

<b>Updated On</b>	2023/08/28																															
<b>Curricular Year / Period</b>	2023/24 / S2																															
<b>Course</b>	Journalism and Communication																															
<b>Curricular Unit</b>	Textual Semiotics																															
<b>Language(s) of Instruction</b>	Português English																															
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>150</td> <td>0</td> <td>60</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> <td>0</td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	6	150	0	60	0	0	0	0	0	15	0
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6	150	0	60	0	0	0	0	0	15	0																						
<b>Teacher in charge (GDPR consent)</b> <small>[complete name, email]</small>	Maria Teresa Fernandes De Oliveira / teresa.oliveira@ippportalegre.pt																															
<b>Prerequisites</b> <small>[Curricular Units that must precede and specific entry competences]</small>	None.																															
<b>Learning outcomes</b> <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<ul style="list-style-type: none"> <li>- To understand modes and systems of signification;</li> <li>- To reflect on the importance of the processes of signification in the analysis and production of texts;</li> <li>- To apply models of semiotic analysis to different types of messages, with diverse codes and supports: written texts, advertisements, cinema, etc.;</li> <li>- To link the acquired knowledge with the personal skills to be built in journalism and communication, and in the context of a comprehensive understanding and use of sign systems;</li> <li>- To know how to carry out information searches on diverse media and codes, on topics of personal and academic interest.</li> </ul>																															
<b>Sustainable Development Goals</b>																																
<b>Syllabus</b>	<ol style="list-style-type: none"> <li>1. Semiotics and significance               <ol style="list-style-type: none"> <li>1.1. The concepts of communication, language and code</li> <li>1.2. The sign: characteristics and classifications</li> <li>1.3. Sign systems: organization and structuring</li> <li>1.4. Convention and use</li> <li>1.5. Models of semiotic analysis</li> </ol> </li> <li>2. Text semiotics               <ol style="list-style-type: none"> <li>2.1. Textual properties</li> <li>2.2. Typologies and textual structures</li> <li>2.3. Textual competence and narrative competence</li> <li>2.4. Issues of text rhetoric</li> </ol> </li> </ol>																															
<b>Teaching methodologies (including assessment)</b> <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p><b>1 - Teaching methodologies</b></p> <ul style="list-style-type: none"> <li>- Organization of sessions of theoretical-practical nature, alternating moments of theoretical exposition by the teacher and individual and / or group activities resulting from the development of the syllabus;</li> <li>- Supervision of a theoretical-practical coursework, based on the research and treatment of information on topics developed in class.</li> </ul> <p><b>2 - Period assessment</b></p> <p>Assessment products and their weighting in the final grade:</p> <ul style="list-style-type: none"> <li>- A written summative assessment test - 50%</li> <li>- A coursework based on supervised research (group or individual) - 30%</li> <li>- A number agreed between teacher and students of items of class developed coursework (individual and / or in group) - 20%.</li> </ul>																															

	<p>Failure to carry out one of the assessment products mentioned above makes it impossible to obtain a final grade by frequency. According to the Regulation of Mandatory Minimum Frequency, students must attend at least 75% of the theoretical-practical hours of the curricular unit.</p> <p><b>3 - Examination assesement</b></p> <p>Any student may request the assessment during the exam periods provided for in the regulations that apply to their status. Passing an exam requires obtaining a minimum rating of 10 (on a scale from 0 to 20). In exams for grade improvement, the highest classification obtained by the student will prevail.</p>
<p align="center"><b>Bibliography</b></p>	<p><b>1 - Main Bibliography</b></p> <p>Barthes, R. ([1982] 1984). O óbvio e o obtuso. Edições 70. Chandler, D. ([1994] 2014). Semiotics for Beginners. URL: &lt;<a href="http://visual-memory.co.uk/daniel/Documents/S4B/semiotic.html">http://visual-memory.co.uk/daniel/Documents/S4B/semiotic.html</a>&gt; (consult. 15-11-2022). Cobley, P.; Jansz, L. ([1997] 2005). Introducing Semiotics. Icon Books/Totem Books. Fidalgo, A.; Gradim, A. (2004/2005). Manual de Semiótica. Univ. Beira Interior. Fiske, J. ([1990] 1993). Introdução ao estudo da comunicação. Ed. Asa. Joly, M. ([1994] 1999). Introdução à análise da imagem. Edições 70. Kress, G. (2010). Multimodality: A social semiotic approach to contemporary communication. Routledge.</p> <p><b>2 - Complementary Bibliography</b></p> <p>Barthes, R. ([1985] 1987). A aventura semiológica. Ed. 70. Eco, U. ([1973] 1985). O signo. 3.ª ed. Presença. Guiraud, P. (1993). A Semiologia. 4.ª ed. Presença. Rodrigues, A.D. (1991). Introdução à Semiótica. Presença. Wolf, M. ([1985] 1987). Teorias da comunicação. Presença.</p>
<p align="center"><b>Special Situations</b></p> <p>[Students with special status]</p>	<p><b>1 - Period assessment - Students with special status</b></p> <p>Students with special status will be subject to the specific regulations in force at IPPortalegre.</p> <p><b>2 - Examination assesement - Students with special status</b></p> <p>Students with special status will be subject to the specific regulations in force at IPPortalegre.</p>