

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

<b>Code</b>	36620
<b>Name</b>	Media documentation
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>	<b>year</b>
1334 - Degree in Journalism	Faculty of Philology, Translation and Communication	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1334 - Degree in Journalism	5 - Comunicación	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
CANO ORON, LORENA	340 - Language Theory and Communication Sciences

**SUMMARY**

The subject studies the fundamentals of communicative documentation applied mainly to journalism and academic research: 1) It examines the techniques for searching and retrieving information both analogue and digital, as well as the types of information sources and credibility criteria. 2) Introduces academic research in the field of communication, analysing the structure of the scientific article, knowing the basic rules of citation and referencing and developing the necessary skills to obtain accurate information in the field of study. 3) Deepens knowledge of the digital ecosystem to address the role played by algorithms in information retrieval; 4) Presents advanced digital information search techniques both in search engines and in social networks and digital newspaper libraries. 5) Addresses the problem of disinformation and offers digital criteria and techniques for verifying information. 6) Situates informative documentation as a service of the media. 7) Reflects on the digital vulnerabilities that put citizens' sensitive information at risk.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No se exigen conocimientos previos

La asignatura Documentación comunicativa tiene una estrecha relación con la mayor parte de las asignaturas del Grado, especialmente con aquellas que contemplan la entrega de trabajos académicos por parte del alumnado y, en especial, con la elaboración del TFG. Los conocimientos sobre documentación, fuentes y modos de realización de los trabajos académicos serán necesarios para cualquier entrega de trabajo académico individual o grupal. Aun así, no hay restricciones de matrícula.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1334 - Degree in Journalism

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- 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 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.
- Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).
- Students must be able to search, select, contextualise and order any type of source or document (written, audio, visual etc.) useful for the elaboration and processing of information, as well as for persuasive communicative or fictional and entertainment uses.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

English version is not available



## DESCRIPTION OF CONTENTS

### 1. INTRODUCTION TO THE INFORMATIVE DOCUMENTATION

- 1.1. Information Documentation
- 1.2. The documentary process and its functions
- 1.3. Sources of documentary information
- 1.4. Criteria for assessing reliability

### 2. DOCUMENTATION AND ACADEMIC RESEARCH

- 2.1. Academic documentation
- 2.2. The scientific article
- 2.3. Information retrieval in specialised search engines
- 2.4. Types of plagiarism
- 2.5. Citation and referencing rules (APA7)

### 3. INTRODUCTION TO THE DIGITAL ECOSYSTEM

- 3.1. Web architecture and content management systems
- 3.2. Algorithms as editors
- 3.3. Search Engine Optimisation (SEO)
- 3.4. New information consumption habits

### 4. INFORMATION RETRIEVAL

- 4.1. Information on analogue media
  - 4.1.1 Documentary units
- 4.2. Information on digital media
  - 4.2.1. Specialised search (OSINT)
  - 4.2.2. Digital Newspaper Libraries
  - 4.2.3. Tracking of information
  - 4.2.4. Searching and licensing of audio-visual documents

### 5. VALIDATING INFORMATION

- 5.1. Disinformation strategies and techniques
- 5.2. Circulation of rumours
- 5.3. Cognitive biases
- 5.4. Cross-checking information
- 5.5. Digital verification techniques



## 6. APPLICATION OF DOCUMENTATION FOR CONTENT PRODUCTION

- 6.1. Documentary information products
- 6.2. Recording the process

## 7. MEDIA DOCUMENTATION CENTRES

- 7.1. Documentation management and storage systems (analogue and digital)
- 7.2. Evolution of documentation centres
- 7.3. New professional roles

## 8. PERSONAL INFORMATION MANAGEMENT

- 8.1. Own databases
- 8.2. Digital security
- 8.3. Digital fingerprint

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Computer classroom practice	30,00	100
Development of individual work	30,00	0
Study and independent work	20,00	0
Readings supplementary material	15,00	0
Preparation of evaluation activities	10,00	0
Preparation of practical classes and problem	15,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

The in-class teaching hours will consist of two types of sessions:

a) theoretical ones, in which the basics of the subject detailed in the contents section will be taught. Also, in addition to the knowledge presented in class, obtained from the compulsory readings, the teacher will add complementary texts in the virtual classroom that are highly recommended reading. The aim of the latter is to motivate students to work independently in their training outside classroom hours.

b) Practical sessions, in which practical knowledge related to the different tasks and exercises will be introduced and students will be allowed to carry out the activities designed to consolidate their fundamental knowledge.



Both sessions will take place once a week and will last two hours.

From the tutorials, which will preferably be online, the teacher is committed to the students to continue guiding their training and resolving any doubts that may arise throughout the period of the course.

