

**COURSE DATA****Data Subject**

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|----------------------|------------------|
| Code | 33435 |
| Name | Radio production |
| Cycle | Grade |
| ECTS Credits | 4.5 |
| Academic year | 2021 - 2022 |

Study (s)

| Degree | Center | Acad. year | Period |
|--|---|-------------------|---------------|
| 1301 - Degree in Audiovisual Communication | Faculty of Philology, Translation and Communication | 3 | First term |

Subject-matter

| Degree | Subject-matter | Character |
|--|---|------------------|
| 1301 - Degree in Audiovisual Communication | 16 - Compl. training optional in year 3 | Optional |

Coordination

| Name | Department |
|----------------------------|--|
| FUENTE SOLER, MANUEL DE LA | 340 - Language Theory and Communication Sciences |

SUMMARY

The specificity of the radio is studied in all the audiovisual media, the characteristics of the programming and the different types of programs.

It studies and practices the realization of informative programs, radio magazines, night programs or sports.

A space is also dedicated to radio advertising, its formats and ways of realisation.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Not required

OUTCOMES

1301 - Degree in Audiovisual Communication

- Knowledge of communication as a process and the different elements that comprise it. The ability to assimilate knowledge of the specificity of discourse, as well as the representation methods proper to the different technological and audiovisual media. Familiarity with the different theories, methods and problems involved in audiovisual communication and its different languages.
- The ability to apply this knowledge (See Competence 2314) to transmit it in an ethical and professional way and in a manner that is comprehensible for people.
- The ability to transmit ideas, problems and solutions within the field of audiovisual communication.
- Knowledge of the different languages, codes and representation methods of the different technological and audiovisual media: photography, cinema, radio, television, video and electronic image, the Internet, etc. through their aesthetic and industrial proposals and their evolution over the years, which should generate a capacity to analyse audiovisual narratives and works, taking into account iconic messages such as the texts and products of the socio-political and cultural conditions of a given historic era.
- Students must be able to deepen their acquired knowledge and to develop and apply these skills in the various fields of audiovisual communication.

LEARNING OUTCOMES

- Preparation of a radio report on cultural issues, lasting eight minutes, with special attention to the inclusion of tunes and effects of musical sounds. I work in a group of four people.
- Preparation of an eight-minute radio-news report on political issues, with special attention to current events and the inclusion of voice-overs of statements made by representatives of the policy. I work in a group of four people.
- Preparation of a free-to-air radio report of eight minutes, with special attention to the search of information and resources by the students. Locution in a professional radio booth, with the simulation of the live show, with which emphasis is placed on the response of the students to the contingencies that may arise and to the measurement of the time of the program. I work in a group of four people.



- Elaboration of an interview in depth in radio, of fifteen minutes of duration, to a personality of the cultural field. Documentation, recording and editing of the interview.
- Development of advertising formats: wedges, micro-spaces and promotions. I work in a group of four people.
- Preparation of a radio news program. I work in a group of four people.

The internships take place in a Taller d'Audiovisuals classroom, which has modern equipment for conducting radio programs. The computers have all the necessary programs for the elaboration of the practices, in particular: a) office software package; b) audio programs (Final Cut). There is also a radio studio for the recording of students' programs, as well as audio recorders for eventual audio fragments complementary to other practical works.

DESCRIPTION OF CONTENTS

1. Introduction. The radio in Spain.

History of radio and audiovisual media. Radio programming: configuration and type of programs.

2. Information programs

Typology of informative programs: hourly bulletins and development program. Operation of an informative newsroom. Criteria for the selection of news. The informative sources.

3. The radio magazine

Characteristics of contents. Types of magazine: the morning, the afternoon and the weekend.

4. Specialized programs

Night programs: humor and the participation of the listener. Sport programs of the weekend.

5. Advertising

Business advertising and institutional advertising. Advertising in the electoral campaign. Special cases: promotions and NGO publicity. Advertising formats: the wedge, the micro, the sponsorship, the contest and the advertising actions of the station.



WORKLOAD

| ACTIVITY | Hours | % To be attended |
|--|---------------|------------------|
| Laboratory practices | 45,00 | 100 |
| Development of individual work | 10,00 | 0 |
| Study and independent work | 20,00 | 0 |
| Readings supplementary material | 10,00 | 0 |
| Preparation of evaluation activities | 10,00 | 0 |
| Preparing lectures | 7,00 | 0 |
| Preparation of practical classes and problem | 10,00 | 0 |
| TOTAL | 112,00 | |

TEACHING METHODOLOGY

The theoretical classes and the practicals are all taught in the workshop classroom configured as a radio studio, with booths for editing, editing and speech, as well as a general room equipped with computers for students and the teacher, where the general explanations take place. Students organise work groups and participate in the realization of various types of programs.

EVALUATION

Attendance to the classes is mandatory to approve the module.

The practical realization of the programs will be valued in practical aspects, such as production, editing and speech.

REFERENCES

Basic

- BALSEBRE, Armand (1994): El lenguaje radiofónico. Madrid: Cátedra
- BALSEBRE, Armand (2002): Historia de la radio española. Madrid: Cátedra
- CEBRIÁN HERREROS, Mariano (1994): Información radiofónica. Mediación técnica, tratamiento y programación. Madrid: Síntesis
- MARTÍ, Josep (1990): Modelos de programación radiofónica. Barcelona: Feed-back



- MARTÍ, Josep (1990): Modelos de programación radiofónica. Barcelona: Feed-back
- MERAYO, Arturo (1992): Para entender la radio. Salamanca: Universidad Pontificia de Salamanca.
- SOENGAS, Xosé (2003): Informativos radiofónicos. Madrid: Cátedra

Additional

- BALSEBRE, Armand (1994): La credibilidad de la radio informativa. Barcelona: Feed-back
- BALSEBRE, A., MATEU, M. Y VIDAL, D. (1998): La entrevista en radio, televisión y prensa. Madrid: Cátedra
- HUERTAS BAILÉN, Amparo y PERONA PÁEZ, Juan José (1999): Redacción y locución en medios audiovisuales: la radio. Barcelona: Bosch, Barcelona
- LUENGO BENEDICTO, Juan Tomás (2010): Cómo elaborar informativos en radio, Sevilla-Zamora: Comunicación Social
- MARTÍ, Josep (2000): De la idea a lantena. Tècniques de programació radiofónica. Barcelona: Pòrtic
- MARTÍN SALGADO, Lourdes (2002): Marketing político, arte y ciencia de la persuasión en la democracia. Barcelona: Paidós
- MARTÍNEZ COSTA, M^a del Pilar (ed.) (2001): Reinventar la radio. Pamplona: Eunate
- VALLÉS, Antonio (coord.) (1999): Historia de la radio valenciana (1925-1998). Valencia: Fundación Universitaria San Pablo C.E.U.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

HYBRID LEARNING MODE (BLENDED)

1. Contents

Unchanged

2. Workload and teaching schedule

Unchanged

3. Methodology

In front of the eventual necessity to reduce the number of pupils for classroom or laboratory at the half, these will assist at alternating weeks. Classes will be reduced at the half of days, but taken advantage of with main intensity at the assist the half of pupils; besides, they will complement with work of readiness realised at home for the pupils under the indications of the teacher.

4. Evaluation

Unchanged

5. Bibliography

Unchanged