

## JOURNALISM AND CORPORATE COMMUNICATION – OPTION: PUBLIC RELATIONS AND ADVERTISING

### Year 1

| Curricular Units   | Semester | Contact Hours | ECTS | Type | Obs   |
|--|----------|---------------|------|------|---|
| Desktop Publishing   | I        | 60            | 4    | C    |    |
| Foreign Language I<br>Lengua Extranjera I<br>Langue Étrangère I    | I        | 75            | 5.0  | C    |    |
| Portuguese Language  | I        | 75            | 5    | C    |   |
| Issues of the Contemporary World                                   | I        | 45            | 4    | C    |   |
| Communication Theory   | I        | 75            | 6    | C    |   |
| Optional Course I  | I        | 75            | 6    | PC   |    |
| Multimedia Communication   | II       | 60            | 4    | C    |   |
| Portuguese Language and Culture                                    | II       | 45            | 4    | C    |   |
| Foreign Language II<br>Lengua Extranjera II<br>Langue Étrangère II | I        | 75            | 5.0  | C    |  |
| Psychology and Sociology of Communication                          | II       | 60            | 5    | C    |   |
| Text Semiotics   | II       | 75            | 6    | C    |  |
| Optional Course II   | II       | 75            | 6    | PC   |  |

C – Compulsory; PC – Personal Choice

 Curricular Units available to foreign students according to conditions described

| Curricular Unit | Desktop Publishing   |
|-----------------|--|
| Contents        | <p><b>Adobe In Design</b></p> <ul style="list-style-type: none"> <li>– Customizing program, explore the menus;</li> <li>– Create a new publication and customize it, save and open publications, insert and remove pages;</li> <li>– The work area, toolbox, control boxes, using the mouse;</li> <li>– Define master pages, page views and page numbering;</li> <li>– Draw objects, contours and fills;</li> <li>– Moving and positioning graphics, rulers and guide lines;</li> <li>– Copy, cut, paste, paste in place, double and multiple collages;</li> <li>– Import, create, edit, export, format and rearrange blocks of text;</li> <li>– Format characters and paragraphs, define and apply styles;</li> <li>– Create and format tables;</li> <li>– Working with columns in publications;</li> <li>– Correction of errors;</li> <li>– Import, place, move, resize and text around an object;</li> <li>– Import, place, move and resize a chart;</li> <li>– Connections;</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>- Colors and palettes;</li> <li>- Pagination of books and brochures;</li> <li>- Printing a publication;</li> <li>- Add several publications in a single document.</li> </ul> <p><b>Images and text scanning software</b></p> <ul style="list-style-type: none"> <li>- Scanning an image;</li> <li>- Text scanning, character recognition software (OCR)</li> </ul>  |
| <b>Methodologies and Evaluation</b>   | <p>The methodology of this course takes into account the objectives and the heterogeneity of students with regard to computer literacy. The classes will have a theoretical / practical nature. However, due to the CU specificities, the practical component will be predominant. So the activities will be guided through a script and developed individually, or if it is not possible, in groups of two or three members.</p> <p>The proposed work will seek to always take into account the type of tasks that students will develop in the future profession, such as: imaging, scanning, text, page layout of a newspaper, construction of a poster, etc.</p> <p>Students should develop attitudes of autonomy, self-criticism and self-demand appropriate to the nature of the profession they will have. Throughout the semester issues related to course content, will be defined which will support the work done by students individually. Not forgetting the cooperative work, an individualized and in-class assessment and attendance by the students, however, is considered important – thus an individual assignment will be required. The final evaluation will be the result of work over the year, and evidence of participation in activities in the classroom. The compulsory course attendance is 75%.</p> |
|  | <p>This Curricular Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.</p>   |

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| <b>Asignatura</b> | <b>Lengua Extranjera I - Español</b>  |
| <b>Programa</b>   | <ul style="list-style-type: none"> <li>- Fonética del español.</li> <li>- Sintagma nominal: sustantivos, adjetivos y adverbios.</li> <li>- Determinantes: artículos, demostrativos, numerales, posesivos, indefinidos, interrogativos y exclamativos.</li> <li>- Los pronombres.</li> <li>- Sintagma verbal: Presente de Indicativo, Pretérito Indefinido, Imperativo, Infinitivo, Gerundio y Participio.</li> <li>- Léxico: saludos y despedidas, días de la semana, meses y estaciones del año, colores, partes del cuerpo humano, adjetivos de cualidades físicas y de carácter, profesiones, partes de una ciudad, partes de una vivienda, tareas domésticas, la familia, prendas de vestir, centros comerciales, médico y farmacia, comidas y alimentos, cafetería, restaurante, el lenguaje informático y todo el vocabulario relacionado con los temas socioculturales tratados en el aula.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>- Conectores textuales: y, o, pero, porque ...</li> <li>- Indicadores de dirección. Locuciones de lugar. Marcadores temporales.</li> </ul>   |
| <b>Metodología y Evaluación</b>   | <p>La metodología aplicada constará de una primera fase de exposición de los contenidos por parte del docente, seguida de propuestas de actividades que deberán realizar los alumnos y que podrán ser orales o concretarse en un trabajo escrito. La realización de los trabajos presentados podrá ser individual o en grupo. Se pedirá la presentación de un potfolio con los trabajos realizados a lo largo del semestre que será discutido en la prueba oral.</p> <p>A través de la práctica, tanto oral como escrita de la lengua, los alumnos irán desarrollando las destrezas básicas -comprender, hablar, leer y escribir- hasta alcanzar el nivel A2, de acuerdo con el Marco de Referencia Europeo.</p> <p>Para la evaluación se tendrá en cuenta el interés demostrado por el alumno en la realización de los trabajos y su participación en las actividades propuestas en el aula, así como la comprensión de los contenidos que serán valorados mediante pruebas escritas y el desarrollo de las competencias referidas a la lengua hablada, que se valorarán a través de pruebas orales.</p> |
|  | <p>Esta asignatura está disponible para los estudiantes extranjeros y se imparte totalmente en castellano.</p> <p>Los estudiantes extranjeros deben seguir las clases y participar en todas las actividades asignadas, bien presencialmente o a través de la plataforma de aprendizaje a distancia.</p>   |

