POLI
ESCOLA SUPERIOR
**EDUCAÇÃO
COMUNICAÇÃO
DESPORTO**
TÉCNICO
GUARDA

SUBJECT DESCRIPTION

MODELO

PED.012.03

Course	Communication and Multimedia						
Subject	**Apllied English**						
Academic year	2023-2024	*Curricular year*		3rd	*Study period*	2nd semester	
Type of subject	Compulsory	*Student workload (H)*		Total: 108	Contact: 47,5	*ECTS*	4
Professor(s)	Rosa Branca Almeida Figueiredo						
☒ *Area/Group Coordinator* ☐ *Head of Department* *(select)*	Samuel Walter Best						

PLANNED SUBJECT DESCRIPTION

1. LEARNING OBJECTIVES

The CU of Applied English has as main objective to lead students to communicate in English, showing vocabulary variety and maximum grammatical correction. The four basic skills associated with teaching the English language will be emphasized: reading, listening (reception capacity), writing and speaking (production capacity). Oral skills (reception): recognize the value of different prosodic values; listening to texts of different lengths and complexities and from different registers; understand information; distinguish facts from opinions; (production) employ prosodic elements in different communication situations; reproduce information received; do interviews; intervene in discussions and debates showing a critical and argumentative attitude; issue personal opinions; formulate hypotheses; present conclusions. Written skills (reception): broaden lexical knowledge regarding diverse thematic areas; select information; improve the ability to do research; (production) describe, narrate and synthesize; elaborate texts developing a critical spirit; carry out a project work (organize diversified auxiliary material, be prepared to work alone or in a team, execute the project, evaluate the results and draw conclusions).

2. PROGRAMME

Topics for discussion: Communication and multimedia; Dangers of mass surveillance; the role of whistleblowers; pros and cons of social networks; cybersecurity; fake news.

Language Work: topic vocabulary, verb tenses, word order; parts of speech; rephrasing;

Skills: Developing lines of argument and multiple perspectives: point /counterpoint;

Advanced practical writing: e-mails, action minutes, letters; press release; guidelines; summaries, reports.

Case studies.

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The communicative approach presupposes the development of transversal skills of critical, reflective and investigative analysis, as well as of the students' autonomy and creativity, leading them to adopt a critical position in relation to the universe of the English language described in the syllabus. In this context, the teacher will assume a regular role in the teaching-learning process, leaving each student the freedom to form various opinions based on their own experiences. It is also intended to foster respect for rules of social coexistence and team work leading to the formation of full European citizenship, therefore knowledge and cultures will be valued in the context of European plurilingualism, encouraging respect for cultural differences. The necessary conditions will be provided for the student to interact in the English language correctly and effectively, promoting the English language in a dual perspective of professional use and internationalization, the latter being indispensable for the mobility of students between higher education institutions, in the national and European level, in line with the Bologna Treaty proposal. The English language will be framed in a national, European and world context, not only as an instrumental language, but also as a privileged vehicle for transmitting culture and values.

4. MAIN BIBLIOGRAPHY

The development of the program will be based on separate materials taken from scientific magazines, grammar books, exercise books, websites and other sources considered to be of relevance to fulfill the objectives of the program.

Grammars:

- A Practical English Grammar - A. J. Thomson e A. V. Martinet - Oxford

- English Grammar in Use - Raymond Murphy – CUP.

- Understanding and Using English Grammar - Betty Schrampfer Azar - Prentice Hall Regents

Dictionaries:

- The Oxford Dictionary of English - Oxford University Press 2003

- Merriam-Webster's Collegiate Dictionary (Eleventh Edition) - Merriam-Webster 2003

- Dictionary of Contemporary English (New Edition) – Longman 2009

Books:

Adams, A., Murata, K., & Palma, A. (2017). Following Snowden: an international survey. Journal of Information, Communication and Ethics in Society, 15(3), 336-343.

Anderson, C.W. (2011). Deliberative, Agonistic, and Algorithmic Audiences: Journalism's Vision of its Public in an Age of Audience Transparency. International Journal of Communication, 5, 529–

547.

