



Ficha de Unidade Curricular

DESIGNAÇÃO DA UNIDADE CURRICULAR:

Inglês para Jornalismo

DESIGNATION OF CURRICULAR UNIT:

English for Journalism

SIGLA DA ÁREA CIENTÍFICA EM QUE SE INSERE / SCIENTIFIC AREA ACRONYM

CH

DURAÇÃO / DURATION (Anual, Semestral)

Semestral

HORAS DE TRABALHO / WORK HOURS (número total de horas)

45 h

HORAS DE CONTACTO / CONTACT HOURS (discriminadas por tipo de metodologia adotado - T - Teórico; TP - Teórico-prático; PL - Prático e laboratorial; S- Seminário; OT - orientação tutorial)

30 + 15



% HORAS DE CONTACTO A DISTÂNCIA / % REMOTE CONTACT HOURS

Sem horas de contacto à distância/No remote hours

ECTS

5 ECTS

DOCENTE RESPONSÁVEL E RESPETIVA CARGA LETIVA NA UNIDADE CURRICULAR (PREENCHER O NOME COMPLETO):

Isabel Simões-Ferreira - 90h

RESPONSIBLE ACADEMIC STAFF MEMBER AND LECTURING LOAD IN THE CURRICULAR UNIT (FILL IN THE FULLNAME):

Isabel Simões-Ferreira - 90h

OUTROS DOCENTES E RESPETIVAS CARGAS LETIVAS NA UNIDADE CURRICULAR (PREENCHER O NOME COMPLETO):

Patrícia Silva - 45h

OTHER ACADEMIC STAFF AND LECTURING LOAD IN THE CURRICULAR UNIT:

Patrícia Silva - 45h



OBJETIVOS DE APRENDIZAGEM (CONHECIMENTOS, APTIDÕES E COMPETÊNCIAS A DESENVOLVER PELOS ESTUDANTES):

- Desenvolver a capacidade de compreensão e estratégias de leitura dos alunos através de textos autênticos publicados pelas imprensas britânica e americana e outras fontes de informação.
- Expandir o conhecimento lexical, nomeadamente i) o chamado *core vocabulary* , relacionado com os temas abaixo indicados, que constituem o repertório usual das chamadas *hard news* ; ii) conhecimento de expressões ou vocábulos de alta frequência.
- Melhorar as competências orais dos alunos através de pequenas apresentações com vista a fomentar auto-confiança , competências de síntese e de auto-monotorização.
- Desenvolver as competências de escrita dos alunos através da escrita de resumos e resumos-análise, perguntas de interpretação, paráfrase e/ou outras atividades de escrita.
- Aumentar a literacia geográfico-cultural dos alunos sobre assuntos da atualidade.



LEARNING OUTCOMES OF THE CURRICULAR UNIT:

- To develop students' comprehension skills and reading strategies by using authentic texts published by the British/American press and other information sources;
- to expand students' lexical knowledge, namely i) the core vocabulary related to the topics mentioned below, which, as a rule, constitute the repertoire of the so called hard news ii) other useful high-frequency words or expressions;
- to improve students' oral skills by asking them to give short oral presentations to stimulate self-confidence and create an awareness of their communication, summarizing and self-monitoring skills.
- to develop students' writing skills through summary and summary-analysis, comprehension questions, paraphrasing and/or other writing activities.
- to raise students' overall geographical and cultural awareness about current issues.

CONTEÚDOS PROGRAMÁTICOS:

Reading Topics

A-Media, Information and Manipulation

B-Europe & The USA

C-Asia, Russia & Latin America



SYLLABUS:

Reading Topics

A-Media, Information and Manipulation

B-Europe & The USA

C-Asia, Russia & Latin America

DEMONSTRAÇÃO DA COERÊNCIA DOS CONTEÚDOS PROGRAMÁTICOS COM OS OBJETIVOS DA UNIDADE CURRICULAR:

Se compararmos os objetivos de aprendizagem com os conteúdos programáticos acima descritos, verificamos que os alunos têm de ler, analisar e interpretar textos de fontes autênticas, pertencentes a áreas temáticas específicas relacionadas com as chamadas *hard news* por forma a desenvolver as quatro competências linguísticas básicas (ler, ouvir, falar e escrever) e a aumentar a sua competência cultural acerca do mundo em que vivem.

