Teaching Guide

Identifying Data				2015/16
Subject (*)	Uso profesional do Inglés		Code	616G01039
Study programme	Grao en Comunicación Audiovisual			

Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Optativa	6

Language	English
Teaching method	Face-to-face
Prerequisites	
Department	Filoloxía Inglesa
Coordinador	Cancelo Lopez, Pablo	E-mail	pablo.cancelo2@udc.es
Lecturers	Cancelo Lopez, Pablo	E-mail	pablo.cancelo2@udc.es
	Dopico Garcia, Alberto		alberto.dopico@udc.es
Web	
General description	Terminology and concepts related to Information and Communication Technologies. Multimedia applications: text, audio, image, video and interaction. Analysis of digital media. Journalistic information and structures. Interviews, Communication processes. Main media forms. Media language. Forms and conventions. Audiences and institutions. Writing and editing. Narrator or teller. Forms and conventions in English. Audiences and institutions. Technical terms. Codes and conventions. Grammar: 10 common mistakes. Spelling. Punctuation. Figures. Style guide.

Study programme competences / results	
Code	Study programme competences / results
A1	Comunicar mensaxes audiovisuais.
A2	Crear productos audiovisuais.
A3	Xestionar proxetos audiovisuais.
A4	Investigar e analizala comunicación audiovisual.
A5	Coñecelas teorías e a historia da comunicación audiovisual.
A6	Coñecelo sector audiovisual: a oferta e as audiencias.
A8	Coñecela tecnoloxía audiovisual.
A9	Coñecelos modelos de xestión.
A10	Coñecelo marco legal e deontolóxico.
A11	Coñecelas metodoloxías de investigación e análise.
A12	Coñecelos principais códigos da mensaxe audiovisual.
B1	Que os estudantes demostraran posuir e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e adoitan atoparse nun nivle que, se ben se apoia en libros de textos avanzados, inclúe tamén algún aspectos que implican coñecementos procedentes da vangarda do seu eido de estudo.
B2	Que os estudantes saiban aplicar os seus coñecementos ao seu traballo ou vocación dun xeito profesional e posúan as competencias que adoitan amosarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo.
B3	Que os estudantes teñan a capacidade de reunir e interpretar os datos relevantes (normalmente dentro do seu área de estudo)
B4	Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado
B5	Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe precisas para emprender estudos posteriores cun alto grao de autonomía
B6	Expresarse correctamente tanto de xeito oral como escrito en linguas oficiais da comunidade autónoma
B7	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro
B8	Empregar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) precisas para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
B9	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida e solidaria capaz de analizar a realidade, diagnosticar problemas, formular e imprantar solución baseadas no coñecemento e orientadas ao ben común
C1	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.

C2	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C3	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C4	Valorar a importancia que ten a investigación, innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes			
Learning outcomes	**Study programme competences / results**		
Investigate and analyze audiovisual communication	A1	B1	C1
Know the legal and ethical issues related to networking and multimedia distribution	A2	B4 B6 B7	C1
Behave with ethics and social responsibility as a citizen and as a professional	A3	B2 B4 B5	C4
Improve the ability to use and adapt to appropriate technology tools.	A4	B6 B7	
Ability to adapt to changing environments.		B8 B9	
SKILLS for the organization and timing of tasks	A6	B3	
Work independently and with initiative	A10		
Ability to incorporate and adapt to a team	A5		
Communicate effectively both orally and in writing, in English	A8		
Use the basic tools of information and communications technologies (ICT) needed for the exercise of their profession and for learning throughout their lives.	A9		
Critically assess the knowledge, technology and information available to solve the problems that students must deal with.			C1 C2 C3 C4
Assume as a professional and as a citizen the importance of learning throughout life.	A6	B3 B8	C4
O resultado da aprendizaxe será o dominio da expresión e a comprensión de forma oral e escrita dun idioma estranxeiro, neste caso, o inglés. Asemade, conséguese utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida, tanto no contexto nacional como estranxeiro, de xeito que se manexen en inglés as mensaxes audiovisuais, a creación de productos audiovisuais, ou a xestión de proxectos audiovisuais. Os estudantes tamén son quén de investigar e analizar a comunicación audiovisual, e con esta asignatura, ademáis, melloran as súas hbilidades para o uso e a adaptación axeitada das ferramentas tecnolóxicas.	A1 A3 A4 A11 A12	B2 B7	C1 C2 C3