Anderson, C.W. (2013). Rebuilding the news: Metropolitan journalism in the digital age. Philadelphia: Temple University Press.

Andrejevic M and Gates K (2014) Big Data surveillance: Introduction. Surveillance & Society 12(2): 185–196.

Beckett, C., & Ball, J. (2012). WikiLeaks: News in the networked era. Cambridge: Polity.

Beckett, C., & Mansell, R. (2008). Crossing boundaries: New media and networked journalism. Communication, Culture and Critique, 1, 92–104.

Beever, J., McDaniel, R. & Stanlick, N. (2020). Understanding Digital Ethics. Routledge.

Benkler, Y. (2013). WikiLeaks and the networked fourth estate. In B. Brevini, A. Hintz & P. McCurdy (Eds.), Beyond WikiLeaks: Implications for the future of communications, journalism and society (pp. 11–34). Basingstoke: Palgrave
Macmillan.

Clarke, R.A., Morell, M.J., Stone, G.R., Sunstein, C.R., & Swire P. (2014) The NSA Report: Liberty and Security in a Changing World. Princeton, NJ: Princeton University Press.

Epstein, E. (2017). How America Lost Its Secrets: Edward Snowden, the Man and the Theft. Alfred A. Knopf.

Fuchs, C., & Trottier, D. (2017). Internet surveillance after Snowden: a critical empirical study of computer experts' attitudes on commercial and state surveillance of the internet and social media. Journal of Information, Communication and Ethics in Society, 15(4), 412-444.

Gellman, B. (2020). Dark Mirror: Edward Snowden and the Surveillance State. Bodley Head.

Greenwald, G. (2014) No Place to Hide: Edward Snowden, The NSA and the U.S. Surveillance State. New York: Metropolitan Books.

Gurnow, M. (2014). The Edward Snowden Affair: Exposing the Politics and Media Behind the NSA Scandal. Indianapolis, IN: Blue River Press.

Hardin, L. (2014) The Snowden Files: The Inside Story of the World's Most Wanted Man. New York: Vintage.

Mosco V (2014) To the Cloud: Big Data in a Turbulent World. New York: Paradigm.

Munro, I. (2018). An interview with Snowden's lawyer: Robert Tibbo on whistleblowing, mass surveillance and
human rights activism. Organization Studies, 25 (1), 106-12.

Phillips, A. (2010). Old sources, new bottles. In N. Fenton (Ed.), New media, old democracy:

Journalism and democracy in the digital age (pp. 87–101). London: Sage.

Raley, R. (2008) Tactical Media. Minneapolis: University of Minnesota Press.

Trottier D (2012) Social Media as Surveillance. London:Ashgate.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Autonomous learning methodology: class reports, bibliographic research mechanisms, practical exercises, using bilingual and monolingual dictionaries, reading and understanding documents and texts, use of other autonomous learning tools. Teaching / Learning Strategies: reading / understanding / analyzing texts and various documents, written production of texts, exercises of self and hetero-correction of written and oral production, group / peer or individual work, debates.

- Building a profile of students' performance, with the elaboration and presentation of two oral projects within the scope of the topic of Communication and Multimedia (10% + 40%).

- Major Test (50%)

Final assessment: Face-to-face assessment: written exam: 100%.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

This Curricular Unit is a theoretical-practical curricular unit, therefore, in addition to more explanatory classes, it also presupposes a strong qualitative and quantitative participation on the part of the students. In this way, the classes will be guided in order to promote conversation and the reasoned exchange of opinions about the topics of the syllabus. Classes that include grammar review and vocabulary expansion will have a later practical application in the classroom. With regard to learning under the supervision of the teacher (contact hours) the privileged teaching/learning strategies were set out in the previous item. Students are also expected to complete and expand the work developed during contact hours through autonomous learning.

DATE

19 de fevereiro de 2024

SIGNATURES

Professor

(signature)

Area/Group Coordinator

(signature)