# Subject Guide 2023 / 2024



IDENTIFYIN	G DATA			
<b>English Stu</b>	dies and the Communications Media			
Subject	English Studies and			
	the			
	Communications			
	Media			
Code	V01M121V01103	,	,	,
Study	Máster		,	,
programme	Universitario en			
	Estudios Ingleses			
	Avanzados y sus			
	Aplicaciones			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	3	Mandatory	1st	1st
Teaching	English			
language				
Department				
Coordinator	Rama Martínez, María Esperanza			
Lecturers	Rama Martínez, María Esperanza			

# **Training and Learning Results**

erama@uvigo.es

Code

E-mail

General

description

Web

A2 (\*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.

Theoretical and practical introduction to the basic concepts and skills related with the English language and the

- A3 (\*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.
- A4 (\*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades.
- B2
- B3
- B4 --
- B5 --B7 --
- B8 --
- B9 --
- B10 --
- C3 (\*)Coñecemento dos principais recursos e ferramentas de investigación lingüística.
- C13 (\*)Coñecemento do papel do inglés nos distintos medios de comunicación.

http://https://moovi.uvigo.gal/course/view.php?id=6541

audiovisual media from the perspectives of teaching and research.

- D2 (\*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses.
- D3 (\*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses.
- D5 (\*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral.
- D7 (\*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida.
- D8 (\*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses.
- D10 (\*)Apreciación da diversidade e multiculturalidade no contexto dos distintos ámbitos dos Estudos Ingleses.
- D11 (\*)Capacidade para traballar en equipo, cooperativo e compartido, fomentando a tolerancia e a aprendizaxe colaborativo.

- D12 (\*)Habilidades para fomentar e garantir o respeto aos Dereitos Humanos e aos principios de accesibilidad universal, igualdade, non discriminación e os valores democráticos e da cultura da paz.
- D14 (\*)Habilidades de consolidación e desenvolvemento da competencia lingüística (nivel C2) no uso falado e escrito da lingua inglesa.
- D17 (\*)Autonomía progresiva na aprendizaxe, procuras propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses.
- D19 (\*)Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses.
- D20 (\*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.

Expected results from this subject  Expected results from this subject	Training and
	Learning Results
Students should be able to apply acquired knowledge and their capacity to solve new or little known	A2
problems in wider (or multidisciplinary) contexts related with their area of study.	B2
	B9
	B10
	C3
	C13
	D2
	D5
	D19
	D20
Students should be able to integrate knowledge and face complexity to formulate judgements using	A2
information that, being incomplete or limited, include reflections about their social and ethical	A4
responsibilities linked to the application of their knowledge and judgement.	B2
	B5
	B8
	B9
	B10
	C3
	D2
	D3
	D7
Students should know how to communicate their conclusions as well as the knowledge and ultimate	A4
reasons that support them to specialized and non specialized public, clearly and without ambiguities.	B4
	B7
	B9
	B10
	C13
	D5
	D20
Capacity to deepen in those concepts, principles, theories or models related with the distinct fields of	A3
English Studies, and also to know the required methodology to solve problems in that area of study.	B2
	B5
	B9
	B10
	C3
	C13
	D7
	D17
	D19
Capacity to apply the knowledge applied in the multidisciplinary and multifaceted environment of English	
Studies.	B2
	C3
	C13
	D3
	D19
	D20
Conscitute use the new information and communication technologies officiently within the same of	
Capacity to use the new information and communication technologies efficiently within the scope of	A2
English Studies.	В3
	C3
	C13
	D2
	D3
	עט

