



Teaching Guide

| Identifying Data | | | | | 2024/25 |
|---------------------|--|--------|--------------------------------|---------|---------|
| Subject (*) | Professional Use of English | Code | 616G01039 | | |
| Study programme | Grao en Comunicación Audiovisual | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 2nd four-month period | Third | Optional | 6 | |
| Language | English | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Letras | | | | |
| Coordinador | Estévez Saa, José Manuel | E-mail | jose.manuel.estevez.saa@udc.es | | |
| Lecturers | Cabarcos Traseira, Maria Jesus | E-mail | maria.jesus.cabarcos@udc.es | | |
| | Estévez Saa, José Manuel | | jose.manuel.estevez.saa@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 produtos audiovisuais. |
| A7 | Coñecelas técnicas de creación e produción audiovisual. |
| A12 | Coñecelos principais códigos da mensaxe audiovisual. |
| C3 | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |

Learning outcomes

| Learning outcomes | Study programme competences / results | | |
|---|---------------------------------------|--|----|
| 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 produtos audiovisuais, ou a xestión de proxectos audiovisuais. Os estudantes tamén son quen 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 | | C3 |
| | A2 | | |
| | A7 | | |
| | A12 | | |

Contents

| Topic | Sub-topic |
|-------|-----------|
| | |



| | |
|--|--|
| Introduction | <p>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.</p> <p>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.</p> |
| Elements of Multimedia: Text, audio, pictures, video and interaction | <p>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.</p> <p>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.</p> |
| Digital copyrights, hardware, storage. | <p>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.</p> <p>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.</p> |
| Multimedia Networks and Networking | <p>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.</p> <p>This chapter deals with terms and concepts related to operating systems and software packages, distributed multimedia systems, interactivity and e-learning.</p> |
| Video, audio and standards | <p>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 Union Telecommunication 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.</p> <p>This chapter includes terms and concepts related to video editing, its formats and standards as well as technologies related to speech recognition.</p> |
| Multimedia and the Internet | <p>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.</p> |



| | |
|--|--|
| Multimedia development | Chapter 7: Multimedia development. Structured analysis and techniques, data flow diagrams, entity-relationship diagrams, flowcharting, programming languages, scripting, pitching. |
| Writing a News Story | 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 |
| Tips for news writing and editing | 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. |
| Key concepts and skills | 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. |
| Audio-visual and print-based media language and vocabulary | 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. |
| Writing communication notes, messages, announcements and correspondence. | Chapter 12: Commercial and professional correspondence. The taking of telephone messages. Writing e-mails. Preparation of the Curriculum Vitae. Advertisements. |

| Planning | | | | |
|--------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student's personal work hours | Total hours |
| Online forum | A1 A2 A7 A12 C3 | 0 | 10 | 10 |
| Oral presentation | A1 A2 A12 C3 | 1 | 10 | 11 |
| Speaking test | A1 A2 A7 A12 | 0 | 12 | 12 |
| Objective test | A1 A2 A7 A12 C3 | 2 | 21 | 23 |
| Seminar | A1 A2 A7 A12 C3 | 21 | 21 | 42 |
| Guest lecture / keynote speech | C2 C4 | 17 | 34 | 51 |
| Personalized attention | | 1 | 0 | 1 |

(*)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 comment on topics, videos or other media in class or on the course Web page. The associated tasks will demonstrate the use of English applied to the Contents specified in the academic guide. |
| 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. The associated tasks will demonstrate the use of English applied to the Contents specified in the academic guide. |
| 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. The associated tasks will demonstrate the use of English applied to the Contents specified in the academic guide. |



| | |
|--------------------------------|---|
| 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, processes and ideas. |

Personalized attention

| Methodologies | Description |
|-------------------|--|
| Oral presentation | <p>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.</p> <p>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.</p> <p>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.</p> |

Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|-------------------|------------------------|--|---------------|
| Oral presentation | A1 A2 A12 C3 | The oral presentation will be scored 50% of the total project marking. | 20 |
| Speaking test | A1 A2 A7 A12 | <p>Open-ended response questions.</p> <p>This involves the teacher or evaluator asking the student questions and the student giving the answers orally or by writing them down.</p> | 20 |
| Objective test | A1 A2 A7 A12 C3 | 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 A7 A12 C3 | Active participation in the subject forum will be taken into account. | 10 |
| Seminar | A1 A2 A7 A12 C3 | 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.

Students are required to attend the

compulsory sessions, unless they have applied for exemption within the time period specified by the Academic Commission of the degree, and this exemption has been granted. This exemption will be valid provided students comply with the rules on attendance in force at the UDC, and provided they comply with the assessment systems which are specified in the teaching guides . Students should be aware, however, that not attending certain classroom sessions may affect their final grades.

Students

who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied to the July opportunity.

Students

who fail to accomplish or submit at least 50% of the tasks for assessment, will be graded as absent from assessment (NP: no presentado).

Students

who do not pass in the first opportunity will be able to re-sit in July, when they will be required to demonstrate that they have acquired the skills via an objective test plus the exercises agreed upon with the lecturer.

PLAGIARISM: When assessing the students' essays, the teacher will pay attention to possible cases of plagiarism; to that effect, he can interview the students about their written work or use tools like TURNITIN, in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied. (See "Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao emestrado universitario"). TURNITIN recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other bibliographic and Internet materials.

-The subject may be adapted to students who require the adoption of measures aimed at supporting diversity (be it physical, visual, auditory, cognitive, and learning- or mental health-related). If this is the case, they should contact the services available at the UDC/at the Center: within the official deadlines stipulated in a manner prior to each academic semester, with the Diversity Attention Unit (<https://www.udc.es/cufie/adi/apoioalumnado/>).-In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender. -We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. -Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

Sources of information

| | |
|----------------------|---|
| Basic | <ul style="list-style-type: none"> - Ceramella, N. (2008). Cambridge English for the Media. Cambridge University Press · 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. |
| Complementary | |



| |
|--|
| 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 |
| |

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.