

GRADO EN MEDIOS AUDIOVISUALES

104121 - INGLÉS

Información general

- Tipo de asignatura : Básica
- Coordinador : Maddalena Fedele
- Curso: Primero
- Trimestre: Segundo
- Créditos: 6
- Profesorado:
 - Juan García Ramírez <ajgr@tecnocampus.cat>

Idiomas de impartición

- Inglés

This subject is entirely delivered in English

Competencias que se trabajan

Básicas y Generales

- G4_ Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.

Transversal

- T1_ Que los estudiantes conozcan un tercer idioma, que será preferentemente inglés, con un nivel adecuado de forma oral y por escrito y de acuerdo con las necesidades que tendrán las graduadas y los graduados en cada titulación.

Descripción

As English is the international shared language in most technological and scientific areas, the field of Media studies relies on it as an essential communication tool to all professionals and scholars who want to develop their career in the many and varied media sectors. Audiovisual media students need to improve their English abilities in order to fully perform media-related tasks in international contexts. Therefore, this subject is focused on developing the four language and communication skills in the key areas of the media: film, TV, radio, newspapers, magazines and advertising, based on authentic teaching materials. Students are thus provided with plenty of practice on the language and situations of the media world that help them prepare for real working life.

Resultados de aprendizaje

In general terms, this subject contributes to the learning outcomes (LO) specific of the subject matter it belongs to (Modern Language). At the end of the course, students must be able to:

- (LO1) Produce 's structures, passive voice sentences, relative clauses and reduced relative clauses and complex nominal phrases in writing a logline and a film review
- (LO2) Communicate efficiently in specific audiovisual media situations by Pitching successfully
- (LO3) Use -ing/-ed participles through understanding the language of TV production, filming and editing
- (LO4) Communicate efficiently in specific audiovisual media situations by planning, writing and recording a radio interview
- (LO5) Communicate efficiently in specific audiovisual media situation by practising interview skills

- (LO6) Produce specific technical audiovisual media texts through headlines and newspaper articles
- (LO7) Produce specific technical audiovisual media texts through planning and writing a true-life story
- (LO8) Communicate effectively in specific audiovisual media situations by composing magazine covers and planning the contents of a magazine
- (LO9) Communicate effectively in specific audiovisual media situations by creating and presenting a print advert
- (LO10) Make effective oral presentations by presenting the magazine
- (CLO1) Use the language of radio presenters and the production process

Metodología de trabajo

Teaching Methodology

Classroom activities will focus on the development of communication skills and specific English language knowledge for media students. A variety of listening, speaking, reading and writing activities based on authentic teaching materials (newspaper articles, magazine covers, adapted film scripts and blogs) will give students plenty of practice of the language of the media industry and help them prepare for real working life.

Tasks, exercises and activities will be done individually or in small groups (either in the classroom or as homework) and will have to be handed in to the teacher for assessment on the assigned date (Late or emailed homework will not be accepted).

Contenidos

Content 1: Film: Writing a logline and a film review

1. Making a film glossary. Understanding and using the technical vocabulary of filming
2. Understanding the features of a written dialogue: incomplete sentences, missing subjects, repetition, short sentences, simple linking words, use of shared knowledge to leave things unsaid
3. Writing the logline of a film you have seen recently. Practising complex noun phrases for the description of films. Identifying film genres.
4. Writing a film review. Understanding the language of film reviews. Using connectors. Using 's and relative clauses. Using passive voice. Asking questions about the plot: Who is involved in the scene? Where and when does it take place? What is happening? How do the protagonists feel?
5. Pitching successfully a film idea.

Related Activities:

Film vocabulary quizzes, word webs and glossaries
Exercises with complex noun phrases and connective devices
Exercises with 's, relative clauses, passive voice
Writing a logline
Pitching a film idea
Writing a film review
Listening: A pitching session, a pre-filming meeting

Content 2: TV: The language of TV production, filming and editing

1. Understanding the pre-production process: understanding and using the language of TV production. Building a word web: collocations and job titles. Expressing modality: possibility, ability, giving advice/recommendation, necessity/lack of necessity
2. Organizing a filming schedule. Understanding and using the vocabulary of filming procedures and equipment. -ing/-ed participles. Thinking of documentary topics:
Length, number of crew members, fixers, GVs
3. Editing a TV documentary. Understanding and using the vocabulary of editing a television documentary