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| <b>Course Unit</b>  | <b>Foreign Language I - English</b>  |
| <b>Contents</b>   | <p>Review of the form and usage of the following structures:<br/>Present Simple, Present Continuous, Past Simple, Future Simple and "Going to" Future.</p> <p>Vocabulary extension in 8 lexical areas, where possible with relevance to the course.</p>  |
| <b>Methodologies and Evaluation</b>   | <p>Independent student work: Each student is required to compose a personal language portfolio which is assessed and contributes to the final grade awarded. The portfolio allows for personal expression and provides a showcase for students to display the effort and work they have done over the semester. For lower level students this work will have a higher percentage of teacher directed material. Individual tutorial sessions are based on the work in the portfolio.</p> <p>Assessment instruments and weight:<br/>Written and Oral Test – 60%<br/>Autonomous work – 20%<br/>Participation in class – 20%</p> |
|  | <p>This course is available for foreign students and is completely conducted in English.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform.</p>  |

| Course Unit  | Langue Étrangère I - Français   |
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| Content  | <p>On s'oriente d'après le niveau A2 du CECRL.</p> <p>Contenus thématiques : environnement personnel, environnement professionnel et social, repères socioculturels ; réalisation de tâches simples liées aux métiers envisagés (accueillir, informer, orienter)</p> <p>Contenus linguistiques : étude de la phrase simple, du vocabulaire courant, correction et clarté de la prononciation...la langue est étudiée de façon à donner les moyens de communiquer simplement</p>   |
| Methodologies and Evaluation   | <p>L'évaluation inclut deux tests comprenant chacun quatre parties (compréhension écrite, compréhension orale, expression écrite, expression orale), la réalisation d'un portfolio comprenant entre 10 et 15 travaux, la participation active au travail de classe et les progrès réalisés.</p> <p>Selon le type d'activités réalisées, on alterne les travaux individuels et les travaux en sous-groupes ou en grand groupe, où on peut s'entraider et où chacun peut participer à son niveau. Les apprenants sont conduits à s'exprimer en langue étrangère, à interagir, à participer, même avec des moyens limités. On vise une appropriation individuelle et progressive de la langue. Les supports sont divers. Les documents authentiques, actuels et récents, sont privilégiés. Soulignons le recours précieux que peut fournir Internet, banque de données inépuisable et lien direct avec le monde extérieur aux murs de la classe.</p> |
|  | <p>Ce cours est disponible aux étudiants étrangers et il se déroule complètement en Français.</p> <p>Les étudiants étrangers sont tenus de suivre des cours et participer à toutes les activités confiées, que ce soit en direct ou à travers la plateforme e-learning.</p>   |

| Course Unit                  | Portuguese Language  |
|------------------------------|--|
| Contents                     | <ul style="list-style-type: none"> <li>- Formal aspects of written language;</li> <li>- Issues of morphology, syntax and semantics of Portuguese;</li> <li>- Mechanisms for structuring and organization of text;</li> <li>- Strategies of appropriation of the written and oral text.</li> </ul>  |
| Methodologies and Evaluation | <p>Practical sessions, with particular focus on reception and production of utterances that consolidate the skills of listening and speaking and reading and writing in Portuguese.</p> <p>In an online platform, specific contents are provided as well as the materials used in classes, references and additional useful information for students. Location: &lt;URL: <a href="http://elearning.esep.pt/">http://elearning.esep.pt/</a>&gt; (access subject to registration).</p> <p>Elements of assessment and their weighting in the final standings: a written test, 60%, other classroom work, 40%.</p> |

| Curricular Unit | Issues of the Contemporary World  |
|-----------------|---|
| Contents        | <p><b>The debate about modernity and postmodernity in relation to the emergence of the contemporary world</b></p> <ol style="list-style-type: none"> <li>1 - Concepts and theoretical perspectives,</li> <li>2 - Dynamics and institutions of modernity,</li> <li>3 - Consequences of modernity.</li> </ol> |

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|  | <p><b>The Contemporary World: retrospective and historical picture</b></p> <ol style="list-style-type: none"> <li>1 - From the Old Regime to the Twentieth Century;</li> <li>2 - The Civilizing Process;</li> <li>3 - Knowledge of Nature.</li> </ol> <p><b>Actors and areas of contemporary social change: social movements and some contemporary issues, social, science and technology</b></p> <ol style="list-style-type: none"> <li>1 - Globalization and development: implications in various sectors,</li> <li>2 - Scientific and technological development and its social influence,</li> <li>3 - Effects of social and economic knowledge of nature,</li> <li>4 - The new powers, the information society and network society,</li> <li>5 - The ecological issues and the movement for "green causes"</li> <li>6 - The consumer society: interpretation and consequences,</li> <li>7 - Changes in the institution "Family" in the contemporary world,</li> <li>8 - Social inequalities in the contemporary world: poverty and social exclusion;</li> <li>9 - Social classes and collective action - yesterday and today: outsourcing and the urban middle classes;</li> <li>10 - Urban and Rural in contemporary societies: cosmopolitanism "versus" rural desertification;</li> </ol> <p><b>Democracy, Values and Citizenship</b></p> <ol style="list-style-type: none"> <li>1 - Values, "postmodern values" and citizenship;</li> <li>2 - Politics, religion and science: debates and conflicts.</li> </ol> <p><b>The borderless Europe: Portugal and European union</b></p> <ol style="list-style-type: none"> <li>1 - European integration - the ideal practices: effects on social, cultural, scientific, political, ideological and economic;</li> </ol> <p><b>Modernity and the social situation in Portugal</b></p> <ol style="list-style-type: none"> <li>1 - Social indicators, changing areas, social structures / social recomposition / new players, possible scenarios</li> </ol> |
| <p><b>Methodologies and Evaluation</b></p> | <p>The unit combines in its methodology, one information component on the main issues that characterize the contemporary world, and another component that, although favoring the sequence of theoretical-practical lessons aims, above all, to stimulate participation of students in search of, debate and joint reflection on the themes that mark the agenda of discussions on the contemporary societies, supported, either in scientific texts, or in personal experiences. Where necessary, the teacher will provide the students texts that, together with the bibliography of the program, will allow them to access information and provide an incentive to the development of an autonomous and critical reflection on the fields and the social actors of contemporary societies. In addition will be shown some videos / documentaries to illustrate the topics studied and as a starting point for discussions and critical reflections.</p> <p>Evaluation has a continuous character tendency, taking into consideration the quality of the student's participation in the planned activities, particularly in working sessions during class, in addition to the results obtained with products specifically designed for the evaluation. The following are products of evaluation:</p> <ol style="list-style-type: none"> <li>a) 1 (a) test: at the end of the semester (weight 2 / 3 for the final grade);</li> <li>b) Research data and drafting work on issues that characterize and are discussed in the Contemporary World;</li> </ol>  |

