COMMUNICATION STRUCTURE

COURSE: FIRST
SEMESTER: SECOND
TYPE: MANDATORY
CREDITS: 6
LANGUAGE: ENGLISH
SENIOR LECTURER: CARLES LAMELO

OBJECTIVES:

This subject trains the students to know and dominate the communication structure of the most representative regions in the world from the view of the establishment of the global agenda. Throughout the class sessions, we will make a deep analysis of the concept of communication system and its implication in the territory where they serve and its interaction with geopolitics.

The sessions are structured in theoretical contents, which stimulate the analysis and are combined with the study of real cases, as well as the analysis of content related to the geographic areas involved.

The students will be able to compare audience data and economic results of different global clusters and regional communicative actors of enormous influence, as well as comprehending the peculiarities of the different communication systems.

This subject reserves a place to Galaxy 2.0 as new mean of communication “pana-estatal” and “extra-territorial”, which in most cases interacts with multiscreen society and transmedia content.

Throughout the term, we will critically analyze the role that should play the creators of content and news-editing companies, especially concerning social responsibility. This analysis becomes more intense in the case of public means of communication, as well as those that have the duty of preserving the owing culture in a moment of cultural and economic convergence, result of the globalization of communication.
COMPETENCES:

BASICS

- **CB2** Students can apply their knowledge and professional skills in the workplace and have necessary skills, which can be, demonstrated when they engage in developing and defending arguments and solve problems in their area of study.
- **CB3** Students can collect and interpret relevant data (appropriate to their discipline) in order to critically evaluate arguments and evidence, including a reflection on social, scientific and ethical aspects.
- **CB4** Capacity of transmitting information, ideas, problems and solutions to a specialized or not specialized public.

GENERALS

- **CG1** Developing of linguistic skills, learning to express adequately and convincingly in different situations of oral and written communication in English and the language of the community.
- **CG6** Students can solve problems, design strategies and evaluate the repercussion of the proposed solutions from theoretical and practical perspectives offered by Social Science.
- **CG7** - Students can critically assess opinions, situations and behaviors, including those that are typical of their work environment.

SPECIFICS

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LEARNING OUTCOMES:

R1 – Students will be able to analyze the organization of the communication market in a national level as well as internationally.
R3 – Students will respect the ethical principles of communication and apply them to their professional activity.
R11 – Students will skillfully deal with complex situations or situations, which require developing of new solutions, both in academic and professional contexts within their discipline.
R12 – Students will be able to gather and interpret data and information useful to found their conclusions including reflections, when necessary and relevant, concerning social, scientific or ethical topics inside their study field

SYLLABUS:

1. Politics, markets and communication policies
2. Global activism
3. Media concentration and the Public Interest
4. The Internet as Mass Medium
5. The Media in the Age of Digital Communication
6. Case study: TV News Channels around the World
   a) BBC
   b) CNN
   c) Al Jazeera
7. Globalization and communicative dependence
8. Media Ownership and Media Concentration
9. Media map: Media concentration around the World
   a) United States
   b) Europe
   c) Latin America
   d) Mexico and Canada
   e) Asia
   f) Israel and Australia
   g) Africa
10. Distortion of information
11. The impact of Television in the Digital Age
12. Infotainment and news storytelling
13. Online news media in the Web 2.0 era

EVALUATION SYSTEM:

There will be two exams with a total value of 50% of the final mark (30% and 20%); the remaining 50% will be obtained from different essays, class participation, discussions about the conclusions reached on individual essays, and oral presentation of group works.

#Grade available to be overcome: Exams can be always overcome provided that the student had passed the other 50% of his assessment: class participation and exercises. The rest of activities cannot be overcome.

#Activities Delivering: Activities delivered after deadline will not be accepted, neither individual nor team ones. Likewise, if they are not delivered in PDF format. If the student does not deliver the activities on time and required format, he can try to get them approved (5) only if they have a good presentation and they are delivered in seven calendar days after the original deadline has passed.