Related Activities:

Vocabulary quizzes, word webs and gapped dictations: the language of TV production, filming procedures and TV documentary editing
Exercises with modal verbs
Exercises with -ing/-ed participles
Listening: planning the agenda of a news broadcast, planning the making of a TV documentary, filming on location, editing a TV documentary
Reading: a filming schedule and editing instructions

Content 3: Radio: Planning, writing and recording a radio interview

1. Understanding the Language of Radio Presenters: using the appropriate verbal tenses in the presentation of a radio programme. Identifying radio genres. Analysing a radio commissioning brief
2. Understanding the Production Process: learning and using the vocabulary of radio production. Giving instructions in the newsroom. Using phrases followed by nouns, infinitives or gerunds
4. Practicing Interview Skills: researching the topic and planning the interview. Practicing question forms (open questions, closed questions, negative questions and echo questions). Arranging, preparing and recording an interview
5. Giving Post-Production Feedback: useful phrases for giving feedback. Practicing phrasal verbs (transitive and intransitive, transitive separable or transitive inseparable)

Related Activities:

Exercises with phrases followed by nouns, infinitive and gerunds

Vocabulary quiz and word webs

Planning, writing and recording a radio interview

Producing a brief oral presentation on the process of making the radio interview

Phrasal verbs exercises

Listening: Answering comprehension questions about a radio interview and about a briefing over the phone

Reading: Radio commissioning brief, 24-hour schedule of a radio producer, a news list, post-production feedback email

Content 4: Newspapers: planning and writing newspaper headlines and articles

1. Writing headlines: understanding English headlines and subheads. Turning sentences into headlines. Creating eye-catching headlines: language devices (puns, loaded language, cultural references, alliteration, homophones and rhyme, emphasis, limited use of punctuation)

2. Analyzing newspaper articles: identifying slant and bias in texts. Newspaper writing techniques: cohesive devices and passive voice, complex noun

compounds, shortening of relative clauses

3. Planning and writing a newspaper article: writing introductions and conclusions, using appropriate language and technical register.

Related Activities:

Writing headlines using appropriate language and technical register

Using cohesive devices to put jumbled articles back in the right order.

Planning and writing a newspaper article using appropriate language and technical register

Reading: Headlines, articles and plans for writing a newspaper article

Content 5: Magazines: Planning and writing a true-life story

1. Composing a magazine cover: understanding the language and layout of magazine covers. Identifying target readers. Analyzing cover line features: Stylistic devices. Writing cover lines. Designing a magazine cover

2. Planning the contents of a magazine. Using future forms (will, going to, present continuous, simple present) at editorial meetings: presenting ideas,

making and justifying a proposal, making objections and dealing with them

3. Planning and writing a true-life story: analysing a true-life story: setting, problem, solution and moral. Using narrative tenses: simple past, past continuous, past perfect. Reporting true-life stories. Writing a true-life article for a magazine

4. Choosing the photos to illustrate a true-life story and writing the photo captions.

Related Activities:

Writing coverlines

Designing a magazine cover

Exercises with future tenses, narrative tenses and reported speech

Writing a true-life story for a magazine using an appropriate technical register

Choosing the photos to illustrate a true-life story and write the photo captions

Content 6: Advertising: Creating a Print Advert

1. Selling products/services to a potential client: using the right words: Ad, advert, advertise, advertisement. Identifying the different types of advertising. Reassuring and convincing a prospective client

2. Creating a print advert: identifying advert techniques. Writing a slogan: Language devices. Choosing a product and writing a print ad

3. Presenting a finished advert: language for presenting and ad to a client: Useful phrases.

Related Activities:

Writing a print ad

Listening: A meeting with a prospective client, a presentation of an advertising campaign

Making an oral presentation of the ad

Actividades de aprendizaje

Aiming to gather evidence of the achievement of learning outcomes (LO), the following activities will be carried out:

Activity 1: Film. Writing a logline and a film review (Content 1) (Evidence of Learning Outcomes LO1, and LO2). Individual activity

Understanding the features of a film script: its technical vocabulary and style features. Presenting a logline or a brief summary of the film plot. Writing a film review on a selected film. Understanding the elements of a pitching session

Regarding competencies, this activity has an impact on basic competency G4 and crosscurricular competency T1

Assignments:

A1: Writing a "logline" and a film review.

