

Updated On	2023/09/23																																								
Curricular Year / Period	2023/24 / S1																																								
Course	Journalism and Communication																																								
Curricular Unit	Foreign Language I - English																																								
Language(s) of Instruction	English English																																								
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>5</td> <td></td> <td>0</td> <td>20</td> <td>50</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</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	5		0	20	50	0	0	0	0	0	0
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Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Teresa De Jesus Soares Coelho / teresa.coelho@ipportalegre.pt																																								
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	<p>The students having studied English for 5 to 7 years are expected to have reached at least the B1 level of the CEFRL.</p> <p>Students at this level</p> <ul style="list-style-type: none"> - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. - Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. - Can produce simple connected text on topics which are familiar or of personal interest. - Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. 																																								
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>Students should attain the language competence described in the Common European Framework of Reference for Languages at level B1+ as a minimum pass of the semester course.</p> <p>At the Strong Threshold (B1+) the same main features of B1 level (see prerequisite below) continue to be present, with the addition of a number of descriptors which focus on the exchange of quantities of information.)</p> <p>We will strive to encourage all of our students to express themselves with self-assurance within this band. We will be giving them extra opportunities to build upon their language skills through written work. Review and revise linguistic grammar to achieve a platform from which the students can develop in fluency and accuracy.</p> <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> (Newspapers) create cohesion texts; use open and closed question forms; write introductions and conclusions. (Photography) analyse images as a medium for documenting, understanding, and interpreting the world. (Radio) understand/use the language of radio production; give instructions; introduce radio programmes. (TV) understand/use the language of television production; express modality; ask for and make suggestions. (Digital media) analyse different digital media products. 																																								
Sustainable Development Goals																																									
Syllabus	<p>Specific skills</p> <p>Introduction and Principles of Journalism.</p> <p>Newspapers: words in print, structure and style of print media articles. Write headlines, leads; analyse newspaper articles; ask questions for interviews; write a newspaper article.</p> <p>Photography: look critically at photographs by introducing ideas, approaches and technologies that inform their making. Explore the means and the effects of constant exposure to images and their power in shaping our understanding of ourselves and of the world.</p> <p>Broadcasting the news</p> <p>Radio: understand the language of radio presenters; identify the differences between print and broadcast journalism, recognizing the nature of modern broadcast journalism.</p> <p>TV: understand the pre-production process; organise a filming on schedule.</p>																																								

	<p>Digital media: growth, impact, and challenges of digital news; analyse different types of digital media products.</p> <p>Structural - Revision and practice of the following structures: Adjectives and their Comparative / Superlative Forms Present Simple vs Present Continuous Past Simple vs Past Continuous Present Perfect vs Past Simple Future will vs going to for Plans and Arrangements Passive Voice Reporting verbs and Reported Speech Wh- questions and Question formation Prepositions of time and place Conditionals Modal verbs Phrasal verbs</p> <p>Lexical Revision of general items like: describing - people; relationships; professionals; objects; geography; different aspects of a subject reporting events, stories Presentation and practice: vocabulary of newspapers, photography, radio, TV and digital media. The common words/expressions to organise a text or tell a story</p>
<p>Teaching methodologies (including assessment)</p> <p>[Specify the types of assessment and the weights and evaluation criteria]</p>	<p>1 - Teaching methodologies</p> <p>The methodology adopted follows a broadly communicative approach with task based elements and an inductive approach to grammar. All language skills of speaking, reading, writing, listening and interacting will be practised.</p> <p>Group work and PVL will be of particular methodological importance within classes that display a wide range of language levels, allowing the students to work and progress at different paces. Within each lesson, focus and group dynamics will change and alternate between teacher-centred, individual, dyad and group work. English as the target language is also the language of the classroom and all verbal exchanges will be encouraged to be performed in English only.</p> <p>2 - Period assessment</p> <p>There will be two written tests and one oral presentation of a reading project.</p> <ul style="list-style-type: none"> - Final Mark Value of Test (40%) - Oral Presentation (20%) - Class & Tutorial Contribution and Participation Students will be assessed on their willingness to take risks and experiment with their English orally in lessons. This mark also reflects student motivation via the effort they put into contributing to the success of the team work and the classes and written work produced during the semester. Final Mark Value 40%. <p>3 - Examination assesement</p> <p>The exam is composed of a written part (60%), and an oral part (40%). It must be stated at this point that the levels quoted as required are the MINIMUM attainment expected. Students are graded on a scale of 1 -20 within the school with the minimum pass mark being a 10. It is therefore logical that the levels quoted below are equivalent to a pass at the lowest mark of 10. Students passing with higher grades would achieve a higher scale on the European Framework. The content of the course provides the language necessary to achieve the various functional and linguistic descriptors within the Common Reference Levels. Since each level should be taken to subsume the levels below it on the scale, the programme also reflects linguistic requirements at level B1. Minimum Common Reference Level Requirement at the End of the Semester of English B1+.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>There is no required student bibliography for this course. Materials are mainly designed and written by the teachers, often using authentic texts and audiovisual documents taken from a range of sources.</p> <p>CERAMELLA, N. & LEE, E. (2011) Cambridge English for the media, Cambridge. Cambridge University Press. EVANS, H. (2000). Essential English for journalists, editors and writers, London, Pimlico. HARMER, J. (2007). The Practice of English Language Teaching, 4th edition, Harlow, Longman.</p>