#The teacher will take into account the student development, his willingness and his class participation. Student improvement and follow-up assessment will be valued.

<table>
<thead>
<tr>
<th>ACTIVIDAD 01</th>
<th>WHO OWNS THE MEDIA</th>
<th>INDIVIDUAL / MANDATORY</th>
<th>10/3/17</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVIDAD 02</td>
<td>COMPARATIVE ANALYSIS BBC / CNN 24h</td>
<td>INDIVIDUAL / MANDATORY</td>
<td>2/5/17</td>
<td>10%</td>
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<td>ACTIVIDAD 03</td>
<td>MEDIA CONGLOMERATE ANALYSIS</td>
<td>TEAM / MANDATORY</td>
<td>22/5/17</td>
<td>10%</td>
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<tr>
<td>ACTIVIDAD 04</td>
<td>AUDIOVISUAL TRANSMEDIA PROJECT</td>
<td>TEAM / MANDATORY</td>
<td>24/3/17</td>
<td>10%</td>
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<tr>
<td>ACTIVIDAD 05</td>
<td>PUBLIC PRESENTATION TRANSMEDIA PROJECT</td>
<td>TEAM / MANDATORY</td>
<td>27/3/17</td>
<td>10%</td>
</tr>
<tr>
<td>PARTIAL EXAM</td>
<td></td>
<td>INDIVIDUAL / MANDATORY</td>
<td></td>
<td>30%</td>
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<tr>
<td>FINAL EXAM</td>
<td></td>
<td>INDIVIDUAL / MANDATORY</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

100%
**METHODOLOGY:**

The subject is classroom-based and combines theoretical knowledge with its practical implementation. Through classroom sessions, the teacher will expose contents of the program using different learning methodologies, besides making group activities in which acquired knowledge will be put into practice. Furthermore, the students must do individual activities during the hours of personal work.

Additionally, during the hours of personal work, the students will make a final project by groups with their respective oral presentations at the end of the academic period. They will have hours of tutoring with the teacher with the purpose of supervising and guiding the development of the project.

Finally, we recommend to the students that they use some hours of personal work to this subject every week in order to consolidate the acquired knowledge of each topic. This personal work will consist of making a review of theoretical aspects given in class and complement them with the basic bibliography.

**#Audio-visual Materials:** In order to facilitate the acquisition of knowledge and to stimulate critical debate, the subject will involve the viewing of audio-visual materials in class. The teacher will provide additional information and a viewing record for each material used, so that the student can complete the viewing at home or search about the issue in his autonomous work time.

**#Course Materials:** The teacher will provide a link at the beginning of the course that allows the download of academic papers and international studies that can be used when preparing classes. It is important that students bring these materials on their computer every session where necessary. Only those materials indicated by the teacher will be included in the midterm or final exam.

**#Power Point Materials:** To provide knowledge acquisition, teachers will use Power Point presentations and graphics. All these materials will be available in the Platform before the end of the year and also in Slide Share. In any case, these are support materials to make classes more dynamic but they are NOT a substitute of the student’s own notes. It is very
important to note that the essential materials are what is explained in class, what is debated from audio-visual materials and the academic papers.

REFERENCE BOOK:

Hallin, Daniel C. Sistemas mediáticos comparados: tres modelos de relación entre los medios de comunicación y la política. Barcelona: Hacer, 2008
ISBN: 9788496913127

COMPLEMENTARY BIBLIOGRAPHY:


Díaz, Lorenzo. 50 años de TVE. Madrid: Alianza, 2006.
- Romero-Ángeles, J. M. "Los informativos diarios en BBC y TVE." Comunicar, 2011: 204-204.

WEBGRAFÍA:

http://datos.bancomundial.org/
http://ec.europa.eu/eurostat
http://elpais.com/
http://internacional.tripodos.com/
http://timesofindia.indiatimes.com/
http://www.aljazeera.com/
http://www.asahi.com/
http://www.bhaskar.com/
http://www.cankaoxiaoxi.com/
http://www.cidob.org/
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https://www.wsj.com/europe