(5% of the final mark)

A2: Pitching a screenplay to film executives, producers, studios, etc.

(5% of the final mark)

Specific goals:

At the end of the activity, students must be able to:

Use the technical vocabulary of cinema

Write a logline or summary of a film plot using 's structures, passive voice, relative clauses, complex noun phrases

Write a film review using 's structures, passive voice, relative clauses, complex noun phrases

Understand the elements of a pitching session

Produce an effective pitching

Ask questions on the plot of a film

Activity 2: TV: The language of TV production, recording and editing (Content 2) (Evidence of Learning Outcome LO3) Individual activity
Understanding and using the language of TV production, filming and editing.

Regarding competencies, this activity has an impact on basic competency G4 and crosscurricular competency T1

Assignments:

A3: Listening Activity (to be done in class).
(5% of the final mark)

Specific goals:

At the end of the activity, students must be able to:
Understand the language of TV production, filming and editing.
Use –ing/-ed participles
Express modality: possibility, ability, recommendation, and necessity
Ask for and make suggestions, give orders, etc.

Activity 3: Radio: Planning, writing and recording a radio interview (Content 3) (Evidence of Learning Outcomes LO4, LO5, and CLO1). Activity in pairs
Understanding the lexicon employed on the radio and the production process of radio program. Planning an interview that has to be recorded for a radio program.

Regarding competencies, this activity has an impact on basic competency G4 and crosscurricular competency T1

Assignments:

A4: Planning, preparing and recording a radio interview (in pairs)
(10% of the final mark)
Specific goals:

At the end of the activity, students must be able to:
Understand the language of radio presenters and the production process
Learn and use the phrasal verbs connected with the presentation and hosting of a radio programme.
Plan, prepare and record a radio interview.
Communicate effectively with the production team and interviewees
Give feedback during the post-production process

Activity 4: Newspapers: planning and writing newspaper headlines and articles (Content 4) (Evidence of Learning Outcomes LO6 and LO7).
Individual activity
Understanding and writing newspaper headlines and sub-headlines. Analysis of newspaper articles. Planning and writing a newspaper article.

Regarding competencies, this activity has an impact on basic competency G4 and crosscurricular competency T1

Assignments:

A5: Writing headlines; turning sentences into headlines
(4% of the final mark)

Specific goals:

At the end of the activity, students must be able to:
Write newspaper headlines using a suitable technical register
Analyse newspaper articles
Plan and write a newspaper article using a suitable technical register

Activity 5: Magazines. Planning and writing a true-life story (Content 5) (Evidence of Learning Outcome LO7). Individual activity
Composing a magazine cover using the most suitable type of language and style.
Planning the key contents of a magazine. Planning and writing a true-life story.

Regarding competencies, this activity has an impact on basic competency G4 and crosscurricular competency T1

Assignments:

A6: Writing an article for a magazine about a true-life story. Choosing the photos to illustrate it and writing the photo captions
(7% of the final mark)

Specific goals:

At the end of the activity, students must be able to:
Design an eye-catching magazine cover
Write a true-life story using an appropriate technical register
Choose the photos to illustrate it and write the photo captions

Activity 6: Creating an advertisement (Content 6) (Evidence of Learning Outcome LO9). Individual activity
Using the adequate vocabulary and style to sell products/services to a potential client and convince them that they are the best. Making an advertisement by using the most suitable techniques and an eye-catching slogan.

Regarding competencies, this activity has an impact on basic competency G4 and crosscurricular competency T1

Assignments:

A7: Writing an advertisement
(4% of the final mark)

Specific goals:

At the end of the activity, students must be able to:
Sell products/services to a potential client and communicate effectively
Create and present a print advert
Create an eye-catching slogan

Activity 7: Final project: design, write and present a magazine (Contents 1, 2, 3, 4, 5, and 6) (Evidence of Learning Outcomes LO1, LO4, LO5, LO6,