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|  | c) (a) practical class, to develop in groups, with oral presentation, according to a timetable to be agreed with the students, focusing on the issues / themes of the syllabus. |
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| Curricular Unit                     | Communication Theory  |
|-------------------------------------|---|
| <b>Contents</b>                     | <p>Introduction to the study of communication</p> <p>Basics of communication</p> <p>Communication as a theoretical problem</p> <p>The genesis of the modern idea of communication</p> <p>The mass media and the early prospects</p> <p>Media and Society</p> <p>Public Space and mass culture</p> <p>Media and mass culture</p> <p>Mass communication and mass media</p> <p>Main communication paradigms</p> <p>New perspectives on media and society</p> <p>The mass media and the theoretical perspectives</p> <p>The hypodermic theory</p> <p>The empirical-experimental approach</p> <p>The "limited effects" approach</p> <p>The functionalist theory</p> <p>Critical theory</p> <p>The Cultures theory</p> <p>Introducing the new trends: media as builders of reality</p> <p>The study of long-term effects: the agenda-setting</p> <p>Studies productive: the concepts of <i>gatekeeper</i>, <i>newsmaking</i> and routines</p> |
| <b>Methodologies and Evaluation</b> | <p>Development of a group assignment, in which students will develop a theoretical study of reflective / problematizing nature, on a topic dealt with;</p> <p>-completion of an assessment test at the end of the semester, focusing on themes dealt with, taking into account that the evaluation has a continuous nature, participation of the students on the topics dealt with during the sessions will be taken into account.</p>  |

| Curricular Unit                     | Multimedia Communication |
|-------------------------------------|--------------------------|
| <b>Contents</b>                     |                          |
| <b>Methodologies and Evaluation</b> |                          |

| Curricular Unit | Portuguese Language and Culture  |
|-----------------|--|
| <b>Contents</b> | <ol style="list-style-type: none"> <li>1. The Portuguese culture: a past for the future. A model of the construction of the past, from a perspective of the present.</li> <li>2. The Portuguese culture in space and in time. The habitat of the Portuguese culture. The Portuguese culture in the framework of the western European culture and of the Portuguese-tropical culture.</li> <li>3. The Portuguese culture: a diachronic vision along its literary history. <ol style="list-style-type: none"> <li>3.1. Language, society and culture.</li> <li>3.2. The Portuguese culture in the Middle Ages: the medieval society and the medieval poetry</li> <li>3.3. Renaissance, Humanism and Classicism: the literary production of Luís de Camões</li> <li>3.4. The discovery of the New World: The literature of travels. <i>A Carta</i>, of Pêro Vaz of Caminha, <i>Os Lusíadas</i>, of Luís de Camões, and <i>Peregrinação</i>, of Fernão Mendes Pinto.</li> <li>3.5. The Baroque as esthetics of coincidence of opposites: the baroque poetry and the prose of Priest António Vieira.</li> </ol> </li> </ol> |

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|  | <p>3.6. The Enlightenment in Portugal: the thought and the work of Luís António Verney.</p> <p>3.7. The Romanticism: modernity and medieval revisitation - Almeida Garrett.</p> <p>3.8. <i>Viagens na Minha Terra</i>: wandering in the literary space and the sentimental itineraries.</p> <p>3.9. The “Generation of 70” and their cultural, philosophical and literary intervention.</p> <p>3.10. Realism and the Naturalism in Eça de Queirós.</p> <p>3.11. Cultural expressions of the end of the century: The Decadentism.</p> <p>3.12. The First Modernism: theoretical break and cultural problematics.</p> <p>3.13. The inner travel in the contemporary literature and in art.</p>  |
| <p><b>Methodologies and Evaluation</b></p> | <p>The methodology points to an active and critical learning that drives to the progressive autonomy of the students concerning the construction of the knowledge.</p> <p>The critical analysis and the problematization of the questions concerned with the Portuguese culture will begin from selected texts that deal with the contents. The production of research assignments resulting from the questions and problems that the above-mentioned texts reflect will be stimulated.</p> <p>The evaluation assumes a mainly continuous nature, taking into consideration the quality of the participation of the student in the planned activities, particularly in the work sessions during classes, besides the results obtained with the products especially prepared for evaluation. These are products of evaluation:</p> <ul style="list-style-type: none"> <li>• 1 test at the end of the semester (60 % for the final grade);</li> <li>• 2 practical assignments, made in group and in accordance with a calendar to be defined with the students; each one according to the contents of the course (40 % for the final grade).</li> </ul> <p>Notice: The failure to do one of the evaluation products above mentioned implies the obligation to sit for exam.</p> |

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| <p><b>Asignatura</b></p>               | <p><b>Lengua Extranjera II - Español</b></p>   |
| <p><b>Programa</b></p>                 | <ul style="list-style-type: none"> <li>- Fonética del español.</li> <li>- Sintagma nominal: sustantivos, adjetivos y adverbios.</li> <li>- Determinantes: artículos, demostrativos, numerales, posesivos, indefinidos, interrogativos y exclamativos.</li> <li>- Los pronombres.</li> <li>- Sintagma verbal: Presente de Indicativo, Pretérito Indefinido, Imperativo, Infinitivo, Gerundio y Participio.</li> <li>- Léxico: saludos y despedidas, días de la semana, meses y estaciones del año, colores, partes del cuerpo humano, adjetivos de cualidades físicas y de carácter, profesiones, partes de una ciudad, partes de una vivienda, tareas domésticas, la familia, prendas de vestir, centros comerciales, médico y farmacia, comidas y alimentos, cafetería, restaurante, el lenguaje informático y todo el vocabulario relacionado con los temas socioculturales tratados en el aula.</li> <li>- Conectores textuales: y, o, pero, porque ...</li> <li>- Indicadores de dirección. Locuciones de lugar. Marcadores temporales.</li> </ul> |
| <p><b>Metodología y Evaluación</b></p> | <p>La metodología aplicada constará de una primera fase de exposición de los contenidos por parte del docente, seguida de propuestas de</p>  |

