



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
MEDIA ENGLISH LANGUAGE	

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Solveiga Sušinskienė	Vilnius University Šiauliai Academy
Other:	

Study cycle	Type of the course unit
First	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face	Autumn	English

Requisites	
Prerequisites: English language (B1/B2)	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	32	101

Purpose of the course unit		
The study subject aims to introduce students to the texts (verbal and written) of the New Media genre in English and connect them with personal reflection.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Will be able to define the methods used in the analysis of New Media texts and their differences.	Information search task, Literature analysis, Traditional lecture	Examination, Verbal-illustrated presentation, Control work
Based on the categories and cultural aspects of individual media genres, will be able to analyze texts of various media genres.	Information search task, Literature analysis, Traditional lecture	Examination, Verbal-illustrated presentation, Control work
Will be able to connect theoretical concepts and concepts related to media text, language, lexicon, etc. and properly use the terms of the relevant media.	Information search task, Literature analysis, Traditional lecture	Examination, Verbal-illustrated presentation, Control work
Will be able to raise problematic questions by linking theoretical material and practical tasks.	Discussion, Information search task, Concept mapping	Examination, Verbal-illustrated presentation, Control work
Using the approaches of modern theory, will be able to describe, create and present various media texts in detail.	Information search task, Traditional lecture	Examination, Verbal-illustrated presentation, Control work

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Introduction to New Media; communication methods (television, cinema, advertising, Internet, videos and recordings, newspapers and magazines, computer games).	2			2			4	15	Reading the indicated literature. Analysis, writing, presentation of the text of the specified media genre in English.
2. Television. Television genre creation in English. Expression of modality. Documentary in English and editing. Film genre in English.	2			2			4	12	Reading the indicated literature. Analysis, writing, presentation of the text of the specified media genre in English.
3. Writing a film script. Writing a movie review. Technical dictionary of film genre in English.	2			2			4	12	Reading the indicated literature. Analysis, writing, presentation of the text of the specified media genre in English.
4. Genre of social networks. A technical dictionary of the social media genre. Planning and writing a blog. Creating a podcast text in English.	2			2			4	12	Reading the indicated literature. Analysis, writing, presentation of the text of the specified media genre in English.
5. Advertising genre. Creation of text for print and video advertising genre. Advertising genre in English. Advertising slogans in English.	2			2			4	12	Reading the indicated literature. Analysis, writing, presentation of the text of the specified media genre in English.
6. Analyzing narrative (story and narration): breaking down the story of the text into syntagmatic and paradigmatic structure of events.	2			2			4	12	Reading the indicated literature. Analysis, writing, presentation of the text of the specified media genre in English.
7. Linguistic analysis of media discourse (Media stylistics).	2			2			4	12	Reading the indicated literature. Analysis, writing, presentation of the text of the specified media genre in English.
8. Marketing genre. Dictionary of communication strategies in English.	2			2			4	14	Reading the indicated literature. Analysis, writing, presentation of the

									text of the specified media genre in English.
Total	16			16			32	101	

Assessment strategy	Weight %	Deadline	Assessment criteria
Examination	50%	During the examination session	<p>Four points are given for the exam. The exam consists of:</p> <p>One theoretical question. The question is formulated according to the topics specified in the content of Media English Language. The completeness and accuracy of the answers are evaluated.</p> <p>One practical task. The question is formulated according to the topics specified in the content of Media English Language. It is checked how the student is able to apply theoretical knowledge in practice (based on certain theories and methodologies of media text analysis).</p> <p>4 points: the theoretical question was answered accurately and in detail, the task was completed without errors.</p> <p>3 points: the theoretical question is answered in insufficient detail, there are errors in the task.</p> <p>2 points: the theoretical question is answered incompletely, with factual errors, there are errors in the task.</p> <p>1 point: the theoretical question is not answered, the task is completed, but there are many fundamental errors in it.</p>
Verbal-illustrated presentation	25%	During the semester	<p>Three points can be given for the report (the completeness of the presentation, accuracy, the ability to support theoretical statements with specific examples are evaluated). The following parts are also evaluated: content, language structure, expression, correctness of language, and presentation. The work is presented in live speech, not only by reading a prepared text. Controlled presentation time (10 min. The student answers the questions asked.):</p> <p>3 points: a student speaks fluently, does not use notes. The content is informative, logical, the structure is consistent, the language is impeccable. The thoughts are expressed clearly, he/she demonstrates their competence in the matter under consideration. The main results are presented. The presentation is visually effective. Creative audience activation and engagement tools are used, excellent contact with the audience is maintained, and delivery time is managed. Academic style and research culture are used: sources and citations are handled appropriately, wording and style meet the requirements of academic work. The student answers the questions asked.</p> <p>2 points: a student speaks fairly fluently, only occasionally using notes. The content is partly informative, language mistakes are made. The thoughts are expressed clearly, but he/she only partially demonstrates their competence in the matter under consideration. A student does not follow the logic of presentation - confuses essential and additional information. The speaker tries to get the main points across, but does not put enough effort into holding the audience's attention. The presentation is partly visually effective. The student answers only a part of the questions asked.</p> <p>1 point: a student constantly uses notes. The content is unattractive, the presentation is inconsistent, uninformative, many language mistakes are made. The ideas are expressed clearly when reading notes, but he/she is unable to speak fluently without notes. Only partially demonstrates their competence in the subject matter. A student does not follow the logic of presentation - confuses essential and additional information. The presentation is poorly visually effective (overloaded with text, little use of visual aids, means of</p>

			audience activation and involvement). The student answers only a part of the questions asked.
Control work	25%	During the semester	Two points can be given for the control work (the completeness and accuracy of the written control work are evaluated): 2 points: answers are detailed, logical, based on knowledge and understanding, critical assessment. Answers are reasoned, the essence of the studied material is understood. All the questions asked by the teacher are answered. 1 point: the answers are short, only partially demonstrating knowledge and understanding, but showing that a student is familiar with the specifics of the material under consideration. Some of the answers are wrong or the question is not answered.

Author(-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Nick Ceramella, Elizabeth Lee	2010	Cambridge English for the Media		Cambridge: Cambridge University Press (available online)
Rodney H. Jones, Sylvia Jaworska, Erkan Aslan	2020	Language and Media: A resource Book for Students		Routledge (available online)
Buckingham David	2003	Questioning the Media: A Guide for Students		UNESCO (available online)
Lev Manovich	2000	The Language of New Media		The MIT Press Cambridge, Massachusetts, London, England (available online)
Simpson, P.	2004	Stylistics. A resource book for students		Routledge. London and New York (available online) Access via Internet pdf formatu: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.457.5028&rep=rep1&type=pdf
Helen Fulton	2005	Narrative and Media		Cambridge: Cambridge University Press (available online)
Recommended reading				
Klaus Bruhn Jensen	2002	A Handbook of Media and Communication Research		Routledge
Jean Aitchison, Diana M. Lewis	2004	New Media Language		Routledge