Additionally and sporadically, whenever the situation permits, the teacher may organise master classes given by experts. In these extraordinary situations, they will try to take place within the established timetable.

## EVALUATION

First sitting:

- Ordinary assessment:

-Completion of the practicals (corresponding to AF2 of the Verifica): 50% of the mark. In order to sit the theory exam, it is necessary to have completed 80% of the established practicals. The practicals will be published in the Virtual Classroom at the beginning of the class or before the class.

-Theoretical exam (corresponding to AF1 of the Verifica): 50% of the mark. Passing the exam is a prerequisite for passing the course.

- Extraordinary assessment:

Students who have not taken the ordinary assessment or who have failed it will have the right to take an extraordinary assessment which will consist of a theoretical-practical exam. This exam will account for 100% of the mark.

Second sitting:

In the case of having passed the practicals throughout the course, only the written test (theory exam) included in the Ordinary Assessment will be taken.

In the case of not having done the practicals or not having passed them, the Extraordinary Assessment will be carried out.

**ATTENTION:** Each spelling mistake made in the final written test and/or module work will subtract 0.25 from the final mark. From the fifth spelling mistake onwards, the test and/or work will be considered failed. A similar criterion will be used with regard to accents. Each missing or incorrectly placed accent will subtract 0.15 points from the final mark. From the fifth accent onwards, the test and/or paper will be considered failed.

## REFERENCES



### Basic

- Codina, L.; Lopezosa, C.; Rovira, C. (2022): Periodismo y algoritmos: de la era de la información a la era del algoritmo. *Documentación de Ciencias de la Información*, 45 (1), 1-5.

Codina, L., Gonzalo-Penela, C., Pedraza-Jiménez, R., & Rovira, C. (2017). Posicionamiento web y medios de comunicación ciclo de vida de una campaña y factores SEO. Barcelona: Universitat Pompeu Fabra. Departament de Comunicació. Serie Editorial DigiDoc. DOI: 10.31009/DigiDoc.2019.inf23

Guallar Delgado, J. (2012). Documentación en el periodismo digital. Universitat Oberta de Catalunya (UOC). Disponible en: <http://openaccess.uoc.edu/webapps/o2/handle/10609/56804>

Guallar, J., & Codina, L. (2018). Journalistic content curation and news librarianship: Differential characteristics and necessary convergence. *Profesional De La Información*, 27(4), 778-791. <https://doi.org/10.3145/epi.2018.jul.07>

Linares, J., Codina, L., Abadal, E., & Guallar, J. (2016). Periodismo en bases de datos y buscabilidad de la información: protocolo de análisis y resultados de aplicación. Barcelona: Universitat Pompeu Fabra. Departament de Comunicació. Serie Editorial DigiDoc. <https://repositori.upf.edu/handle/10230/27310>

Galdón, G. (2002). Teoría y práctica de la documentación informativa. Barcelona: Ariel.

Giménez Toledo, Elea (2007). Manual de Documentación para comunicadores. Pamplona: Eunsa

López-Carreño, R. (2017). Fuentes de información: guía básica y nueva clasificación. Barcelona: Editorial UOC.

### Additional

- Argudo, S., & Pons, A. (2013). Mejorar las búsquedas de información. Barcelona: Editorial UOC.

Figuerola, P., & Codina, L. (2018). Agregadores de noticias: caracterización, funciones y estudios de caso. Barcelona: Universitat Pompeu Fabra. Departament de Comunicació. Serie Editorial DigiDoc. <http://hdl.handle.net/10230/34272>

Lopezosa, C., Codina, L., Díaz-Noci, J., Ontalba, J. A. (2020). SEO and the digital news media: From the workplace to the classroom. *Comunicar*, 28 (63), 65-75. <https://www.revistacomunicar.com/html/63/es/63-2020-06.html>

Lopezosa, C., Codina, L., López-García, G., Corbella-Cordomi, J. (2020). Mapa de visibilidad y posicionamiento en buscadores de los principales grupos mediáticos españoles. *Profesional de la información*, 29 (2), e290203. <https://doi.org/10.3145/epi.2020.mar.03>



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Mases Blanch, N., & Duran de Haro, P. (2013). Documentación audiovisual. Universitat Oberta de Catalunya (UOC). Disponible en: <http://openaccess.uoc.edu/webapps/o2/handle/10609/75845>

Moreiro González, J. (2000). Manual de documentación informativa. Madrid: Cátedra.

Trillo Domínguez, M.; Gallego Márquez, C. (2022): SEO para periodistas: nuevo perfil profesional y estrategias de publicación desde la redacción. Documentación de Ciencias de la Información, 45(1), 17-24.