Capacity to present in public experiences, ideas of criteria, external norms or on personal reflections scientific language, both oral and written, needs to		A4 B4 C3 C13 D5 D14 D17 D19 D20
Skills to investigate and use new knowledge and	information in the context of English Studies.	A2 B2 B3 B5
		C3 D8
Skills to promote and guarantee respect to human equality, no discrimination, democratic values and	n rights and to the principles of universal accessibility, d the culture of peace.	A3 B2 B4 C13 D3 D10 D11
Citile of concelled the and double mont of lineuis	tic competence (C2 level) in spoken and written English.	D12
skins of consolidation and development of imguis	tic competence (C2 level) in spoken and written English.	B7 B9 B10 C13 D7 D14 D19
Capacity to do research and academic work in the	e different fields of English Studies.	A4
		B2 B4 B9 B10 C3 C13 D5 D19 D20
Capacity to present and defend research work us	ing the terminology and resources that are adequate and	
appropriate for the relevant field of study.		A4 B4 B9 B10 C3 C13 D19 D20
Contents		
Topic  1. Main media forms	Historical overview. Ways of studying media texts and p and institutions.	roducts. Audiences
2. What is news?	Stories: Identification and typology. Newsgathering. And Narrative representations. Qualitative and quantitative a Representation and ideology.	
3. Media language	Writing and editing. Spelling and punctuation. Publishing conventions. Multimodal texts. Style sheets. Common m	
4. Terminology and concepts related to Information and Communication Technology (ICT)	Multimedia elements and digital media. Best known app	

Planning			
	Class hours	Hours outside the	Total hours
		classroom	
Debate	6.5	24	30.5

Seminars	2	22	24	
Introductory activities	5	15	20	
Presentation	0.5	0	0.5	

<sup>\*</sup>The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
	Description
Debate	Practical activities to discuss and apply the contents of the course.
Seminars	Preparation for the final written paper and its oral presentation.
Introductory activities	Activities aimed at getting in touch with students, introducing the course (aims, contents and
	assessment), and offering a general overview of the main contents of each course unit.

Personalized assistance					
Methodolog	Methodologies Description				
Debate	Students will be offered personalized attention both on site (during the teacher's office hours) and by virtual means (through the tools offered by the MooVi platform and/or by email and/or on Remote Campusl). This personalized attention is aimed at addressing students' needs and queries related to problem-solving, exercises and/or activities asked to be done for subsequent debate, offering guidance, support and motivation.				
Seminars	Students will be offered personalised attention both on site (during the teacher's office hours) and/or by virtual means (through the tools offered by the MooVi platform and/or by email and/or on Remote Campus). This personalized attention is aimed at guiding students in planning and writing the final paper and in preparing its oral presentation.				

Assessment							
	Description	Qualification Tra		Training and Learni	ng and Learning Results		
Debate	Tests/exercises on the contents of the course	e. 25	A2	B2	C3	D2	
				B5		D14	
				B8			
Seminars	Written paper on a course topic.	25	A2	B2	C3	D2	
			A4	В3	C13	D3	
				B4		D5	
				B5		D7	
				B7		D8	
				B8		D14	
				B9		D19	
Introductory activitiesActive onsite and online participation.		25		B2		D3	
				В3		D7	
				B5		D11	
				B8		D14	
Presentation	Oral presentation of written paper in class.	25	A4	В3	C3	D3	
				B4	C13	D5	
				B5		D8	
				B7		D14	
				B10		D20	

### Other comments on the Evaluation

# First edition of records (actas) in December/January

- The assessment process will be continuous and based on the above-mentioned four parameters and their corresponding percentages of the final grade.
- To pass the course it is compulsory to attend all sessions and to get at least 5/10 on each of the tasks to be submitted. Exceptionally, a mark slightly below 5/10 will be admitted on one of the submitted tasks (excepting the paper and its oral presentation) if the rest of the marks are high enough to compensate it.
- Not only does the relevance and quality of the content of answers count for assessment but also linguistic correctness.
- Any instance of total or partial plagiarism in any activity or paper will derive in failing the course. Claiming ignorance of plagiarism will not exempt the student from liability.

Assessment for students with exemption from attendance

- Students who, for duly justified reasons, are not able to attend onsite sessions and to carry out the course activities

regularly will be assessed on the basis of a written paper on a course topic and its oral presentation in class on the date and at the time agreed between teacher and student. This paper will count as the entire final mark (50% written paper and 50% its oral presentation).

