IDENTIFYING DATA
English Studies and the Communications Media

Subject	English Studies and the Communications Media
Code	V01M121V01103
Study programme	Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones

Descriptors	ECTS Credits	Choose	Year	Quadmester
	3	Mandatory	1st	1st

Teaching language	English
Department	
Coordinator	Rama Martínez, María Esperanza
Lecturers	Rama Martínez, María Esperanza
E-mail	erama@uvigo.es
Web	http://https://moovi.uvigo.gal/course/view.php?id=6541
General description	Theoretical and practical introduction to the basic concepts and skills related with the English language and the audiovisual media from the perspectives of teaching and research.

Training and Learning Results

Code	
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.
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.
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 accesibilidade 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 problems in wider (or multidisciplinary) contexts related with their area of study.	A2 B2 B9 B10 C3 C13 D2 D5 D19 D20
Students should be able to integrate knowledge and face complexity to formulate judgements using information that, being incomplete or limited, include reflections about their social and ethical responsibilities linked to the application of their knowledge and judgement.	A2 A4 B2 B5 B8 B9 B10 C3 D2 D3 D7
Students should know how to communicate their conclusions as well as the knowledge and ultimate reasons that support them to specialized and non specialized public, clearly and without ambiguities.	A4 B4 B7 B9 B10 C13 D5 D20
Capacity to deepen in those concepts, principles, theories or models related with the distinct fields of English Studies, and also to know the required methodology to solve problems in that area of study.	A3 B2 B5 B9 B10 C3 C13 D7 D17 D19
Capacity to apply the knowledge applied in the multidisciplinary and multifaceted environment of English Studies.	A3 B2 C3 C13 D3 D19 D20
Capacity to use the new information and communication technologies efficiently within the scope of English Studies.	A2 B3 C3 C13 D2 D3

Capacity to present in public experiences, ideas or reports, as well as to make judgements depending on criteria, external norms or on personal reflections for which a sufficient command of academic and scientific language, both oral and written, needs to be reached.	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 rights and to the principles of universal accessibility, equality, no discrimination, democratic values and the culture of peace.	A3 B2 B4 C13 D3 D10 D11 D12
Skills of consolidation and development of linguistic competence (C2 level) in spoken and written English.	A4 B7 B9 B10 C13 D7 D14 D19
Capacity to do research and academic work in the different fields of English Studies.	A4 B2 B4 B9 B10 C3 C13 D5 D19 D20
Capacity to present and defend research work using the terminology and resources that are adequate and appropriate for the relevant field of study.	A2 A4 B4 B9 B10 C3 C13 D19 D20

Contents

Topic	
1. Main media forms	Historical overview. Ways of studying media texts and products. Audiences and institutions.
2. What is news?	Stories: Identification and typology. Newsgathering. Analytical skills. Narrative representations. Qualitative and quantitative analyses. Representation and ideology.
3. Media language	Writing and editing. Spelling and punctuation. Publishing and broadcasting conventions. Multimodal texts. Style sheets. Common mistakes.
4. Terminology and concepts related to Information and Communication Technology (ICT)	Multimedia elements and digital media. Best known applications.

Planning

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

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

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

Methodologies

	Description
	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

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		Training and Learning Results		
Debate	Tests/exercises on the contents of the course.	25	A2	B2 B5 B8	C3	D2 D14
Seminars	Written paper on a course topic.	25	A2 A4	B2 B3 B4 B5 B7 B8 B9	C3 C13	D2 D3 D5 D7 D8 D14 D19
Introductory activities	Active onsite and online participation.	25		B2 B3 B5 B8		D3 D7 D11 D14
Presentation	Oral presentation of written paper in class.	25	A4	B3 B4 B5 B7 B10	C3 C13	D3 D5 D8 D14 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
Evans, Harold, **Essential English for Journalists, Editors and Writers**, Plimlico, 2000
Fourier, Pieter, J, **Media Studies. Policy, Management and Media Representation**, Juta and Company, 2010
Glynn, Kevin, **Tabloid Culture**, Duke University Press, 2000
Hicks, Wynford, S. Adams and H. Gilbert, **English for Journalists**, Routledge, 2009
Johnson, Sally and Astrid Ensslin (eds), **Language in the Media**, Continuum, 2007
Keeble, Richard, **The Language of Newspapers**, Routledge, 2002
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□s responsibility 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.