Contents	
Topic	**Sub-topic**

Chapter 1: The concept of multimedia communication modeling. A brief description of elements for multimedia systems. User and network requirements together with the packet transfer concept. An overview of multimedia terminals. As a general introduction to the subject, this chapter includes terminology and concepts related to the elements of multimedia as well as the development of multimedia applications and computer hardware, network requirements and storage devices for their distribution and careers in Information and Communication Technologies.	Introduction
Chapter 2: Multimedia communication is more than simply putting together text, audio, images and video. Recent trends in multimedia research to exploit the audio-visual interaction and to build the link between audio and video processing. Hp reading, synchronization and tracing audio-to-visual mapping as well as the bimodal person verification. This chapter includes vocabulary and concepts related to text, audio, images and video as well as authoring tools and how data are stored and represented in a computer system.	Elements of Multimedia: Text, audio, pictures, video and interaction
Chapter 4: Issues concerning distributed multimedia systems. Main features, resource management, networking and multimedia operating systems. Identification of the applications like interactive television, telecooperation and hypermedia, and a survey of the important enabling technologies. This chapter deals with terms and concepts related to operating systems and software packages, distributed multimedia systems, interactivity and e-learning.	Multimedia Networks and Networking
Chapter 3: Multimedia processing in communication. Analysis of digital media and signal processing elements. Description of a general framework for image copyright protection through digital watermarking. Revision of the key attributes of neural processing essential to intelligent multimedia processing. Recent large-scale-integration programmable processors designed for multimedia processing such as real-time compression and decompression of audio and video as well as the next generation of computer graphics. This chapter includes terms related to the description of the general trends in the evolution of modern computers, an outline of the main types of computers in use today and their practical uses. It describes the function and relationships between the internal components of a personal computer, including the motherboard, processor, random-access memory and other memories, ports, buses,expansion boards, and PC cards, it distinguishes processors by their word size, speed, and memory and identifies new approaches to traditional processor design.	Digital copyrights, hardware, storage.

Chapter 5: Multimedia communication standards. Moving Pictures Experts Group (MPEG)-1, MPEG-2, MPEG-4, MPEG-4 Visual Texture Coding (VTC), Joint Photographic Experts Group (JPEG)-2000, MPEG-7, MPEG-21, International Telecommunications UnionTelecommunication Sector (ITU-T) and Internet standards. The ITU-T standardization process in multimedia communications from the video and speech coding, as well as from multimedia, multiplex and synchronization points of view. This chapter includes terms and concepts related to video editing, its formats and standards as well as technologies related to speech recognition.	Video, audio and standards
Chapter 6: Multimedia communication across networks. An introduction about packet audio-video in the network environment. The concept of video transport across generic networks. Multimedia transport over ATM networks.	Multimedia and the Internet
Chapter 7: Multimedia development. Structured analysis and techniques, data flow diagrams, entity-relationship diagrams, flowcharting, programming languages, scripting, pitching.	Multimedia development
Chapter 8: What can I write about? What is news? Identify what kind of story it is: Hard news, soft news, feature, editorial, youthbeat, opinion column. Structure for your article: The lead, a hard news story, a soft news story, the body. www.media-awareness.ca	Writing a News Story
Chapter 9: Finding story ideas: Talk to people in a specific field. Newsgathering: Create a list, collect government statistics and reports. Interviewing do?s and don?ts: Tape the interview, start with easy questions, end with difficult questions. Organizing the information: Write the focus, develop a focus. Writing and editing: narrator or teller, rewriting, clear and concise, run-on sentences. Young People?s Press.	Tips for news writing and editing
Chapter 10: Communication processes. Main media forms. Media language. Forms and conventions. Audiences and institutions. Representation and ideology. Media products. Analytical skills. Evaluative skills. Iconography.	Key concepts and skills
Chapter 11: Analyzing the moving image. Camerawork. Editing sound and vision. Sound. Special effects. Focus genre. Technical terms for analyzing print. Magazines. Newspapers. Codes and conventions. Documentary forms. Images and analysis. Grammar: 10 common mistakes. Spelling. Punctuation. Reporting speech. Figures. Style guide.	Audio-visual and print-based media language and vocabulary

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Online forum	A1 A2 A3 A4 A11 A12 B1 B2 B4	0	3	3
Oral presentation	A1 A2 A3 A4 A12 B1 B2 B4	10	10	20

Speaking test	A1 A2 A3 A4 B4	0	8	8
Objective test	A1 B5 B6 B7 B8 B9 C1 C2 C3 C4	4	4	8
Seminar	B7 B8 C4	22	0	22
Guest lecture / keynote speech	A11 B7	32	52	84
Personalized attention		5	0	5