DEMONSTRATION OF THE SYLLABUS COHERENCE WITH THE CURRICULAR UNIT'S OBJECTIVES:

If we compare the learning outcomes with the syllabus contents above indicated, we will realize that students have to read, analyze and interpret authentic texts in English which belong to specific thematic areas related to the so called *hard news* in order to develop the four basic linguistic skills (reading, listening, speaking and writing) and raise their overall cultural awareness of the world in which we live.



METODOLOGIAS DE ENSINO:

O sistema de avaliação é contínuo. Segue-se uma abordagem comunicativa, centrada no aluno, cuja nota final depende de um conjunto de trabalhos e tarefas: apresentações orais, trabalhos de casa, participação na aula e teste escrito.

TEACHING METHODOLOGIES:

The evaluation system is continuous. A communicative-based, student-centred approach is followed. Students are graded on the basis of a set of assignments and tasks: oral presentations, home assignments, class participation and written test.

AVALIAÇÃO

Apresentação oral (25%), trabalhos de casa e participação na aula (15%), teste escrito (60%).

EVALUATION

Oral presentation (25%); home assignments and in-class participation (15%); written test (60%).



DEMONSTRAÇÃO DA COERÊNCIA DAS METODOLOGIAS DE ENSINO COM OS OBJETIVOS DE APRENDIZAGEM DA UNIDADE CURRICULAR:

A combinação de um programa baseado em conteúdos específicos com uma abordagem comunicativa, centrada no aluno, visa:

- equipar os estudantes com mecanismos de descodificação de textos jornalísticos e académicos autênticos, relevantes para a sua área de formação;
- fornecer-lhes competências necessárias (especialmente aquisição de vocabulário) para integrar os exercícios de leitura com os significados específicos e globais dos textos ;
- dar-lhes a oportunidade de sintetizar, criticar e negociar o(s) sentido(s) dos textos com os colegas para melhorar a sua fluência oral;
- aplicar a informação recebida a outros assuntos ou contextos fora da sala de aula.

DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES:

The combination of a content-based syllabus with a communicative-based, student-centred approach aims at:

- equipping students to tackle authentic, relevant journalistic and academic texts;
- providing students with the necessary skills (especially vocabulary acquisition) to integrate reading with the specific/detailed and overall meanings of texts ;
- giving students the opportunity to summarize, criticize and negotiate texts? meanings with their classmates to improve their oral fluency;
- applying the information received to issues or situations outside the classroom.

**BIBLIOGRAFIA PRINCIPAL:
MAIN BIBLIOGRAPHY:**



Topic A

- Ball, J., ? **A Bullshit Culture** ?, in *Post-Truth* , London, Biteback Publishing, 2017: 221-234.
- Castells, M., ? **Informational Politics and the Crisis of Democracy** ? , in *The Power of Identity* , Massachussets, Backwell Publishers, 2000: 313-323; 333-353.
- Chapman, J. & Nuttall, N., ? **Magna Carta and Journalism Today** ?, in *Journalism Today* , West Sussex: Wiley-Blackwell, 2011: 22, 24-25, 27-28.
- Kenes, B., **Rupert Murdoch, a Populist Emperor of the Fourth Estate** , European Center for Populism Studies, Dec. 2020: 1-27.
- Pilger, J., ? **The Hidden Power of the Media** ?, *Socialist Review* , Issue 200, 1996.
- Williams, Z., **Racism, Misogyny, Lies: How did X become so full of Hatred? And is it Ethical to keep using it?**, *The Guardian* , 5 Sep. 2024.