- Not only does the relevance and quality of the content of the paper count for assessment but also linguistic correctness.
- Any instance of total or partial plagiarism in the paper or its oral presentation will derive in failing the course. Claiming ignorance of plagiarism will not exempt the student from liability.

### Second edition of records (actas) in June/July

- Students not having passed the course in the first edition of records due to a fail on any activity pertaining to the continuous assessment system will be given the opportunity to rewrite the paper (including oral presentation) and/or activities following the teacher's instructions for new assessment in the second edition of records in June/July. The paper or activities will be assessed on a 0-10 scale, keeping the percentage(s) obtained on the parameters passed in the first edition of records.
- Not only does the relevance and quality of the content of answers count for assessment but also linguistic correctness.
- Any instance of total or partial plagiarism in any paper or activity will derive in failing the course. Claiming ignorance of plagiarism will not exempt the student from liability.

Assessment for students with exemption from attendance

- Not having passed the course in the first edition of records, students who are exempt from class attendance will be given the opportunity to rewrite the paper and present it orally following the teacher's instructions for new assessment in the second edition of records in June/July.
- Not only does the relevance and quality of the content of the paper count for assessment but also linguistic correctness.
- Any instance of total or partial plagiarism in the paper will derive in failing the course. Claiming ignorance of plagiarism will not exempt the student from liability.

#### Warning to all students

**Turnitin** is a tool for staff to use in order to check sections of written work originating in other texts and locating the sources. It is a useful way of detecting plagiarism. Its use is optional, but students are warned that it is able to detect pieces of work

previously presented in this or any other university, including work by the same student. An instance of plagiarism will be understood as academic fraud and will be sanctioned applying the present regulations concerning assessment.

### Sources of information

## **Basic Bibliography**

Benyahiya Sarah Casey, Abigail Gardner, Philip Rayner, Peter Wall, **Media Studies the Essential Resource**, Routledge, 2013

Branston, Gill and Roy Stafford, **The Media Student S Book**, Routledge, 2013

Campbell, Richard et alii., Media Essentials. A Brief Introduction, Macmillan, 2020

Ceramella, N, Cambridge English for the Media, CUP, 2008

Clark, Vivienne, James Baker, and Eileen Lewis, Key Concepts & Skills for Media Studies., Hodder, 2008

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Fourier, Pieter, J. Media Studies. Policy, Management and Media Representation, Juta and Company, 2010

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Kolker, Robert, Media Studies: An Introduction, Wily & Sons, 2009

McDougall, Julian, Media Studies: The Basics, Routledge, 2012

Mitchell, W.B.J.T., Critical terms for Media Studies, University of Chicago Press, 2010

Mooney, Anabelle and Betsy Evans, Language, Society and Power. An Introduction, Routledge, 2018

O[Sullivan, Tim, Brian Dutton, and Philip Rayner, Studying the Media., Arnold, 2003

Page, Ruth et alii, Researching Language and Social Media: A Student Guide, Routledge, 2014

Paltridge, Brian, Discourse Analysis. An Introduction, Bloomsbury, 2022

Price, Stuart, Media Studies, Longman, 2000

Smith, Angela and Michael Higgins, The Language of Journalism: A Multi-Genre Perspective, Bloomsbury, 2020

Statham, Simon, Critical Discourse Analysis. A Practical Introduction to Power in Language, Routledge, 2022

Vásquez, Camilla (ed), Research Methods for Digital Discourse Analysis, Bloomsbury, 2022

Wall, Peter, Media Studies for GCSE, Collins, 2000

**Complementary Bibliography** 

BFI Film Forever, www.bfi.org.uk/education-research,

Creative Skill Set, www.creativeskillset.org/interactive/,

MediaSmarts, www.media-awareness.ca,

The Guardian, www.mediaguardian.co.uk,

Theory Org UK, www.theory.org.uk/,

Web Studies, www.newmediastudies.com/,

MooVi,

## Recommendations

### Other comments

It is the student sresponsibility to regularly check the materials that are available on the MooVi platform (updates, documents, grades) and to be informed about messages and assessment dates.

Students must observe copyright laws with regard to books as well as to original materials designed by the teachers and provided to students in class or via the MooVi platform.