MCGOUGH, R. (1993). *Defying Gravity*, London, Penguin.
 RICHARDS, J. (1985). *Longman Dictionary of Applied Linguistics*, Harlow, Longman.
 RINVOLUCRI, FRANK and BERER (1983). *Challenge To Think*, Oxford, Oxford University Press.
 SWAN, M. (2005). *Legislation by Hypothesis: The case of task based instruction*, in *Applied Linguistics* September 26.(3).
 --, *Practical English Usage*, Oxford, Oxford University Press.
 THORNBURY, S. (1999). *Teach Grammar*, Harlow, Longman Pearson.
 --, and Luke Meddings (2001). *Uncovering Grammar: Framework for Task Based Learning*, Oxford, Macmillan Publishers.
 --, (2009). *Teaching Unplugged*, Peaslake, Delta Publishing.

English Language Learning Websites (examples)

- . www.teachitworld.com
- . www.onestopenglish.com
- . www.macmillan.com
- . www.insideout.net

Newspapers

- . www.guardian.co.uk
- . www.telegraph.co.uk
- . www.independent.co.uk

Other websites:

- www.ted.com
- www.bbc.co.uk/radio
- www.youtube.com/user/bbcnews
- <http://unplugthetv.com/>

2 - Complementary Bibliography

Grammar + other sources:

ALEXANDER, L. G. (1997). *Longman English Grammar*. London: Longman.
 · EASTWOOD, J. (2000). *Oxford Guide to English Grammar*. Oxford: Oxford University Press.
 HARMER, J. (2007). *The Practice of English Language Teaching*, 4th edition, Harlow, Longman.
 · LEECH, G. (1989). *An A-Z of English Grammar and Usage*. London: Longman.
 · MCGOUGH, R. (1993). *Defying Gravity*, London, Penguin.
 · MURPHY, R. (1994): *English Grammar in Use, Second Edition (with Answers)*. Cambridge: CUP.
 · RICHARDS, J. (1985). *Longman Dictionary of Applied Linguistics*, Harlow, Longman.
 · SWAN, M. (2005). *Legislation by Hypothesis: The case of task based instruction*, in *Applied Linguistics* September 26.(3).
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 --, and Luke Meddings (2001). *Uncovering Grammar: Framework for Task Based Learning*, Oxford, Macmillan Publishers.
 --, (2009). *Teaching Unplugged*, Peaslake, Delta Publishing.

Special Situations

[Students with special status]

1 - Period assessment - Students with special status

Working Students:

Students with this statute have an obligation to attend and pass all tests, complete a portfolio and attend occasional tutorial sessions.

Working students must keep a portfolio in English. The teacher corrects and analyses each individual linguistic difficulties within the portfolio work and this personalised feedback forms the basis for tutorial work. Thus, each student has the opportunity to progress at their own rate and beyond, or within, as the case may be, the content of this programme. Students will be advised of what they can do to improve their skills and how they can access materials most suitable for them.

Their individual work should be handed in for correction and feedback on a regular basis to allow for development and progress in their abilities.

Worker students who cannot attend a minimum of 60% of the classes will also have to undergo an oral test at the end of the semester to substitute the class contribution and participation mark.

The exam is composed of a written part (60%), and an oral part (40%).

2 - Examination assessment - Students with special status

The conditions for exams outlined above also apply to worker students.