Teaching Guide				
Identifying Data				2019/20
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	Dopico Garcia, Alberto Estévez Saa, José Manuel	E-mail	alberto.dopico@udc.es 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	
Code	Study programme competences
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.
A7	Coñecelas técnicas de creación e produción audiovisual.
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 da súa área de estudo) para emitir xuízos que acheguen unha reflexión sobre temas relevantes de índole social, científica ou ética
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	
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		
Know the legal and ethical issues related to networking and multimedia distribution	A2	B4 B6 B7	C1
Investigate and analyze audiovisual communication	A5 A6 A8 A9	B3	
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	A1 A2 A7		C2
Work independently and with initiative	A10		
Ability to incorporate and adapt to a team	A11 A12		
Communicate effectively both orally and in writing, in English	A2 A3 A9 A12	B8	C2
Critically assess the knowledge, technology and information available to solve the problems that students must deal with.		B1	C3
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 proxetos 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 A2 A7 A12		C1 C2 C3 C4

Contents	
Topic	Sub-topic

Introduction	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.
Elements of Multimedia: Text, audio, pictures, video and interaction	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.
Digital copyrights, hardware, storage.	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.
Multimedia Networks and Networking	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.
Video, audio and standards	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.
Multimedia and the Internet	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 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	Ordinary class hours	Student?s personal work hours	Total hours
Online forum	A1 A2 A3 A4 A5 A6 A7 A8 A11 A12 B1 B2 B4	0	10	10
Oral presentation	A1 A2 A3 A4 A12 B1 B2 B4	1	10	11
Speaking test	A1 A2 A3 A4 A5 A6 A9 A10 B3 B4	0	12	12
Objective test	A1 B5 B6 B7 B8 B9 C1 C2 C3 C4	2	21	23
Seminar	A5 A6 A8 A9 A10 B3 B7 B8 C4	21	21	42
Guest lecture / keynote speech	A11 B7	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 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**
	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**	**Description**	**Qualification**
Oral presentation	A1 A2 A3 A4 A12 B1 B2 B4	The oral presentation will be scored 50% of the total project marking.	20
Speaking test	A1 A2 A3 A4 A5 A6 A9 A10 B3 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 A5 A6 A7 A8 A11 A12 B1 B2 B4	Active participation in the subject forum will be taken into account.	10
Seminar	A5 A6 A8 A9 A10 B3 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.

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 in the three universities participating in the programme, and provided they comply with the assessment systems which are specified in the teaching guides for each module. 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 do not submit a supervised project, or who fail to submit at least 50% of the other 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 for each module via two types of assessment: a supervised project with the same percentage value and characteristics as in the first opportunity, plus the exercises agreed upon with the lecturer(s) as a substitute for the other activities of the module.

Sources of information	
Basic	- 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.