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|   | <p>actividades que deberán realizar los alumnos y que podrán ser orales o concretarse en un trabajo escrito. La realización de los trabajos presentados podrá ser individual o en grupo. Se pedirá la presentación de un potfolio con los trabajos realizados a lo largo del semestre que será discutido en la prueba oral.</p> <p>A través de la práctica, tanto oral como escrita de la lengua, los alumnos irán desarrollando las destrezas básicas -comprender, hablar, leer y escribir- hasta alcanzar el nivel A2, de acuerdo con el Marco de Referencia Europeo.</p> <p>Para la evaluación se tendrá en cuenta el interés demostrado por el alumno en la realización de los trabajos y su participación en las actividades propuestas en el aula, así como la comprensión de los contenidos que serán valorados mediante pruebas escritas y el desarrollo de las competencias referidas a la lengua hablada, que se valorarán a través de pruebas orales.</p> |
|  | <p>Esta asignatura está disponible para los estudiantes extranjeros y se imparte totalmente en castellano.</p> <p>Los estudiantes extranjeros deben seguir las clases y participar en todas las actividades asignadas, bien presencialmente o a través de la plataforma de aprendizaje a distancia.</p>  |

| Course Unit   | Foreign Language II - English   |
|---|---|
| <b>Contents</b>   | <p>Review of the form and usage of the following structures:<br/>Past Continuous, Present Perfect Simple, First and Second Conditionals.<br/>In addition remedial work will take place as required on structures reviewed in English 1.<br/>Vocabulary extension in 8 lexical areas, where possible with relevance to the course.</p>   |
| <b>Methodologies and Evaluation</b>   | <p>Independent student work: Each student is required to compose a personal language portfolio which is assessed and contributes to the final grade awarded. The portfolio allows for personal expression and provides a showcase for students to display the effort and work they have done over the semester. For lower level students this work will have a higher percentage of teacher directed material. Individual tutorial sessions are based on the work in the portfolio.</p> |
|  | <p>This course is available for foreign students and is completely conducted in English.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform.</p>   |

| Course Unit  | Langue Étrangère II - Français  |
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| Content  | <p>On s'oriente d'après le niveau A2 du CECRL.</p> <p>Contenus thématiques : environnement personnel, environnement professionnel et social, repères socioculturels ; réalisation de tâches simples liées aux métiers envisagés (accueillir, informer, orienter)</p> <p>Contenus linguistiques : étude de la phrase simple, du vocabulaire courant, correction et clarté de la prononciation...la langue est étudiée de façon à donner les moyens de communiquer simplement</p>   |
| Methodologies and Evaluation   | <p>L'évaluation inclut deux tests comprenant chacun quatre parties (compréhension écrite, compréhension orale, expression écrite, expression orale), la réalisation d'un portfolio comprenant entre 10 et 15 travaux, la participation active au travail de classe et les progrès réalisés.</p> <p>Selon le type d'activités réalisées, on alterne les travaux individuels et les travaux en sous-groupes ou en grand groupe, où on peut s'entraider et où chacun peut participer à son niveau. Les apprenants sont conduits à s'exprimer en langue étrangère, à interagir, à participer, même avec des moyens limités. On vise une appropriation individuelle et progressive de la langue. Les supports sont divers. Les documents authentiques, actuels et récents, sont privilégiés. Soulignons le recours précieux que peut fournir Internet, banque de données inépuisable et lien direct avec le monde extérieur aux murs de la classe.</p> |
|  | <p>Ce cours est disponible aux étudiants étrangers et il se déroule complètement en Français.</p> <p>Les étudiants étrangers sont tenus de suivre des cours et participer à toutes les activités confiées, que ce soit en direct ou à travers la plateforme e-learning.</p>   |

| Curricular Unit              | Psychology and Sociology of Communication  |
|------------------------------|--|
| Contents                     | <p>Theoretical approaches and methodologies in social psychology</p> <p>Interpersonal communication</p> <p>Attitudes formation and change</p> <p>Groups (types and characteristics)</p>              |
| Methodologies and Evaluation | <p>The methodology includes transmission information theory, group work and group dynamic and document analysis. The evaluation includes a written test, participation in classes and group work</p> |

| Curricular Unit | Text Semiotics   |
|-----------------|--|
| Contents        | <p>A. Semiotics and meaning</p> <ul style="list-style-type: none"> <li>- The concepts of communication, language and code</li> <li>- The sign: characteristics and classifications</li> <li>- Systems of signs: organizing and structuring</li> <li>- Convention and use</li> <li>- Models of semiotic analysis</li> </ul> <p>B. Semiotics of the text</p> <ul style="list-style-type: none"> <li>- Textual properties</li> <li>- Types and structures of texts</li> <li>- Textual competence and narrative competence</li> <li>- Issues of grammar of the text</li> <li>- Issues of rhetoric of the text</li> </ul> |

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| <p><b>Methodologies and Evaluation</b></p>  | <p>Theoretical-practical classroom sessions, considering moments of lecturing by the teacher and individual and / or group activities resulting from the development of the syllabus.</p> <p>In an online platform, specific contents are provided, as well as the materials used in classes, references and additional useful information for students. Location: &lt;URL: <a href="http://elearning.esep.pt/">http://elearning.esep.pt/</a>&gt; (access subject to registration).</p> <p>Elements of assessment and their weighting in the final standings: a written test, 60%, other classroom work, 40%.</p>     |
|  | <p>This Curricular Unit is taught in Portuguese. Explanations and tutorials in English or French may be provided to foreign students.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the practical works are submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English, French or Spanish. If the practical works are submitted individually or by a group of foreign students only, they have to be fully written in English, French or Spanish.</p> |

