



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 horas/hours

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 T + 15 TP

% HORAS DE CONTACTO A DISTÂNCIA / % REMOTE CONTACT HOURS

Sem horas de contacto à distância/No remote hours

ECTS

No remote hours



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

Isabel Maria do Nascimento Simões-Ferreira - 45 horas

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

Isabel Maria do Nascimento Simões-Ferreira - 45 hours

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

Patrícia Lobo - 45 horas

Patrícia Silva - 45 horas

OTHER ACADEMIC STAFF AND LECTURING LOAD IN THE CURRICULAR UNIT:

Patrícia Lobo - 45 hours

Patrícia Silva - 45 hours

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 em língua inglesa por *media* internacionais 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 international English-language media 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

D-Latin America



SYLLABUS:

Reading Topics

A-Media, Information and Manipulation

B-Europe & The USA

C-Asia & Russia

D-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 as suas competências político/geográficas e culturais 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 political/geographical and cultural Knowledge of the world in which they live.

METODOLOGIAS DE ENSINO:

Segue-se uma abordagem comunicativa, com base no desenvolvimento de competências de leitura, centrada no aluno.

TEACHING METHODOLOGIES:

A reading-skills, communicative-based, student-centred approach is followed.



AVALIAÇÃO

A avaliação tem por base os seguintes elementos: apresentações orais (25%), trabalhos de casa e participação nas aulas (15%), teste escrito (60%).

EVALUATION

Students are graded on the basis of a set of assignments and tasks: oral presentations (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:



A. Media, Information & Manipulation

- **AI ideological slant** , *The Economist* , June 27th 2026: 16-18.
- Ball, J., " **A Bullshit Culture** ", in *Post-Truth* , London, Biteback Publishing, 2017: 221-234.
- **Bots meet voters** , *The Economist* , June 27th 2026:9.
- Chapman, J. & Nuttall, N., " **Magna Carta and Journalism Today** ", in *Journalism Today* , West Sussex: Wiley-Blackwell, 2011: 22, 24-25, 27-28.
- Chira, S., **The Promise and Limits of a Free Press**, *Foreign Affairs* , 2 December 2025.
- Kenes, B., **Rupert Murdoch, a Populist Emperor of the Fourth Estate** , European Center for Populism Studies, Dec. 2020: 4-7; 20-27.
- 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?** *The Guardian* , 5 Sep. 2024.
- **Why AI Labs are hiring philosophers?** , *The Economist* , June 27th 2026: 68.

B. Europe & the U.S.

1. Europe

- **All the continent's a stage . Dismissing Europe as a museum is glib. Think of it as a theme park** , *The Economist* , 25th July 2026: 20.
- **Andy who?**, *The Economist* , June 27th 2026: 10.
- Beckett, A., **The pressure on Burnham to appease the right is huge**, *The Guardian* , 5 September 2026.
- Berman, S., **A Democracy safe for the world** , *Foreign Affairs*, July/August, 2026: 185-192.
- Elliot, L., **The German Problem? It's an Analogue Country in a Digital World** , *The Observer* , 1 Sep. 2024.
- **Europe's latest excuse** , *The Economist*, 27th June 2026: 12-13.
- **Ever slower union** , *The Economist* , June 27th 2026: 24.
- **Far-right AfD wins key German state election but falls just short of majority** , *The Guardian* , 7 September 2026.
- 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:
- **France's Populist Right - Provenance of Concept** , *The Economist*, 27th June 2026: 20.



- **Germany's cities. Crumbling schools, empty coffers**, *The Economist*, 27th June 2026: 21-22.

- Laya, A., **The Resurgence of Europe**, *Foreign Affairs*, May 12, 2025.

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- Pahlka, J. & A.Greenway, **Democracies need creative destruction**, *Foreign Affairs*, Sept.-October, 2026: 170-181.

2.The U.S.

- **Croesus or Cassandra?The world's richest man sets out his vision for the future of AI-and humanity**, *The Economist*, 25th July 2026: 50.

- Jong, S.de, **The Ideological Scriptwriters of Donald Trump's Film are a Motley Anti-liberal Bunch**, NRC/NIAS, 8 May 2025.

- Kimmage, M., **The World Trump Wants**, *Foreign Affairs*, March/April 2025 : 8-21.

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- Mazzucato, M., **The Broken Economic Order**, *Foreign Affairs*, March/April 2025: 121-132.

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

C. Asia & Russia

1.China

- Johnson, I., **Xi's Age of Stagnation**, *Foreign Affairs*, Sep/October, 2023: 102-117.

- **Risk-averse China**, *The Economist*, 24-30 Aug. 2024: 35

- **Slowing down, Trading up**, *The Economist*, 3-9 Aug. 2024: 44.

- **Where to from here?**, *The Economist*, 9 Sep. 2023: 37-39.

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

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

- Ratner, E. & N. Danby, **The Fault Lines in China's Power**, *Foreign Affairs*, July /August 2026: 135-150 .

- Froman, M., **The Next Global Economic Crisis Could Be made in China**, *Foreign Affairs*, September /October 2026: 84-96.

2. India



- Vaishnav, M., **Is India's Rise Inevitable?** *Foreign Affairs* , May/June 2023: 179-185.

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

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

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

3. North Korea

- Stephens, B., **King Jong-Un and the Art of Tyranny** , *The Guardian* , 7 Sep. 2017.

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

-**Pak, J., How North Korea won**, *Foreign Affairs* , May/June 2026:100-113.

4. Russia

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

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

- Zygar, M., **Russia's War on Woke**, *Foreign Affairs* , 2 January 2024.

D.Latin America

1. Cuba

-**Brought to heal. Cuba's doctors are its most valuable exports, making them a target for Trump** , *The Economist* , 25th July 2026: 38-40.

-**Cuba on the brink**, *Foreign Affairs* , January 2026. (s/ pp.)

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

2.Venezuela

- Corrales, J., **Venezuela needs regime change** , *Foreign Affairs* , May/June 2026: 143-153.

-**Ore and Peace. The United States is driving gangsters out of the mines** , *The Economist*, 27th June 2026:44.



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

4 - Garantir o acesso à educação inclusiva, de qualidade e equitativa, e promover oportunidades de aprendizagem ao longo da vida para todos / 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

OBSERVAÇÕES (assinalar sempre que a UC seja optativa)

OBSERVATIONS