

Updated On	2023/09/12																																										
Curricular Year / Period	2023/24 / S1																																										
Course	Journalism and Communication																																										
Curricular Unit	Media Organisations and Companies																																										
Language(s) of Instruction	Português.																																										
ECTS/tempo de trabalho (horas)	<table border="1"> <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></td> <td></td> <td>45</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>15</td> <td></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			45							15	
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Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Cláudia Liz De Castro Pacheco / cpacheco@ippportalegre.pt																																										
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Patrícia Alexandra Correia Ascensão / patricia.ascensao@ippportalegre.pt																																										
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>																																											
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>The Curricular Unit of Organizations and Media Companies has two objectives that are developed in two different axes. One of the main objectives is to allow students to understand what media organizations and companies are and to understand the communication tools that make a company become a media. In this scope the partners who develop the work are studied so that a company becomes media like the communication agencies.</p> <p>The second axis leads to an approach to the major editorial groups that are considered by some media companies.</p>																																										
Sustainable Development Goals																																											
Syllabus	<p>The syllabus of the Curricular Unit Organizations and media companies are in agreement with the objectives of the UC.</p> <ol style="list-style-type: none"> Media companies: concept of media company. What tools make a company to be popular among the media. Communication agencies and their role in the contribution of getting a company to the level of media company. Characterization of communication agencies and presentation of their internal structure. Presentation of techniques for a company to become a media. The major editorial groups of today. Presentation of their structures Theoretical classes are supported by the bibliography and theoretical classes will be presented in case studies. Media companies of the journalistic sector The. The News Agencies - The Case of Agência Lusa Industry History b Organization and dynamics of news agencies Press Organization and Sector Development Companies and projects b Concentration of media companies c The newspaper / company as a news organization d Newspaper organization and structures and Hierarchies and Work Routines Television Sector Organization and Development 																																										

	<p>b Companies and projects c Concentration of media companies in the television sector d Television as a journalistic space e The organization and structures of television companies f Hierarchies and work routines</p> <p>7 Radio a The radio sector in Portugal - the private and the public b Portuguese local broadcasting c Radio in the context of media groups</p> <p>8. Cyber Media a) Migration of the media to the Internet. b) The reorganization of media companies in the digital context. c) Types of cyber media: migrated media and new media.</p>
<p>Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small></p>	<p>1 - Teaching methodologies Teaching methodologies encompass theoretical classes in order to pass theoretical knowledge base. In the practical classes are analyzed cases of companies that have become media.</p> <p>2 - Period assessment The evaluation by frequency is 50% and evaluates the theoretical knowledge. Evaluation through work in class - 50%.</p> <p>3 - Examination assessment Assessment by Examination integrates all the subject taught.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography Lendrevie, J.; Levy, J; Dionisio, P.; Rodrigues, J. (2015). Mercator. (16ª Edição). D. Quixote. Castro, J. (2007). Comunicação de Marketing. Edições Sílabo Clifton, R.; Simmons, J. (2005). O mundo das marcas. Actual Editora.</p> <p>2 - Complementary Bibliography Ruão, T. (2003). As marcas e o valor da imagem: a dimensão simbólica das actividades económicas. Ruão, T. (2017). Marcas e Identidades. Humus Editora. V.N.Famalicao.</p>
<p>Special Situations <small>[Students with special status]</small></p>	<p>1 - Period assessment - Students with special status Special attention is given to students with special status during the individual assessment period. The statement of the tests is read aloud by the teacher and the questions are explained so that the student does not have doubts about what is questioned. You may have more time to resolve the statement if you need to. The evaluation by frequency has a weight of 60% and evaluates the theoretical knowledge. Evaluation through work in class - 40%.</p> <p>2 - Examination assessment - Students with special status Special attention is given to students with special status during the individual assessment period. The statement of the tests is read aloud by the teacher and the questions are explained so that the student does not have doubts about what is questioned. You may have more time to resolve the statement if you need to. Assessment by Examination integrates all the subject taught.</p>