

## 1. BASIC INFORMATION

<b>Course</b>	Inglés audiovisual
<b>Degree program</b>	Bachelor's Degree in Media Studies
<b>School</b>	Facultad de Ciencias Económicas, Empresariales y de la Comunicación
<b>Year</b>	Fourth year
<b>ECTS</b>	6
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Campus-based
<b>Semester</b>	First semester
<b>Academic year</b>	2024-2025
<b>Coordinating professor</b>	Mark Oakley

## 2. PRESENTATION

This subject is addressed to students of Media with an intermediate level of English who wish to improve their language skills and acquire an upper-intermediate competence in the specific terminology used in the field of Media and Multimedia Studies.

Students will acquire these skills through the analysis of films, reviews, planning scripts, creating podcasts or presenting projects, for instance. Focusing both in traditional and newly created media, students will learn to communicate very diverse content to equally diverse target audiences, through different channels. Students are required to have reached a B2 level of English before taking this subject.

*Inglés Audiovisual* will help the student acquire and develop critical skills that will help them perceive and analyse the audio-visual and current relevant cultural phenomena around them. Students will also develop an understanding of the documentary processes that will support their activity as a working professionals.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### BASIC COMPETENCES:

CB3. Students will be able to interpret relevant data related to their field of study.

CB4. Students will be able to transmit information, ideas, problems and solutions to both specialized and general audiences.

CB5. Students will develop skills to allow them to pursue their studies with a higher degree of autonomy.

### GENERAL COMPETENCES:

CG1. Development of problem-solving skills. CG4.

Development of IT skills.

### CROSS-COMPETENCES:

CT1. Self-study and learning.  
 CT3. Ability to adapt to new situations.  
 CT7. Commitment to ethical values.  
 CT8. Information management.  
 CT12. Critical thinking.  
 CT13. Problem solving.  
 CT16. Decision-making.  
 CT17. Teamwork.  
 CT18. IT skills.

**SPECIFIC:**

CE6. Ability to understand and rank the importance of the information/ contents to be analysed.  
 CE8. Ability to creatively analyse, manage and innovate as a part of a multidisciplinary project.  
 CE9. Ability to understand the principles of the student's field of study (Media & Communication).  
 CE10. Ability to understand and implement social research techniques.  
 CE11. Ability to conduct research, within the specific field of study.  
 CE13. Understanding the relationship between mass media and their content.  
 CE16. Ability to innovate, analyse and criticise new journalistic proposals and products.  
 CE21. Knowledge of marketing tools applied to audiovisual products and new ways of marketing contents.  
 CE22. Understanding and implementing IT related to Communication and Mass Media.

**LEARNING OUTCOMES**

RA1: Understand the general content expressed in English- whether orally or written- focusing on media discourses (with its syntactic particularities, pragmatics, etc.)  
 RA2: Intermediate competence in specific terminology related to the fields of Multimedia and Information sciences.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB3, CB4, CB5, CG1, CG4 CT1, CT3, CT7, CT8, CT12 CT13, CT16, CT17, CT18 CE6, CE8, CE9, CE10, CE11 CE13, CE16, CE21, CE22	RA1
CB3, CB4, CB5, CG1, CG4 CT1, CT3, CT7, CT8, CT12 CT13, CT16, CT17, CT18 CE6, CE8, CE9, CE10, CE11 CE13, CE16, CE21, CE22	RA2

## 4. CONTENTS

**Communication Skills BROADCAST MEDIA I: CINEMA**

**Communication Skills BROADCAST MEDIA II: TELEVISION**

**Communication Skills BROADCAST MEDIA III: RADIO**

**NEW MEDIA Communication Skills**

## 5. TEACHING-LEARNING METHODOLOGIES

Different methodologies will be implemented throughout this subject, both active and collaborative, which are destined at guiding students in their learning process of theoretical and practical knowledge, as well as their development of competencies.

This English course combines theoretical sessions, where students will take notes and assimilate theoretical concepts, as well as practical sessions; additionally, flipped classrooms will also be implemented. Master class

Service-learning

Simulation environments Flipped  
classrooms

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Analysis of different materials	30
Debates & discussions	15
Case studies, problem solving activities	30
Assessments (tests, activities)	15
Tutorials	6
Self-study	54

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Debates and discussions	25%
Case studies, problem solving activities	50%
Projects and reports	25%

When you access the course on *Blackboard*, you will find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at least 4.0 in each of the tasks, in order for it to count towards the final grade along with all the grades corresponding to the other activities.

Note that all coursework must be handed in on time.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding feedback from the lecturer, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Classwork and coursework	Continuous assessment
Presentations (individual & group activities)	Weeks 4-5
Flipped classroom (individual activity)	Weeks 8-9
Podcast (group activity)	Weeks 13-14
Project-Report (individual activity)	Weeks 15-16

The specific dates to hand in/ present the coursework will be notified via Blackboard throughout the course, since they may be subject to changes for logistical reasons relating to the activities.

## 9. BIBLIOGRAPHY

CERAMELLA, N. & LEE, E. (2008). *Cambridge English for the Media*. Cambridge: CUP.

NOWELL-SMITH, G. (Ed.). (1996). *The Oxford History of World Cinema*. Oxford: OUP.

GRUSSENDORF, M. (2007). *English for Presentations*. Oxford: OUP.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main

actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. STUDENT SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, the degree and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part.