LO7, LO8, LO9, and LO10). Group activity

1. INSTRUCTIONS: the assignment will be done in groups of 4 students. Students will be assessed as a group for the written part of the assignment, but individually on their oral presentation. The project will be worth 25% of the final grade
2. PURPOSE: creating a magazine that has useful information on subjects related to Media Technology. Demonstrating the ability to use the language and structures covered during the course. Demonstrating the ability to write and edit a variety of documents (magazine cover, articles, advertisements, film reviews, etc) for a target audience. Giving an effective oral presentation of the project
3. FORMAT: students can incorporate the texts they have produced for the different assignments and use the computer program of their choice to create and edit the magazine (InDesign, Adobe Illustrator, etc). Optionally, the magazine can also be edited online. It must look professional
4. STEPS IN COMPLETING THE ASSIGNMENT: choose an interesting topic (music, cinema, manga, documentaries, series, sport, ...). Write a 2000-3000 word magazine script on the chosen subject. Include a cover, articles, advertisements, interviews, film reviews, images and diagrams. Edit the script so that it is free of grammar/spelling errors and has an appropriate style. Create a magazine using the chosen documents and images. Hand in the magazine script. Print the magazine and prepare a good presentation to show it to the class. It must take around 10 minutes.

Regarding competencies, this activity has an impact on basic competency G4 and crosscurricular competency T1

Assignments:

A7: A printed or online magazine (15% of the final mark; assessed as a group activity) and an oral presentation of the project (10% of the final mark; assessed individually)

Specific goals:

At the end of the activity, students must be able to:

Write news headlines

Plan and write down the transcripts of an interview

Compose the magazine cover and plan its contents

Design a magazine

Write a news article and a true-life story

Write a film review

Create an advert

Make an effective oral presentation

Activity 8: Exam (Contents 1, 2, 3, 4, 5, and 6) (Evidence of Learning Outcomes LO1, LO3, LO4, LO5, LO6, LO7, LO8, and LO9, and CLO1)).

Individual activity

The written exam will include exercises based on contents 1 to 6 of the module

Regarding competencies, this activity has an impact on basic competency G4 and crosscurricular competency T1

This is 30% of the final mark. A minimum mark of 4 (out of 10) is required in this activity in order to pass the subject.

Specific goals:

At the end of the activity, students must be able to demonstrate to have acquired all the contents delivered all over the course (MECES-2 punt a, punt c)

Sistema de evaluación

Assessment Methodology

1. **The subject requires active involvement, with written exercises and practical work to be done as homework, as well as both written and oral exercises to be done in class. This part covers basically all the exercises from activities 1 to 7: 40%**
2. **Class participation and attendance: 5%**
3. **The submission of any of the As will prevent students from obtaining the qualification "absent" as a final mark.**
4. **Students will also have to write, print or publish online a magazine on a chosen audiovisual media subject and then present it. The printed or online magazine will be assessed as a group activity (15% of the final mark) and the oral presentation of will be assessed individually (10% of the final mark). Students who FAIL or DO NOT deliver this assignment WILL NOT pass the subject.**
5. **Final Exam: 30% (4 (out of 10) is the minimum grade required to pass the subject)**
6. **Resit Exam: 30% (A minimum mark of 4 (out of 10) in the resit exam is required to pass the module) The remaining 70% corresponds to the marks previously achieved in the Assignments done all over the term (A1-A7)**

Recursos

Básicos

Bibliografías

- Ceramella, Nick, and Elizabeth Lee. Cambridge English for the Media. Cambridge [etc: Cambridge University Press, 2012. Print.

Complementarios

Bibliografías

- Flinders, Steve, and Steve Flinders. Test Your Professional English: Business : General. Harlow, Essex, Eng: Pearson Education, 2002. Print.
- Chandler, Daniel, and Rod Munday. A Dictionary of Media and Communication. Oxford: Oxford University Press, 2011. Print.
- Other learning resources:

Television

An internet search for abbreviations such as TX date and PTC will help you find plenty of filming schedules
<http://www.itnsource.com/shotlist/GranadaClips/2008/01/26/2716465/?s=Worthing>

Enlaces web

- Film Reviews <http://www.theguardian.com/film/film+tone/reviews>
- Magazines
Selection of current covers <http://www.myfavouritemagazines.co.uk/>
- Newspapers
Latest headlines from the US and around the world <http://www.1stheadlines.com/index.htm>
- Radio
Websites available to host home-made audio and video content: <http://www.ning.com/es/>
- <https://www.esl-lab.com/>