliva, Alberto; Revistas que hacen e hicieron historia, Sol90, 2002

Cairo, Alberto; Inbfografía 2.0, Alamut, 2008

Cairo, Alberto; El arte funcional. Visualización de información, Alamut, 2011

De Mendonça, Thais; Manuel do foca, Contexto, 2008

Díaz Dorronsoro, José María; Cambio 16, Leer, 2012

Fedler, Fred, Reporting for the Print Media, Harcourt Brace College Publishers, 1993

Fellow, Anthony y Clanin, Thomas; Copy Editors, Morton Publishing Company, 1998

Fink, Conrad; Introduction to Professional Newswritting, Longman, 1992

Franco, Marta y Pellicer, Miguel; Optimismo para periodistas, UOC, 2014

García, Mario; Diseño y remodelación de periódicos, Eunsa, 1984

Izard, Ralph; Culbertson, Hugh y Lambert, Donald; Fundamentals of News Reporting, Kendall, 1990

Mencher, Melvin; News Reporting and Writing, Brown Company Publishers, 1981

Montagut, Albert; NewPaper, Deusto, 2012

Noblat, Ricardo; A arte de fazer um jornal diario, Contexto, 2002

Noblat, Ricardo; O que eé ser jornalista, Record, 2005

Olmos,Víctor; Un día en la vida de El Mundo, La esfera de los libros, 2004

Paulino, Rita y Rodrigues, Vivian; Jornalismo para tablets, Insular, 2013

Quijano, Fernando; La identidad y la estructura de un diario económico, Newbook Ediciones, 1997

Salaverría, Ramón y Negredo, Samuel; Periodismo integrado, Sol90, 2008

Salaverría, Ramón; Ciberperiodismo en Iberoamérica, Planeta, 2016

Sánchez-Tabernero, Alfonso; Los contenidos de los medios de comunicación, Deusto, 2008

Seoane, María Cruz y Sueiro, Susana; Una historia de El País, Plaza Janés, 2004

Sessions, Carl; Editing for Today's Newsroom, Hillsdale, 1989

Ulanovsky, Carlos; Paren las rotativas, Espasa, 1997

VV.AA; News Reporting and Writing, St. Martin Press, 1988

VV.AA; Innovación y desarrollo de los cibermedios en España, Eunsa, 2016

Zinsser, William; On Writing Well, Harper Collins, 1995

In addition to this recommended bibliography, students have at their dispo

Hay algunos blogs y webs muy interesantes que vale la pena seguir:

http://www.paperpapers.net/ (Gonzalo Peltzer y Toni Piqué)

http://periodismodeportivodecalidad.blogspot.com.es/ (José Luis Rojas)

http://blog.erreacomunicacion.com/ (Javier Errea)

http://www.ecuaderno.com/ (José Luis Orihuela)

http://labuenaprensa.blogspot.com.es/ (Miguel Ángel Jimeno)

https://javierfernandezbarrera.wordpress.com/ (Javier F. Barrera)

http://www.salaverria.es/ (Ramón Salaverría)

As indicated at the end of the "training activities" section, students hav

Here are some examples of recent courses:

Tableta BuenCamino: https://vimeo.com/91541165

Revista Womet: https://www.youtube.com/watch?v=QsVvkAPfoso

Web Motonorte: https://www.youtube.com/watch?v=23-63EvTU94

App Sonorus: http://www.youtube.com/watch?v=WPpEBUnW2AI

Revista Itínere: https://www.youtube.com/watch?v=RK8oadT_xYQ

Revista Arquetipe: http://www.facebook.com/photo.php?v=10150806728263526&set=t.547736357&type=3&theater

Revista ZAS: http://vimeo.com/22314607 y http://vimeo.com/22367933

Revista Quality Sport: http://www.facebook.com/photo.php?v=104399122937887&set=vb.100001033980292&type=2&theater

Revista Gente ON: http://www.youtube.com/watch?v=cHBXH2rnttw