



Guía Docente				
Datos Identificativos			2015/16	
Asignatura (*)	Uso profesional do Inglés		Código	616G01039
Titulación	Grao en Comunicación Audiovisual			
Descriptoros				
Ciclo	Período	Curso	Tipo	Créditos
Grao	2º cuadrimestre	Terceiro	Optativa	6
Idioma	Inglés			
Modalidade docente	Presencial			
Prerrequisitos				
Departamento	Filoloxía Inglesa			
Coordinación	Cancelo Lopez, Pablo	Correo electrónico	pablo.cancelo2@udc.es	
Profesorado	Cancelo Lopez, Pablo	Correo electrónico	pablo.cancelo2@udc.es	
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Web				
Descrición xeral	Terminoloxía e conceptos relacionados coas tecnoloxías da información e a comunicación. Aplicacións multimedia: texto, audio, imaxe, vídeo e interacción. Análise dos medios dixitais. Artigos de información xornalística e estruturas. Entrevistas, listaxes, estatísticas, reportaxes. Escribir e editar: "narrator or teller", "media forms and media language". Formas e convencións no inglés dos medios. Audiencias e institucións. Termos técnicos para analizar o proceso de redacción, edición e impresión. Códigos e convencións. Gramática: "10 common mistakes". Follas de estilo e puntuación.			

Competencias do título	
Código	Competencias do título
A1	Comunicar mensaxes audiovisuais.
A2	Crear produtos audiovisuais.
A3	Xestionar proxectos audiovisuais.
A4	Investigar e analízala comunicación audiovisual.
A5	Coñecer as teorías e a historia da comunicación audiovisual.
A6	Coñecer o sector audiovisual: a oferta e as audiencias.
A8	Coñecer a tecnoloxía audiovisual.
A9	Coñecer os modelos de xestión.
A10	Coñecer o marco legal e deontolóxico.
A11	Coñecer as metodoloxías de investigación e análise.
A12	Coñecer os principais códigos da mensaxe audiovisual.
B1	Que os estudantes demostraran posuír e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e adoitan atoparse nun nivel que, se ben se apoia en libros de textos avanzados, inclúe tamén algún aspecto que implica 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 imprimir solucións 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.

Resultados da aprendizaxe			
Resultados de aprendizaxe		Competencias do título	
Comunicar mensaxes audiovisuais en inglés	A1	B1	C1
Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro	A2	B4 B6 B7	C1
Xestionar proxectos audiovisuais.	A3	B2 B4 B5	C4
Investigar e analizala comunicación audiovisual	A4	B6 B7	
		B8 B9	
Mellorar a habilidade para o uso e a adaptación axeitada das ferramentas tecnolóxicas.	A6	B3	
	A10		
	A5		
	A8		
	A9		
Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. 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.			C1 C2 C3 C4
	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 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 A3 A4 A11 A12	B2 B7	C1 C2 C3

Contidos	
Temas	Subtemas



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

Planificación				
Metodoloxías / probas	Competencias	Horas presenciais	Horas non presenciais / traballo autónomo	Horas totais
Foro virtual	A1 A2 A3 A4 A11 A12 B1 B2 B4	0	3	3



Presentación oral	A1 A2 A3 A4 A12 B1 B2 B4	10	10	20
Proba oral	A1 A2 A3 A4 B4	0	8	8
Proba obxectiva	A1 B5 B6 B7 B8 B9 C1 C2 C3 C4	4	4	8
Seminario	B7 B8 C4	22	0	22
Sesión maxistral	A11 B7	32	52	84
Atención personalizada		5	0	5
*Os datos que aparecen na táboa de planificación son de carácter orientativo, considerando a heteroxeneidade do alumnado				

Metodoloxías	
Metodoloxías	Descrición
Foro virtual	During the semester students will prepare and coment on topics, videos or other media in class or on the course Web page.
Presentación oral	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
Proba oral	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.
Proba obxectiva	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.
Seminario	Small groups are required to work together, asking questions, giving their opinions, or working on their projects.
Sesión maxistral	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.

Atención personalizada	
Metodoloxías	Descrición
Presentación oral Proba oral	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.

Avaliación			
Metodoloxías	Competencias	Descrición	Cualificación
Presentación oral	A1 A2 A3 A4 A12 B1 B2 B4	The oral presentation will be scored 50% of the total project marking	20
Proba oral	A1 A2 A3 A4 B4	This involves the teacher or evaluator asking the student questions on the topics and areas of study and the student giving the answers orally	20
Proba obxectiva	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
Foro virtual	A1 A2 A3 A4 A11 A12 B1 B2 B4	Active participation in the subject forum will be taken into account.	10
Seminario	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



Observacións avaliación

Fontes de información

Bibliografía básica

- 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.

Bibliografía complementaria

Recomendacións

Materias que se recomenda ter cursado previamente

Materias que se recomenda cursar simultaneamente

Materias que continúan o temario

Observacións

(*)A Guía docente é o documento onde se visualiza a proposta académica da UDC. Este documento é público e non se pode modificar, salvo casos excepcionais baixo a revisión do órgano competente de acordo coa normativa vixente que establece o proceso de elaboración de guías