Topic B

- American Humour. Stinglike the Bee** , *The Economist* , July 26th-1st August 2025: 68-70.
- Charlie Kirk: Trump ally and divisive provocateur who became US right?s youth whisperer?** , *The Guardian* , 11 Sept. 2025.
- Charlie Kirk. Crushing it** , *The Economist* , July 26th-1st August 2025: 37.
- Elliot, L., **The German Problem? It?s an Analogue Country in a Digital World** , *The Observer* , 1 Sep. 2024.
- Farrell, H., **The Weaponized World Economy**, *Foreign Affairs* , Sept./Oct. 2025: 8-23.
- Fix, L. & Z. Liu, **Berlin?s Delicate Balance with Beijing** , *Foreign Affairs* , 1 August, 2023.
- Germany?s Chancellor. The Aussenkanzler**, *The Economist*, August 23rd 2025: 27.
- Kimmage, M., **The World Trump Wants**, *Foreign Affairs* , March/April 2025: 8-21.
- Leingang, R., **What is Project 2025 and What does it Have to do with a Second Trump Term?** , *The Observer*, 26 May 2024.
- Martinson, J., **A desperate, opportunist press and vicious politicians: no wonder the debate on refugees is so awful**, *The Guardian*, 1 September 2025.
- Mazzucato, M., **The Broken Economic Order** , *Foreign Affairs* , March/April 2025: 121-132.



- Milley, M. & E. Schmidt, **America Isn't Ready for the Wars of the Future** , *Foreign Affairs* , Sep/October 2024: 26-37.

O'Toole, F., **Disunited Kingdom** , *Foreign Affairs* , March/April, 2023: 106-118.

-Ryan, F., Did Labour really think it was a good idea to let Farage hijack the summer headlines?, *The Guardian* , 1 September 2025.

- **Taxes on Smoking, Drinking & Driving Fund Europe's Welfare State** , *The Economist* , July 26th-1st August 2025: 24

- **The Meaning of 'Bosh'** , *The Economist*, August 23rd -29th 2025: 24.

- Zegart, A., **The Crumbling Foundations of American Strength**, *Foreign Affairs* , Sep/October 2024: 136-147.

Topic C

-**Asian Elites. Infinite Jets** , *The Economist* , July 26th-1st August 2025: 41-42.

-**Bindeshwar Pathak. India's Toilet Man** , *The Economist* , 26 August-1 September, 2023:82.

-**Cuba. The Worms Return**, *The Economist* , 8-14 July, 2023: 42.

-Farah, D., **The Maduro Regime's Illicit Activities**, *Atlantic Council* , Washington, August 2020: 1-11.

-Friedberg, A., **Stopping the next China Shock**, *Foreign Affairs* , Sep/October 2024: 177-189 .

-Gabuev, A., **The Russia that Putin made** , *Foreign Affairs*, May/June 2025: 40-51.

- **Going out**, *The Economist*, 3-9 Aug. 2024: 11-12.

- **I got too rich in North Korea and had to fake my own death? A Defector's Story** , *The Guardian* , 11 July 2016.

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- Kolesnikov, A., **The End of the Russian Idea**, *Foreign Affairs*, September/October, 2023: 60-76.

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-Phillips, T. & P. Torres, **Being on Camera is no longer Sensible?: Persecuted Venezuelan Journalists turn to AI** , *The Guardian* , 27 Aug. 2024.

-**No Escape** , *The Economist* , July 26th-1st August 2025: 92.

-**Power Trip**, *The Economist*, 26 Aug.-1 Sep. 2023: 62-65.



- Risk-averse China, *The Economist* , 24-30 Aug. 2024: 35.
- Slowing down, Trading up, *The Economist* , 3-9 Aug. 2024: 44.
- Stephens, B., King Jong-Un and the Art of Tyranny , *The Guardian* , 7 Sep. 2017
- Vaishnav, M., Is India's Rise Inevitable? *Foreign Affairs* , May/June 2023: 179-185
- Where to from here? , *The Economist* , 9 Sep. 2023: 37-39.
- Zygar., M., Russia's War on Woke, *Foreign Affairs* , 2 January 2024.

1000 caracteres

OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL (ODS) / SUSTAINABLE DEVELOPMENT GOALS (SDGs)

OBSERVAÇÕES (assinalar sempre que a UC seja optativa)

OBSERVATIONS