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Final Year Project (Periodismo)

Guía docente 2023-24

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.

COMPETENCIAS

COMPETENCES OF THE DEGREE IN JOURNALISM

1. BASIC COMPETENCES

CB2 - That students know how to apply their knowledge to their work or voc

CB3 - That students have the ability to gather and interpret relevant data

CB4 - That students can transmit information, ideas, problems and solutio

CB5 - That students have developed those learning skills necessary to unde

2. GENERAL COMPETENCES

CG1 - Express knowledge and ideas orally and in writing, with rigor, order



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CG4 - Apply teamwork and leadership skills aimed at responsible decision making

CG5 - Devise, plan and develop shared projects in the field of journalism

CG6 - Express fluently and effectively communicate orally and in writing,

CG7 - Search, identify, select and prioritize any type of source or document

CG8 - Know and apply the fundamentals of rhetoric and the contributions of

3. SPECIFIC COMPETENCES

CE6 - Know the main shaping elements of today's society, specifically those

CE13 - Know and apply the theory, skills, techniques and tools necessary to

CE14 - Select and process information in order to be disseminated for private

CE15 - Know and apply the language and techniques of each of the traditional

CE16 - Use information and communication technologies and techniques in digital

CE17 - Devise and execute the design and the formal and aesthetic aspects

CE19 - Criticize and correctly assess texts and media productions related to

CE20 - Detect and correct errors made in the creative or organizational process

Course objectives



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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 approach
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.



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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 c

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.



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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



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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 Jæ

EVALUACIÓN

ORDINARY CALL

COLLECTIVE TFG

A TFG is...

a team (all together) dares to innovate (why not) with rigor (data) and cc

The objective of the TFG is...

work the essence very well and shine in the contents.

When scoring a TFG, three parts:

the memory (45%), the informative product (45%) and public presentation (1

1. THE MEMORY. In essence, ten points.

Describe the idea. The origin.

Need covered by the information product.

To whom (public/community) is this need resolved?



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Demographic data (age, gender, studies...).

Psychological data (lifestyle, virtues...).

Media consumption (what, how...).

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.

Within memory, the points with the greatest weight (80% of that 45%) are 2

The assessment of these ten points is made by the teachers in charge of th

2. To those 10 points the REAL INFORMATION PRODUCT is added: number zero,

Evaluation criteria:

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



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Adoption of innovative solutions, adapted to the target audiences or c

3. All of the above is PRESENTED in public. The presentation (professional: imagine that the attendees are investors) supposes 10%. At this point, the note is given by the teachers in charge, advised by the three professionals who attend the event. These professionals have received the reports and the actual contents days before the presentation.

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

Formal aspects: quality of production and adequacy of the graphic and

Preparation and reactivity: solidity and fluency 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 sophisticated

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 the individual Final Degree Projects, the evaluation is carried out by

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



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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 tutoría: Lunes a jueves de 9 a 1.

BIBLIOGRAFÍA

- Angeletti, Norberto y Oliva, Alberto; Revistas que hacen e hicieron historia, Sol90, 2002
- Cairo, Alberto; Infografía 2.0, Alamut, 2008
- Cairo, Alberto; El arte funcional. Visualización de información, Alamut, 2011
- De Mendonça, Thais; Manuel do foga, 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 Newswriting, Longman, 1992
- Franco, Marta y Pellicer, Miguel; Optimismo para periodistas, UOC, 2014
- García, Mario; Diseño y remodelación de periódicos, Eunsu, 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 é 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



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Salaverría, Ramón y Negro, 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 cybermedios en España, Euns, 2016

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

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

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

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



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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>