Prerequisites

Students will have to acquire the basic knowledge of certain software, such as text editors, video editors, audio editors (audacity), and network tools such as text messaging, around google (google docs, gmail ...) and hosts such as youtube, vimeo or soundcloud.

Objectives and Contextualisation

1. General learning objectives:
   - Acquire skills in the knowledge and use of the expressive systems and resources of written and audiovisual languages in the field of publicity and public relations.
   - Deepening the knowledge related to image and sound and linked to the audiovisual language, which allow to analyze and evaluate the effectiveness of advertising audiovisual productions.
   - Acquire skills that allow the creation of written and audio-visual messages that are suitable for advertising communication and public relations.

2. Specific learning objectives:
   - Acquisition and understanding of knowledge:
     Explain what audiovisual language is, taking into account various conceptual approaches.
     Understand the expressive systems of image and sound and describe the main technical-expressive features.
     Understand the basic characteristics of written language and graphic composition.
   - Application of knowledge:
     Plan efficient audio-visual assemblies based on the basic aspects of composition and combination of visual and / or sound and / or textual forms.
     Plan audiovisual assemblies according to the rhythm of the product and the decoding of the same by the receiver.
     Organize the temporary sequencing of an audiovisual piece.
   - Analysis and synthesis of knowledge:
     Relate the process of audiovisual creation with the perceptive and sociocultural aspects of the recipients.
     To attend to the receptive capacities of the receivers in order to facilitate the understanding of the audiovisual setting.
     Choose the narrative and expressive treatment that is most appropriate according to the advertising story that must be produced.
     Create and plan an audiovisual advertising story.
   - Assessment of knowledge:
Evaluate the communicative effectiveness of an audiovisual advertising piece (or pieces) attending to technological and perceptive aspects. Justify the decision to use expressive or other resources, according to narrative, expressive, perceptive and technological criteria. To propose new forms of narrative and expressive treatment of an advertising piece that promote communicative effectiveness.

**Competences**

- Demonstrate adequate knowledge of Catalonia's socio-communicative reality in the Spanish, European and global context.
- Demonstrate knowledge of the narrative and expressive characteristics of audiovisual languages.
- Demonstrate knowledge of the structure and functions of the technological context that plays a role in the advertising communication process.
- Differentiate the discipline's main theories, fields, conceptual developments, theoretical frameworks and approaches that lay the foundations for the discipline's knowledge and its different areas and sub-areas, as well as its value for professional practice by means of specific cases.
- Identify modern communication traditions in Catalonia, Spain and worldwide and their specific forms of expression, as well as their historic development and the theories and concepts that study them.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Research, select and arrange in hierarchical order all kind of sources and useful documents for the development of advertising messages.
- Rigorously apply scientific thinking.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use a third language as a working language and means of professional expression in the media
- Use advanced technologies for optimum professional development.

**Learning Outcomes**

1. Communicate using language that is not sexist or discriminatory.
2. Consider how gender stereotypes and roles impinge on the exercise of the profession.
3. Contextualise the different advertising trends and the work of renowned advertisers.
4. Critically analyse the principles, values and procedures that govern the exercise of the profession.
5. Differentiate the specificities of written and audiovisual languages.
6. Explain the basic principles of sound and image recording in handling audiovisual recording equipment.
7. Explain the development of modern advertising traditions in the world.
8. Find substance and relevance in documents on theory, structure and communication in a third language.
9. Identify situations in which a change or improvement is needed.
10. Identify the basic principles of building the professional microphone voice.
11. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
12. Interpret and discuss texts regarding the main communication, advertising and public relations theories and present the summary of the analysis in writing and in public.
13. Propose projects and actions that incorporate the gender perspective.
14. Recognise the basic principles of audiovisual performance before a microphone and camera.
15. Research, select and arrange in hierarchical order all kind of sources and useful documents for the development of advertising messages.
16. Rigorously apply scientific thinking.
17. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
18. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
19. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
20. Use advanced technologies for optimum professional development.
21. Use technological instruments for the composition and editing of graphic messages.

Content

Topic 1: Communicative languages
Audiovisual languages: the fixed image, the moving image, the sound. The graphic composition. Written language
The receptor and its perceptive and comprehensive capacity.