**Year 2**

| Curricular Units                          | Semester | Contact Hours | ECTS | Type | Obs   |
|---|----------|---------------|------|------|---|
| Political Science                         | I        | 45            | 4    | C    |   |
| Media Discourse                           | I        | 60            | 5    | C    |   |
| History of the Media                      | I        | 60            | 5    | C    |   |
| Introduction to Law                       | I        | 45            | 4    | C    |   |
| Optional Course III                       | I        | 75            | 6    | PC   |  |
| Optional Course IV                        | I        | 75            | 6    | PC   |  |
| Optional Course V                         | II       | 75            | 6    | PC   |  |
| Advertising in the Media                  | II       | 75            | 6    | C    |   |
| Relations with the Media                  | II       | 75            | 6    | C    |   |
| Theory and Techniques of Advertising      | II       | 75            | 6    | C    |  |
| Theory and Techniques of Public Relations | II       | 75            | 6    | C    |   |

C – Compulsory; PC – Personal Choice

 Curricular Units available to foreign students according to conditions described

| Curricular Unit                     | Political Science  |
|-------------------------------------|--|
| <b>Contents</b>                     | <ul style="list-style-type: none"> <li>- Purpose and concepts of Political Science</li> <li>- The modern political systems: hegemonies and polyarchies</li> <li>- Fundamental structures of political systems               <ul style="list-style-type: none"> <li>. Structure and functions of modern political parties</li> <li>. Party systems: social bases and types</li> <li>. Party system and political system</li> <li>. Fundamental structures of the Portuguese political system</li> </ul> </li> <li>- Electoral Systems and Political Participation               <ul style="list-style-type: none"> <li>. Meaning and functions of elections</li> <li>. Main modes of scrutiny</li> <li>. Modes of scrutiny and structuring of the political field</li> </ul> </li> <li>- The media and the power(s)</li> </ul>  |
| <b>Methodologies and Evaluation</b> | <p>This unit is, in essence, of theoretical and practical character. Its pedagogic device is designed to allow and encourage different working methods, namely:</p> <ul style="list-style-type: none"> <li>- Presentation by the teacher in charge of the unit on the contents of the syllabus. An informational component that is justified by the nature of the course, as well as the specific situation of initial training.</li> <li>- Activities of analysis, reflection and debate focused on specific aspects of content, based on the use of texts of specialized literature. These texts provide the information resources essential to the activities of critical reading, personal reflection and debate on the issues and problems that are the subject of the unit.</li> </ul> <p>The evaluation assumes a continuous character, considering attendance and quality of student participation in activities. These products are specifically designed for evaluation: a frequency test and an activity, with tutorial support. The activity involves various types of work such as the production of a journalistic opinion, research or critical review of a text.</p> |

| Curricular Unit | Media Discourse |
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| <b>Contents</b>                     | <p><b>MODULE 1</b><br/> <u>Media and society</u><br/> 1. The concept of media<br/> 2. The formation of the modern public space<br/> 3. The public sphere in Habermas<br/> 4. The contribution of Dominique Wolton for understanding the notion of public space</p> <p><u>Media in the era of globalization</u><br/> 1. The globalization of media<br/> 2. The globalization of social concepts<br/> 3. The "glocal" - global vs local<br/> 4. The organization and standardization of media content</p> <p><b>MODULE 2</b><br/> <u>Media and their specific discourses</u><br/> 1. The story of the devices and contribution to discursive techniques<br/> 2. Press<br/> 3. Radio<br/> 4. Television<br/> 5. Internet<br/> 6. The interactive future</p> <p><u>The effects of media</u><br/> 1. Levels and types of effects<br/> 2. Intentional effects<br/> 3. Effects of long and short term</p> |
| <b>Methodologies and Evaluation</b> | <p>During classes will be presented and debated the issues at the pace that the teaching / learning proves to be the most appropriate. There will also be proposed topics of research work under the themes of the unit.</p> <p>Finally, we will examine texts that address the issues related to the media discourse and seek to stimulate debate on current issues that may be relevant for understanding the media in the context of contemporary societies.</p> <p>The evaluation of the course unit is made based on the realization of a writing test (50%) and four papers (two papers per module) conducted during school activities.</p>  |

| <b>Curricular Unit</b> | <b>History of the Media</b>   |
|------------------------|---|
| <b>Contents</b>        | <ol style="list-style-type: none"> <li>Types of communication before Gutenberg. Verbal and non-verbal forms of communication and the earliest writing. Oral communication and written communication in the Middle Ages.</li> <li>The Print Revolution and its repercussions. The geography of the dissemination of the printed book. The beginnings of the press in Portugal. The history of reading.</li> <li>The media and the public sphere in Early Modern Europe. Enlightenment in France and Europe. Enlightenment and the French Revolution.</li> <li>Technologies and Revolutions: a changing world. The Industrial Revolution and its repercussions. The rise of the print media. The newspapers in Portugal. The media and the 'mass culture'.</li> </ol> |

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|                                     | 5. From the «global village» to the Internet Galaxy: the electronic media in post-industrial society. The Internet and the 'global village'.   |
| <b>Methodologies and Evaluation</b> | Lectures play an important role in this course, though not exclusively. Students will be asked to engage actively during classes and debate certain topics of the course. The teaching methods also include extensive use of audiovisual media. The structure of marks and the nature of assignments is the following: a) one written test (counts for 65% of the final grade); 2) a research paper, where students will be expected to work in groups of four (counts for the remaining 35%). |

| <b>Curricular Unit</b>              | <b>Introduction to Law</b>  |
|-------------------------------------|---|
| <b>Contents</b>                     | <ul style="list-style-type: none"> <li>- Society and Law</li> <li>- The various normative social orders and their relationships</li> <li>- The values of the law</li> <li>- Sources of Law</li> <li>- Politically organized societies</li> <li>- Legal system</li> <li>- Legal provisions</li> <li>- The making of the law and the observance of norms</li> <li>- The Portuguese Constitution - Rights, freedoms and guarantees</li> <li>- The rights of personality</li> <li>- Law Enforcement</li> <li>- Legal relationship</li> <li>- Natural and legal persons</li> <li>- The branches of law</li> <li>- The status of journalists and other media law</li> <li>- The right to information</li> </ul>   |
| <b>Methodologies and Evaluation</b> | <p>The methodologies to be applied are materialized in the teaching of the syllabus in theoretical and practical presentation, initially mainly for theoretical presentation of the themes in the syllabus, which seeks to not only provide basic concepts, principles and general rules of law but also to raise awareness to the growing complexity of law with the emergence of new areas of law: the integration of states in supranational institutions and the proliferation of law.</p> <p>Immediately the use of cases based on real situations, allow the consolidation of the notions presented and encouragement to participatory, reflective and critical spirit of the student.</p> <p>The assessment will be continuous, distributed by class participation, achievement of individual or group assignments and an individual written test or final exam. In all of these will be taken into account not only the understanding of concepts, but the structuring of the cognitive process and critical sense.</p> |

| <b>Curricular Unit</b> | <b>Advertising in the Media</b>  |
|------------------------|--|
| <b>Contents</b>        | <ul style="list-style-type: none"> <li>• The role of Advertising in the wider context of communication.</li> <li>• The connection between Advertising and a broader Marketing strategy.</li> </ul> |

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|                                     | <ul style="list-style-type: none"> <li>• The performance of the different media in the Advertising context.</li> <li>• The Advertising organization, its techniques and their applicability.</li> <li>• Specific codes of Advertising language.</li> <li>• Elements and functions of Advertising.</li> <li>• Advertisements and its influence on consumers' purchasing attitudes.</li> <li>• "Assets" of the different types of media and how they are used in reaching their target audience.</li> <li>• Methodology used by the media, in their attempt to influence behavior.</li> <li>• Advertising campaigns, its strengths and possible vectors of development.</li> <li>• Advertising campaigns, and their effective solutions</li> <li>• Organization and operation of Advertising agencies.</li> <li>• Advertising as an industry, and its increasingly important role in buying and selling Advertising space across different media.</li> </ul> |
| <b>Methodologies and Evaluation</b> | <p>The contribution of the methodology being used to achieve the main goals is to focus and emphasize relevant aspects of the realities of modern advertising. It's also necessary to make a permanent appeal to the debate and discussion of the issues under study.</p> <p>Making available to students some work tools, the aim is to provide clues that may enable research and individual and/or collective reflection.</p> <p>The evaluation is a continuous effort, taking into account the involvement of students in the subjects that are being explained. A summative evaluation test in the corresponding period at the end of the semester will be held.</p> <p>The final grade will also take into account a research work carried out in a group, and its oral presentation, and its content will later be agreed upon with the students.</p> <p>The value to assign to each assessment component will be 50%.</p>                          |

| <b>Curricular Unit</b>              | <b>Relations with the Media</b>  |
|-------------------------------------|--|
| <b>Contents</b>                     | <ul style="list-style-type: none"> <li>- The role of information sources in media relations (theoretical framework of the relationship between sources and journalists - sources: concept of information source; the source as a promoter; typology of the sources, the differential access to the media, professional and trade sources between journalists and sources; routines of journalists and sources).</li> <li>- A framework for media relations (emergency and development, the press officer: profile, mission and tasks, organizational issues of media relations).</li> <li>- Practical principles of press (major concepts and techniques / strategic tools in media relations, press relations in the context of Internet).</li> </ul> |
| <b>Methodologies and Evaluation</b> | <p>The methodologies developed will focus on the exposure of the syllabus, based on reading and analyzing texts and articles referenced in the bibliography. An appeal will be made to the ongoing debate and discussion of the issues under study by making available some tools to students, especially as regards the analysis and discussion of case studies.</p> <p>It is intended above all to provide clues that enable research and individual/collective reflection. The evaluation will be based on the</p>  |

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|  | efforts dedicated to activities in the course of the sessions, the results obtained from the accomplishment of group work (in respect, at first, the production of a theoretical study of reflective nature on one of the themes discussed in the context of Ch.1, and afterwards the planning and development of strategic instruments of relationship with the media applied to a case), as well as a written assessment test. |
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| Curricular Unit                     | Theory and Technique of Advertising  |
|-------------------------------------|--|
| <b>Contents</b>                     | <p>Contexts and theoretical approaches to advertising</p> <ul style="list-style-type: none"> <li>- Advertising and consumption</li> <li>- The cultural proposal of advertising</li> <li>- The advertising appeal</li> <li>- The strategy of seduction</li> <li>- The language of advertising</li> <li>- Basic Features</li> <li>- The advertising message</li> <li>- The process of symbolization</li> <li>- The creative briefing</li> <li>- Copy-and anti-copy strategy</li> </ul> |
| <b>Methodologies and Evaluation</b> | <p>-The contribution of the methodology implemented to achieve the objectives, is to focus on relevant aspects to realities of modern advertising. It also seeks to stimulate the debate by providing clues that enable research and individual reflection. The assessment takes into account the completion of a test and an oral presentation of an individual research assignment.</p> <p>The value to assign to each assessment component will be 50%.</p>                       |

| Curricular Unit | Theory and Technique of Public Relations   |
|-----------------|--|
| <b>Contents</b> | <p><u>The history of communication</u><br/> What is communication?<br/> The evolution of media<br/> The communication process<br/> The mix of communication<br/> Stages of a communication strategy<br/> <u>Types of Communication</u><br/> Institutional communication<br/> Environmental Communication<br/> Internal and external communication<br/> Communication with the local community<br/> Communication policy / government / lobbying<br/> financial reporting<br/> Crisis communication<br/> Communication of product and / or service<br/> Online communication</p> <p>What are Public Relations?<br/> How did they appear?<br/> Public relations and marketing strategies in organizations<br/> Public Relations vs. Advertising<br/> Objectives of Public Relations<br/> Functions of Public Relations</p> |

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|  | <p>Regulation of Public Relations<br/> Field of Public Relations<br/> Tactics and techniques for P.R.<br/> Event Organizers<br/> Press Release, Press Clipping and Press Kit<br/> Online PR - Public Relations social networks</p> <p>The Public Relations professional - qualities and skills<br/> How to communicate and attract the Media / Media relations<br/> Creativity in P.R.<br/> The role of communication agencies<br/> The press agency monitoring<br/> The Public Relations Plan<br/> Presentation of actual examples of Public Relations Plans</p> |
| <p><b>Methodologies and Evaluation</b></p> | <p>The methodologies are based on theoretical framework sessions and discussion, presentation of examples and their criticism, problem solving, development of individual and group assignments and their discussion, case study with presentation to the class of results and planning of intervention projects.</p> <p>The evaluation result of the efforts dedicated to the work developed in the classroom, understanding of content, creativity and the final results of the assignment and written test.</p>  |

**Year 3**

| Curricular Units                                | Semester | Contact Hours | ECTS | Type |
|---|----------|---------------|------|------|
| Organizational Communication                    | I        | 75            | 6    | C    |
| Models and Techniques of Advertising Creativity | I        | 75            | 6    | C    |
| Public Relations Workshop                       | I        | 90            | 6    | C    |
| Advertising Workshop                            | I        | 90            | 6    | C    |
| Marketing Techniques                            | I        | 90            | 6    | C    |
| Research Methods and Techniques                 | II       | 60            | 5    | C    |
| Placement                                       | II       | 360           | 16   | C    |
| Project   | II       | 60            | 9    | C    |

C – Compulsory; PC – Personal Choice

 Curricular Units available to foreign students according to conditions described

| Curricular Unit                     | Organizational Communication   |
|-------------------------------------|--|
| <b>Contents</b>                     | <ul style="list-style-type: none"> <li>- Basics of communication.</li> <li>- Communication in organizations (major organizational theories, concepts and types of organization, objectives and functions of organizational communication; characterization of different audiences, the communication mix, the office of communication).</li> <li>- Global communication (the concept of corporate image versus personality, background and overall communication strategy).</li> <li>- Internal communication (internal communication policy, the main instruments).</li> <li>- Communication with the outside (and main policy instruments).</li> <li>- The organizational communication in the context of new technologies (Internet and interactive corporate communication).</li> </ul>  |
| <b>Methodologies and Evaluation</b> | <p>The methodologies to be applied in a first phase, which is essentially expository of the syllabus, followed by reading and analyzing selected texts covering the problem of communication in organizations, and illustration from concrete examples of communication strategies designed oriented and problem solving in a business context, preferably Portuguese. Finally, the implementation of proposals for research work in corporate communications will be made, to be held preferably in a group. Whenever the teacher deems it necessary it may be asked to submit a portfolio, with key moments of development work and related research. This work should lead to practical application in the preparation of a written document and its oral presentation. The evaluation results from both the efforts dedicated to activities in the course of the sessions, and from the final results, both in work and in the written test.</p> |

| Curricular Unit | Models and Techniques of Advertising Creativity  |
|-----------------|--|
| <b>Contents</b> | <p>Understanding the role of Advertising in the wider context of communication.</p> <p>Understanding the Advertising discourse in terms of technical and creative methods.</p> <p>Identifying the specific codes of Advertising language.</p> <p>Identifying creative elements in the creation of messages.</p> <p>Methods of creative writing applied to Advertising.</p> <p>Interpreting Advertising messages.</p> <p>Developing analytical and critical abilities in terms of the creative methods used by the media in the attempt to influence behaviour.</p> |

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|  | <p>Understanding creativity as a business tool.<br/>         Understand working methods that foster creativity.<br/>         Seeing creativity in its whole as a differentiating element.</p> |
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| <p><b>Methodologies and Evaluation</b></p> | <p>The contribution of the methodology being used to achieve the main goals is to focus and emphasize relevant aspects of the realities of modern advertising. It's also necessary to make a permanent appeal to the debate and discussion of the issues under study.</p> <p>Making available to students some work tools, the aim is to provide clues that may enable research and individual and/or collective reflection.</p> <p>The evaluation is a continuous effort, taking into account the involvement of students in the subjects that are being explained. A summative evaluation test in the corresponding period at the end of the semester will be held.</p> <p>The final grade will also take into account a research work carried out in a group, and its oral presentation, and its content will later be agreed upon with the students.</p> <p>The value to assign to each element of assessment will be 50%.</p> |
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| Curricular Unit                            | Public Relations Workshop  |
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| <p><b>Contents</b></p>                     | <p>The Public Relations Plan<br/>           Characterization of the environment<br/>               Business<br/>               Market<br/>               Competitors<br/>               Micro-and macroeconomic conditions<br/>           Analysis of previous experiences<br/>               Past activities of the company<br/>               Human environment of the company<br/>               Business Image<br/>               Policy expressed<br/>               Company's intentions<br/>           Identification of business objectives and communication<br/>           Public identification of targets<br/>               Identification<br/>               Classification<br/>               Characterization<br/>           Definition of lines of communication and the key messages<br/>           Definition of activities to develop<br/>               Choice of instruments and tools to use Public Relations<br/>               Supports and features<br/>           Scheduling and budgeting activities<br/>           Action, monitoring and adaptation<br/>           Evaluation of results<br/>           Presentation of real examples.</p> |
| <p><b>Methodologies and Evaluation</b></p> | <p>The methodologies to be applied will be based on the presentation of content to develop. It is intended to implement / operationalize the knowledge gained at the "Theory and Techniques of Public Relations" CU. Students work items proposed by themselves, or by suggestion of the teacher, after consultation / approval.<br/>           The topics will focus on organizations / institutions / organizations /</p>  |