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	**Description**
Online forum	During the semester students will prepare and coment on topics, videos or other media in class or on the course Web page.
Oral presentation	By doing a project in a group, the teacher can also assess how students interact with others and how they participate in group settings. In order for the project to be a success in terms of assessing the student, clear instructions and deadlines will be given to the students. A summary of the project will have to be submitted to the teacher who will monitor it and an oral presentation in English will be required. The oral presentation will be scored 50% of the total project marking
Speaking test	This involves the teacher or evaluator asking the student questions and the student giving the answers orally or by writing them down. This is an excellent way to evaluate the student's thought process.
Objective test	This usually involves a multiple choice, short answer, essay, true/false, fill in the blank, or matching test to show how much the students learned from the materials that were just covered in the class.
Seminar	Small groups are required to work together, asking questions, giving their opinions, or working on their projects.
Guest lecture / keynote speech	Lectures explaining the concepts and the terminology will be delivered to the students. These lectures will be implemented with multimedia presentations, animations, graphs, video clips or any other element that may help understand the main concepts, processess and ideas.

Personalized attention	
Methodologies	**Description**
Oral presentation Speaking test	In order for the presentation to be successful in terms of assessing the student, clear instructions and deadlines will be given to the students. As for the project presentation, it will be done in English for about 20 minutes without notes but students may use presentation aids such as computers and projectors. In the seminars, activities will be developed in reduced groups and/or individually. Professors will supervise the work of each student, especially during these activities. It will be of high importance for each student to use the tutorials to deepen in any question related to the program and to attend an individual tutorial during the course to make a reflection upon his or her progress.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**

Oral presentation	A1 A2 A3 A4 A12 B1 B2 B4	Projects. This can be done individually or in a group (no more than 3). By giving a student a project and a length of time in order to do it, a teacher can assess how the student organizes time, generates problems, and solves those problems. By doing the project in a group, the teacher can also assess how students interact with others and how they participate in group settings. In order for the project to be a success in terms of assessing the student, clear instructions and deadlines will be given to the students. A summary of the project will have to be submitted to the teacher who will monitor it and an oral presentation in English will be required. The oral presentation will be scored 50% of the total project marking	20
Speaking test	A1 A2 A3 A4 B4	Open-ended response questions. This involves the teacher or evaluator asking the student questions and the student giving the answers orally or by writing them down.	20
Objective test	A1 B5 B6 B7 B8 B9 C1 C2 C3 C4	This usually involves a multiple choice, short answer, essay, true/false, fill in the blank, or matching test to show how much the students learned from the materials that were just covered in the class	40
Online forum	A1 A2 A3 A4 A11 A12 B1 B2 B4	Active participation in the subject forum will be taken into account.	10
Seminar	B7 B8 C4	Students are required to give their opinions on ethical or technical issues, comment on items, show how they work, and how they can be used for communication. All this in English.	10

Assessment comments
Tasks will be allocated to student sub-groups in the beginning of the course so it is essential that all students interested in taking the course are present at the first meetings. Later on the course will be run mainly on the basis of group work and tutorials. However, classroom attendance will be required for the reporting part.

Sources of information	
Basic	- Ceramella, N. (2008). Cambridge English for the Media. Cambridge University Press
Complementary	The following books will be dealt with during the sessions. Yet, students are not required to buy any of them. · Branston, Gill and Roy Stafford. The Media Student?s Book. London: Routledge, 2010. · Clark, Vivienne, James Baker, and Eileen Lewis. Key Concepts & Skills for Media Studies. London: Hodder, 2008.· Downes, B. and S. Miller. Teach Yourself Media Studies. London: Hodder, 1998.· Evans, Harold. Essential English for Journalists, Editors and Writers. London: Pimlico, 2000.· Glynn, Kevin. Tabloid Culture. London: Duke University Press, 2000.· Hicks, Wynford. English for Journalists. London: Routledge, 1998.· Hicks, Wynford, S. Adams and H. Gilbert. English for Journalists. London: Routledge, 2009.· Keeble, Richard. The Language of Newspapers. London: Routledge, 2002.· O?Sullivan, Tim, Brian Dutton, and Philip Rayner. Studying the Media. London: Arnold, 2003.· Price, Stuart. Media Studies. London: Longman, 2000.· Wall, Peter. Media Studies for GCSE. London: Collins, 2000.

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments