








JOURNALISM AND CORPORATE COMMUNICATION – OPTION: JOURNALISM

Year 1

Curricular Units	Semester	Contact Hours	ECTS	Type	Obs
Desktop Publishing	I	60	4	C	
Foreign Language I Lengua Extranjera I 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 Lengua Extranjera II 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>Adobe InDesign</p> <ul style="list-style-type: none"> – Customizing program, explore the menus; – Create a new publication and customize it, save and open publications, insert and remove pages; – The work area, toolbox, control boxes, using the mouse; – Define master pages, page views and page numbering; – Draw objects, contours and fills; – Moving and positioning graphics, rulers and guide lines; – Copy, cut, paste, paste in place, double and multiple collages; – Import, create, edit, export, format and rearrange blocks of text; – Format characters and paragraphs, define and apply styles; – Create and format tables; – Working with columns in publications; – Correction of errors; – Import, place, move, resize and text around an object;

	<ul style="list-style-type: none"> - Import, place, move and resize a chart; - Connections; - Colors and palettes; - Pagination of books and brochures; - Printing a publication; - Add several publications in a single document. <p>Images and text scanning software</p> <ul style="list-style-type: none"> - Scanning an image; - Text scanning, character recognition software (OCR)
<p>Methodologies and Evaluation</p>	<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. 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>

<p>Asignatura</p>	<p>Lengua Extranjera I - Español</p>
<p>Programa</p>	<ul style="list-style-type: none"> - Fonética del español. - Sintagma nominal: sustantivos, adjetivos y adverbios. - Determinantes: artículos, demostrativos, numerales, posesivos, indefinidos, interrogativos y exclamativos. - Los pronombres. - Sintagma verbal: Presente de Indicativo, Pretérito Indefinido, Imperativo, Infinitivo, Gerundio y Participio. - 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,

	<p>restaurante, el lenguaje informático y todo el vocabulario relacionado con los temas socioculturales tratados en el aula.</p> <ul style="list-style-type: none"> - Conectores textuales: y, o, pero, porque ... - Indicadores de dirección. Locuciones de lugar. Marcadores temporales.
Metodología y Evaluación	<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>

Course Unit	Foreign Language I - English
Contents	<p>Review of the form and usage of the following structures: 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>
Methodologies and Evaluation	<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: Written and Oral Test – 60% Autonomous work – 20% 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
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"> - Formal aspects of written language; - Issues of morphology, syntax and semantics of Portuguese; - Mechanisms for structuring and organization of text; - Strategies of appropriation of the written and oral text.
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: <URL: http://elearning.esep.pt/> (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>The debate about modernity and postmodernity in relation to the emergence of the contemporary world</p> <ol style="list-style-type: none"> 1 - Concepts and theoretical perspectives, 2 - Dynamics and institutions of modernity, 3 - Consequences of modernity.

	<p>The Contemporary World: retrospective and historical picture 1 - From the Old Regime to the Twentieth Century; 2 - The Civilizing Process; 3 - Knowledge of Nature.</p> <p>Actors and areas of contemporary social change: social movements and some contemporary issues, social, science and technology 1 - Globalization and development: implications in various sectors, 2 - Scientific and technological development and its social influence, 3 - Effects of social and economic knowledge of nature, 4 - The new powers, the information society and network society, 5 - The ecological issues and the movement for "green causes" 6 - The consumer society: interpretation and consequences, 7 - Changes in the institution "Family" in the contemporary world, 8 - Social inequalities in the contemporary world: poverty and social exclusion; 9 - Social classes and collective action - yesterday and today: outsourcing and the urban middle classes; 10 - Urban and Rural in contemporary societies: cosmopolitanism "versus" rural desertification;</p> <p>Democracy, Values and Citizenship 1 - Values, "postmodern values" and citizenship; 2 - Politics, religion and science: debates and conflicts.</p> <p>The borderless Europe: Portugal and European union 1 - European integration - the ideal practices: effects on social, cultural, scientific, political, ideological and economic;</p> <p>Modernity and the social situation in Portugal 1 - Social indicators, changing areas, social structures / social recomposition / new players, possible scenarios</p>
<p>Methodologies and Evaluation</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: a) 1 (a) test: at the end of the semester (weight 2 / 3 for the final grade); b) Research data and drafting work on issues that characterize and are discussed in the Contemporary World;</p>

	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
Contents	<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>
Methodologies and Evaluation	<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
Contents	
Methodologies and Evaluation	


Curricular Unit	Portuguese Language and Culture
Contents	<ol style="list-style-type: none"> 1. The Portuguese culture: a past for the future. A model of the construction of the past, from a perspective of the present. 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. 3. The Portuguese culture: a diachronic vision along its literary history. <ol style="list-style-type: none"> 3.1. Language, society and culture. 3.2. The Portuguese culture in the Middle Ages: the medieval society and the medieval poetry 3.3. Renaissance, Humanism and Classicism: the literary production of Luís de Camões 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. 3.5. The Baroque as esthetics of coincidence of opposites: the baroque poetry and the prose of Priest António Vieira.

	<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>Methodologies and Evaluation</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"> • 1 test at the end of the semester (60 % for the final grade); • 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). <p>Notice: The failure to do one of the evaluation products above mentioned implies the obligation to sit for exam.</p>

<p>Asignatura</p>	<p>Lengua Extranjera II - Español</p>
<p>Programa</p>	<ul style="list-style-type: none"> - Fonética del español. - Sintagma nominal: sustantivos, adjetivos y adverbios. - Determinantes: artículos, demostrativos, numerales, posesivos, indefinidos, interrogativos y exclamativos. - Los pronombres. - Sintagma verbal: Presente de Indicativo, Pretérito Indefinido, Imperativo, Infinitivo, Gerundio y Participio. - 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. - Conectores textuales: y, o, pero, porque ... - Indicadores de dirección. Locuciones de lugar. Marcadores temporales.
<p>Metodología y Evaluación</p>	<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</p>


	<p>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 com 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
Contents	<p>Review of the form and usage of the following structures: Past Continuous, Present Perfect Simple, First and Second Conditionals. In addition remedial work will take place as required on structures reviewed in English 1. Vocabulary extension in 8 lexical areas, where possible with relevance to the course.</p>
Methodologies and Evaluation	<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. 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
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"> - The concepts of communication, language and code - The sign: characteristics and classifications - Systems of signs: organizing and structuring - Convention and use - Models of semiotic analysis <p>B. Semiotics of the text</p> <ul style="list-style-type: none"> - Textual properties - Types and structures of texts - Textual competence and narrative competence - Issues of grammar of the text - Issues of rhetoric of the text

<p>Methodologies and Evaluation</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: <URL: http://elearning.esep.pt/> (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	
Journalism Deontology	II	75	6	C	
Journalistic Discourse	II	75	6	C	
Journalism Workshop	II	75	6	C	
News Theory	II	75	6	C	

C – Compulsory; PC – Personal Choice

 Curricular Units available to foreign students according to conditions described

Curricular Unit	Political Science
Contents	<ul style="list-style-type: none"> - Purpose and concepts of Political Science - The modern political systems: hegemonies and polyarchies - Fundamental structures of political systems <ul style="list-style-type: none"> . Structure and functions of modern political parties . Party systems: social bases and types . Party system and political system . Fundamental structures of the Portuguese political system - Electoral Systems and Political Participation <ul style="list-style-type: none"> . Meaning and functions of elections . Main modes of scrutiny . Modes of scrutiny and structuring of the political field - The media and the power(s)
Methodologies and Evaluation	<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"> - 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. - 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. <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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Contents	<p>MODULE 1 <u>Media and society</u> 1. The concept of media 2. The formation of the modern public space 3. The public sphere in Habermas 4. The contribution of Dominique Wolton for understanding the notion of public space</p> <p><u>Media in the era of globalization</u> 1. The globalization of media 2. The globalization of social concepts 3. The "glocal" - global vs local 4. The organization and standardization of media content</p> <p>MODULE 2 <u>Media and their specific discourses</u> 1. The story of the devices and contribution to discursive techniques 2. Press 3. Radio 4. Television 5. Internet 6. The interactive future</p> <p><u>The effects of media</u> 1. Levels and types of effects 2. Intentional effects 3. Effects of long and short term</p>
Methodologies and Evaluation	<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>

Curricular Unit	History of the Media
Contents	<ol style="list-style-type: none"> 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. 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. The media and the public sphere in Early Modern Europe. Enlightenment in France and Europe. Enlightenment and the French Revolution. 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'.

	5. From the «global village» to the Internet Galaxy: the electronic media in post-industrial society. The Internet and the 'global village'.
Methodologies and Evaluation	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%).

Curricular Unit	Introduction to Law
Contents	<ul style="list-style-type: none"> - Society and Law - The various normative social orders and their relationships - The values of the law - Sources of Law - Politically organized societies - Legal system - Legal provisions - The making of the law and the observance of norms - The Portuguese Constitution - Rights, freedoms and guarantees - The rights of personality - Law Enforcement - Legal relationship - Natural and legal persons - The branches of law - The status of journalists and other media law - The right to information
Methodologies and Evaluation	<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>

Curricular Unit	Journalism Deontology
Contents	<ul style="list-style-type: none"> 1 - Discussion of concepts 1.1 - Ethics, law and deontology. 1.2 - The hetero and self-regulation

	<p>2 - Brief analysis of the legislation for the Media</p> <p>2.1. - The Portuguese Constitution</p> <p>2.2 – The Media Law</p> <p>2.3 - Statute of Journalists</p> <p>3 - The deontology in journalism</p> <p>3.1. - Standards of deontological codes.</p> <p>3.2. - The first deontological code for Portuguese journalists</p> <p>3.3. - The Deontological Codes of 1993.</p> <p>4 - Means to ensure the social responsibility of media</p> <p>4.1. - The reader’s ombudsman</p> <p>4.2. - Letters to the editor. The columns of self-correction.</p> <p>4.3. - The Books of Style.</p> <p>5 – Deontological issues of journalism</p> <p>5.1 Sources of information and professional secrecy</p> <p>5.2 The right of reply and rectification</p> <p>5.3 The private lives of citizens and their newsworthiness</p> <p>5.4 The public interest and the interest of the public</p> <p>5.5. The Secrecy of Justice</p>
Methodologies and Evaluation	<p>Presentation of content and journalistic document analysis of the point of view of deontology of the profession. The assessment will consist of two stages. Performing a test with a weight in the final grade of 50 percent and individual assignment which represents 50 percent of the final grade.</p>

Curricular Unit	Journalistic Discourse
Contents	<p>1 - Framework of the activity:</p> <p>a) The identity of journalism;</p> <p>b) The evolution of journalism and its discourse.</p> <p>2 - The journalistic discourse</p> <p>a) Introduction to the analysis of journalistic discourse</p> <p>b) important theoretical contributions to a discourse analysis</p> <p>c) Critical analysis of journalistic discourse</p> <p>3 - The journalistic story telling</p> <p>a) Contemporary trends</p> <p>b) The role of internet in journalistic discourse</p> <p>4 - Analysis of case studies</p>
Methodologies and Evaluation	<p>This unit is intended to provide an active training, covering moments of reflection and development of critical thinking skills. Thus, the acquisition and structuring of knowledge is accompanied by discussions and carrying out research work in the thematic scope of the unit.</p> <p>The evaluation shall consist of carrying out directed practical work (50%) and a frequency test (50%).</p>

Curricular Unit	Journalism Workshop
Contents	<p>1. Introduction to the concepts of news and timeliness</p> <p>1.1. Meaning, timeliness, interest.</p> <p>1.2. The choice of events.</p> <p>1.3. The importance of contact with the sources and confirmation of the truth</p> <p>2. The rigor of journalistic writing</p> <p>2.1. Clarity, precision, economy and truth</p> <p>2.2 The separation between facts and opinions</p>

	<p>2.3 The elements that make the news - headline, title, abstract, body, and news lead</p> <p>3. The journalistic genres and their differences</p> <p>1.1. The profile</p> <p>1.2. The interview</p> <p>1.3. The news</p> <p>1.4. The report</p>
Methodologies and Evaluation	<p>This is a curricular unit where practice is to overlap the theoretical presentation. It is intended that after the presentation of journalistic principles and techniques students are able to translate this knowledge through the production of practical work. Thus, the classroom is working as an editorial office where students must assume the role of professionals. Practical exercises are thus constant, parallel to an open debate on current issues, proposals for newsworthy events. Students should understand the concept of news and will be motivated to carry out the proposals for working topics.</p> <p>Evaluation will be divided into two phases: practical assignments during class (50%) and conducting an information portfolio (50%) composed of three distinct kinds of journalistic genres (eg entry, profile and interview)</p>

Curricular Unit	News Theory
Contents	<p>1 - The professional culture of journalists</p> <p>2 - The journalistic event</p> <p>3 – The information sources</p> <p>4 - The news-values</p> <p>5 - Theories of Journalism: economic, social and cultural perspectives.</p> <p>6 - News as social construction of reality</p>
Methodologies and Evaluation	<p>Presentation of the unit material in class. Analysis of curricular unit texts and further discussion of the ideas contained therein.</p> <p>Watching videos on the journalistic profession.</p> <p>The evaluation will consist of a frequency test (50%) and assignment (50%).</p>

Year 3

Curricular Units	Semester	Contact Hours	ECTS	Type
Local and Regional Media	I	75	6	C
Specialized Journalism	I	75	6	C
Cyberjournalism Workshop	I	90	6	C
Radio Journalism Workshop	I	90	6	C
Television Journalism Workshop	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	Local and Regional Media
Contents	<ul style="list-style-type: none"> - Theoretical framework of local media - The local media as an alternative discursive - Local media in the context of globalization - Local media and proximity - Local media and citizenship - Historical context of local media in Portugal - Local media in Portugal - The local radio - The regional television - Local Journalism - Concept and problematization - Local information as journalistic specialization - Models and types of local information - Local information in local media - Local information on national media - The local "windows" of national media - The community media - Local media in the multimediatic context - Local media and the Internet: Potentialities
Methodologies and Evaluation	<p>Presentation of the contents of the curricular unit. Analysis and discussion of texts. Video watching and analysis of newspapers and local radio stations. Students should perform an assessment test and a practical assignment.</p>

Curricular Unit	Specialized Journalism
Contents	<p>Introduction to the specialized journalism</p> <p>Political journalism</p> <p>Economic journalism</p> <ul style="list-style-type: none"> General Framework Specifics of economic journalism Journalistic genres applicable The text in economic journalism <p>Sports journalism</p> <ul style="list-style-type: none"> General Framework Specifics of sports journalism

	<p>Journalistic genres applicable</p> <p>Cultural Journalism</p> <p>Science Journalism</p> <p>Other specialized genres: Education, Law, Religion</p>
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Methodologies and Evaluation	The evaluation consists in carrying out practical assignment on a journalism gender taught and an attendance test.
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Curricular Unit	Cyberjournalism Workshop
Contents	<p>Journalism Module</p> <p>I - Internet as a new medium</p> <p>I.1 - The traditional media on the Internet</p> <p>I.2 - The convergence of media and multimedia</p> <p>II - Web Journalism</p> <p>II.1 - Cyberjournalism: Characteristics, concepts and problem-</p> <p>II.2 - Internet as an information source</p> <p>II.3 - New deontological issues?</p> <p>II.4 - Journalistic genders and formats in the context of cyberjournalism.</p> <p>II. 4.1 - Problematic</p> <p>II.4.2 - Construction of journalistic genres</p> <p>III - Journalism and new online tools</p> <p>III. 1 - The blogosphere and journalism</p> <p>III. 2 - Journalism and podcasting</p> <p>III. 3 - The citizen journalism: the concept and problem-</p> <p>IV - Social Networks and Journalism</p> <p>Technology Module</p> <p>I - Features of online media.</p> <p>I.1 -Analysis of digital newspapers - features</p> <p>I.2 - File formats and compression for the web</p> <p>II - "CMS Content Management System" Platforms</p> <p>II.1 - Interfaces for server management, and installation of web applications</p> <p>II.2 - Installation of web applications</p> <p>II.3 - Customization, configuration and introduction of content into CMS platforms</p> <p>III – Infography. Small interactive computer applications for the web (Adobe Flash)</p> <p>III.1 - Development interface, timeline, frames, keyframes, library</p> <p>III.2- Drawing tools - drawing shapes, color, opacity, resizing, rotation and deformation group of objects, symbols, buttons, graphics animation interaction</p>
Methodologies and Evaluation	<p>Journalism Module</p> <p>Oral presentation of the material in the classroom. The unit has a significant percentage of practical classes in which students produce journalistic genres (news, reports, etc.) with a view to updating and maintaining the online school newspaper. Consultation, analysis and study of journalistic products present on the World Wide Web will be frequent.</p> <p>Technology Module</p> <p>The lessons in the technological component of this unit are taught using a computer room with Internet connection, from which are managed the content management CMS (Content Management</p>

	<p>System) platforms. Various online media will analyzed The operation of various applications will demonstrated Small interactive application for the Web will be designed.</p> <p>The evaluation will be the result of the weighted average of the performance of evaluation elements in the Journalism and Technology modules.</p> <p>For the Journalism module, students will write journalistic stories.</p> <p>Elements of assessment in Technology Module are: - Attendance and participation (continuous assessment). - Assignments conducted in the classroom.</p> <p>The evaluation will contribute to the process of continuous training. There will be two complementary modalities: a theoretical work in the form of research focusing on the theoretical aspects of the unit; another one that will act as an application of theoretical and technical knowledge acquired – students will develop a practical assignment where they apply the techniques learned in a pre-selected theme.</p>
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Curricular Unit	Radio Journalism Workshop
Contents	<ul style="list-style-type: none"> 1 - Radio as a mass media <ul style="list-style-type: none"> 1.1. - Elements of radio language: the word, the music, the sound effects and the silence. 1.2. - The characteristics of the radio medium 1.3. - The sound specificity of the medium through mental images and sound plans. 1.4. - Expressivity on the radio in the multimediatic context <ul style="list-style-type: none"> 1.4.1 - The new radio language. 1.4.2. - New tools for a new radio: video, podcasting, written word and other online tools. 2. - The media discourse on the radio <ul style="list-style-type: none"> 2.1. - Characteristics of radio information 2.2. - The timeliness and depth of information on the radio 2.3. - Radio production routines in the radiophonic context 2.4. - Sound information : the sound construction of reality. 3. - The information genders on the radio <ul style="list-style-type: none"> 3.1. - Concept and problematization 3.2. - The news 3.3. - The report 3.4. - The interview 3.5. - The opinion 4. - Informative space on the radio <ul style="list-style-type: none"> 4.1. - Information in the context of radio programming. 4.2. - The news 4.3. - The non-daily information programs 4.4. - The thematic news. 5. - Directing journalistic genres on the radio 6. - Directing information spaces on the radio

Methodologies and Evaluation	Oral presentation of the material in the classroom. Listening and analysis of news and radio stories. Reading exercises for radio and radio news presentation. In the practical component of the course, students perform journalistic genres and build radio news. Evaluation will be done on the basis of practical assignments.
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Curricular Unit	Television Journalism Workshop
Contents	Language - Structure, continuity of action, Plans designation, camera movements, shoulders line rule, lighting, composition. Video Camera - camera operation, studio teams and equipment. Exteriors. Direction - The script, synopsis, storyboard, planning structure, team functions. Edition - Selection and order of plans, continuity, the digital nonlinear editing, effects, rhythm.
Methodologies and Evaluation	The evaluation will be continuous throughout the workshop, where students always perform exercises. Constitute elements of assessment: attendance and participation (continuous assessment), term papers and studies for each of the proposed exercises, qualitative aspects of the work under each of the years, innovative approaches to solving the exercises. At the end of the semester, a final evaluation will be conducted with the participation of all students and presentation of the exercises performed.

Curricular Unit	Research Methods and Techniques
Contents	<ol style="list-style-type: none"> 1. Conceptualization of the Research Process <ul style="list-style-type: none"> . Theory (s) and type (s) - definition and levels of complexity . Role (s) of the theory (s) in the research process . Defining the problem . Construction of the analysis model 2. Research strategies and research models <ul style="list-style-type: none"> . Oriented strategies and test strategies aimed at the discovery . Matching research strategies, empirical object and purpose of the study . Relations between the strategies and techniques of research 3. Techniques of data collection <ul style="list-style-type: none"> . General approach of the main techniques . The techniques of investigation - interviews, questionnaires and life histories <ul style="list-style-type: none"> . The questionnaire . The interview . The life stories 4. Sampling <ul style="list-style-type: none"> . Introduction to sampling procedures

	<ul style="list-style-type: none"> . Random Samples . Non-random samples <p>5. Dealing with quantitative data</p> <ul style="list-style-type: none"> . Estimation . Hypothesis testing . Correlation and linear regression <p>6. Dealing with qualitative data</p> <ul style="list-style-type: none"> . Fields of application . Technical analysis of qualitative data
<p>Methodologies and Evaluation</p>	<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> <ul style="list-style-type: none"> a) 1 test: at the end of the semester (50% for the final mark); 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.

Curriculum Unit	Work Placement
<p>Contents</p>	<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>
<p>Methodologies and Evaluation</p>	<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). The elements taken into account for assessment are as follows: work placement plan; regular progress reports; quality assessment form for completion by the advisor; technical evaluation of the training venue, the work placement final report.</p>