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|  | <p>products / services that need to improve their reputation with different targets.</p> <p>For the development of practical assignment in question, research and contact with the outside world will be encouraged, which should result in a Public Relations Plan.</p> <p>Practical assignments submitted by students may be individual or group. The evaluation results from the efforts dedicated to the work developed in the classroom, understanding of content, creativity and the final results of the assignments, whether individual or group.</p> |
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| <b>Curricular Unit</b>              | <b>Advertising Workshop</b>   |
| <b>Contents</b>                     | <p>I - The advertising agency - structure, organization and operation</p> <p>II – The advertising campaign - actors / responsibilities</p> <p>III - The various stages of the campaign</p> <p>IV - The communication control</p>  |
| <b>Methodologies and Evaluation</b> | <p>At first we will focus on theoretical aspects that are the basis of support for the development of the campaign and then we will deal with the gradual implementation of each stage. The evaluation will be based on the oral presentation of a group / individual assignment at the end of the semester, and the phased presentation of the different stages of the work during the sessions.</p> |

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| <b>Curricular Unit</b> | <b>Marketing Techniques</b>   |
| <b>Contents</b>        | <p>Introduction to Marketing</p> <p>Marketing Concepts</p> <p>Evolution of Marketing</p> <p>Market Segmentation</p> <p>Target Market</p> <p>Targeting</p> <p>Positioning</p> <p>Marketing-Mix Variables</p> <p>Variables in the Marketing Mix - Product</p> <p>Variables in the Marketing Mix - Services</p> <p>Life Cycle of a Market / Product / Service</p> <p>Sectorial marketing</p> <p>Internal Marketing</p> <p>Relationship Marketing</p> <p>Direct Marketing</p> <p>Services marketing</p> <p>Industrial Marketing</p> <p>Political Marketing</p> <p>Sports Marketing</p> <p>Guerrilla marketing</p> <p>Viral Marketing</p> <p>Social Marketing</p> <p>Green Marketing</p> |

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|                                     | <p>Web Marketing<br/> Personal Marketing<br/> Framework for a Marketing Plan<br/> Marketing - Trends for the Future</p>  |
| <b>Methodologies and Evaluation</b> | <p>The methodologies are based on theoretical framework sessions and discussion, presentation of examples and their criticism, problem solving, development of individual and group assignments and discussion, case study with presentation to the class of results and planning of intervention projects.</p> <p>The evaluation results from the efforts dedicated to the work developed in the classroom, understanding of content, creativity and the final results of the assignments and written test.</p> |

| <b>Curricular Unit</b> | <b>Research Methods and Techniques</b>  |
|------------------------|---|
| <b>Contents</b>        | <ol style="list-style-type: none"> <li>1. Conceptualization of the Research Process <ul style="list-style-type: none"> <li>. Theory (s) and type (s) - definition and levels of complexity</li> <li>. Role (s) of the theory (s) in the research process</li> <li>. Defining the problem</li> <li>. Construction of the analysis model</li> </ul> </li> <li>2. Research strategies and research models <ul style="list-style-type: none"> <li>. Oriented strategies and test strategies aimed at the discovery</li> <li>. Matching research strategies, empirical object and purpose of the study</li> <li>. Relations between the strategies and techniques of research</li> </ul> </li> <li>3. Techniques of data collection <ul style="list-style-type: none"> <li>. General approach of the main techniques</li> <li>. The techniques of investigation - interviews, questionnaires and life histories <ul style="list-style-type: none"> <li>. The questionnaire</li> <li>. The interview</li> <li>. The life stories</li> </ul> </li> </ul> </li> <li>4. Sampling <ul style="list-style-type: none"> <li>. Introduction to sampling procedures</li> <li>. Random Samples</li> <li>. Non-random samples</li> </ul> </li> <li>5. Dealing with quantitative data <ul style="list-style-type: none"> <li>. Estimation</li> <li>. Hypothesis testing</li> <li>. Correlation and linear regression</li> </ul> </li> <li>6. Dealing with qualitative data</li> </ol> |

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|                                     | <p>. Fields of application</p> <p>. Technical analysis of qualitative data</p>   |
| <b>Methodologies and Evaluation</b> | <p>This course is of a theoretical and practical nature. In the programming of educational activities two interconnected moments will be stressed: an informational component, provided by the teacher, and situations that allow, from the analysis of texts (or other), knowledge and critical discussion of thematic content. In this sense, the teacher will organize and make available to the students some texts that together with recommended reading will allow them access to information and provide an incentive to the development of critical, reflective and instrumental skills in the field of research methodologies in social science. Concerning quantitative methods, the application of statistical techniques in real and practical contexts will be promoted using, where possible, computer applications.</p> <p>Evaluation will be continuous, taking into account the quality of student participation in scheduled activities, particularly in working sessions during class, in addition to the results obtained with products specifically designed for the evaluation. The following are the instruments of evaluation:</p> <p>a) 1 test: at the end of the semester (50% for the final mark);</p> <p>b) 1 practical work to develop in group (maximum 4 persons per group), with oral presentation, according to a timetable to be agreed with the students, focusing on the development of a small technical device for data collection, necessarily taking into account the methodological principles and concepts studied. This work has a 50% weighting to the final grade.</p> |

| <b>Curriculum Unit</b>              | <b>Work Placement</b>   |
|-------------------------------------|---|
| <b>Contents</b>                     | <p>The work placement is essentially practical in nature and the undergraduate students are integrated into normal life of the organization / company / institution. The work placement takes place in the 6th semester of the Curriculum and extends throughout the duration defined in the curriculum. In exceptional cases, the student can complete his work placement in a different period if approved by the Course Director. The work placement will be held in organizations, institutions or companies either public or private. Organizations, institutions or companies where the work placement will occur will be defined by the School Board based on a proposal from the Course Director. Organizations, institutions or companies will be contacted in advance by the School Board or its representatives and a protocol will be signed for this purpose.</p> <p>Students can take the initiative to contact the organizations, institutions or companies where they wish to be placed. The organizations, institutions or companies to contact should operate in areas of activity consistent with the profile of the Curriculum or have departments or services similar in nature.</p> |
| <b>Methodologies and Evaluation</b> | <p>Each student or group of students will be supervised by a teacher at school (supervisor), under a proposal of the Course director. The organization, institution or company where the work placement takes place shall appoint a person responsible for its monitoring (advisor).</p>  |

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|  | <p>The elements taken into account for assessment are as follows:<br/>work placement plan; regular progress reports; quality<br/>assessment form for completion by the advisor; technical<br/>evaluation of the training venue, the work placement final report.</p> |
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