Topic 2: Audiovisual language in advertising communication and public relations: the image
Moving image Characteristics.
Narrative units: the plan (typology), the scene, the sequence.
Composition of the image. Field and out of field.
Camera movements.
Accomplishment: Raccord. Axle leap
Assembly Transitions

Topic 3: Audiovisual language in advertising communication and public relations: sound
Sound elements: word, music, sound effects, silence.
Sound plans

Topic 4: Audiovisual language in advertising communication and public relations: image and sound
Consistency and synchronization.
Narrative: construction of space and time.
Rhythm.
Audiovisual rhetoric
Recording planning. The script

Topic 5: Other communicative languages
The graphic composition.
Written, audiovisual and digital languages.
The multimedia language

The calendar detailed with the content of the different sessions will be presented on the day of presentation of the subject. It will be uploaded to the Virtual Campus, where students will also be able to access the detailed description of the exercises and practices, the various teaching materials, and any necessary information for the proper follow-up of the subject.

Methodology

The teaching methodology of the theoretical sessions is based on the expository method. These sessions use audiovisual resources as pedagogical support and work on the use of the question as an instrument to promote the synthesis or evaluation of central themes.

With regard to the seminar sessions, they focus on the task of directing students in the processes of analysis of communicative languages in advertising pieces. This task looks for the application of the contents worked in the expositive sessions and the autonomous activities of reading and analysis of written and audiovisual texts. In the sessions of laboratory practices, the aspects related to audiovisual production will be worked out, paying attention specifically to the use of communicative languages.

With the tutorials, as a supervised activity, students are accompanied and supported, individually or in small work teams, for the application of the knowledge acquired in the autonomous and directed activities.

The proposed teaching methodology and evaluation activities may undergo some modifications depending on
the health authorities’ attendance restrictions.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

**Activities**

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type: Directed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description and analysis of audiovisual pieces</td>
<td>8</td>
<td>0.32</td>
<td>4, 16, 15, 1, 3, 5, 6, 7, 10, 11, 9, 12, 13, 19, 18, 17, 14, 8, 21, 20, 2</td>
</tr>
<tr>
<td>Expository sessions</td>
<td>15</td>
<td>0.6</td>
<td>4, 16, 15, 1, 3, 5, 6, 7, 10, 11, 9, 12, 13, 19, 18, 17, 14, 8, 21, 20, 2</td>
</tr>
<tr>
<td>Production of audiovisual pieces</td>
<td>29.5</td>
<td>1.18</td>
<td>4, 16, 15, 1, 3, 5, 6, 7, 10, 11, 9, 12, 13, 19, 18, 17, 14, 8, 21, 20, 2</td>
</tr>
<tr>
<td><strong>Type: Supervised</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring of advertising audiovisual productions</td>
<td>7.5</td>
<td>0.3</td>
<td>4, 16, 15, 1, 3, 5, 6, 7, 10, 11, 9, 12, 13, 19, 18, 17, 14, 8, 21, 20, 2</td>
</tr>
<tr>
<td><strong>Type: Autonomous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning and production of audiovisual pieces</td>
<td>52.5</td>
<td>2.1</td>
<td>4, 16, 15, 1, 3, 5, 6, 7, 10, 11, 9, 12, 13, 19, 18, 17, 14, 8, 21, 20, 2</td>
</tr>
<tr>
<td>Readings, viewing and audiovisual analysis</td>
<td>30</td>
<td>1.2</td>
<td>4, 16, 15, 1, 3, 5, 6, 7, 10, 11, 9, 12, 13, 19, 18, 17, 14, 8, 21, 20, 2</td>
</tr>
</tbody>
</table>

**Assessment**

The competences of this subject will be assessed through various activities. In order to be able to opt for the evaluation of these activities, it must be attended to all sessions or 85% of the same if they are justified faults (justified does not mean that you have noticed that you are traveling, but rather it is An inevitable fault - illness, etc. -).

- Activity A: Follow-up and delivery of works commissioned for practices (PL) (40%)
- Activity B: Work of course and memory (TC) (20%)
- Activity C: Evaluation tests (PA) (40%)

To pass the subject you will have to have a note of 5, which will be obtained from the weighted calculation of the notes of each activity. To do this weighted calculation, the activities must have a minimum score of 4.5. If one of the sections does not reach 4.5, the average will not be calculated and the subject will not be exceeded. However, students can re-evaluate PA and TC. The PLs will not be able to be re-evaluated since it is about skills and abilities acquired throughout the course that can not be evaluated in a re-evaluation test.

Re-evaluation:
The students who have participated in the continuous evaluation and that do not exceed the PA or the TC, will be able to re-evaluate whenever they have obtained a minimum note of 3.5 points in the activity that they have suspended. PA is re-evaluated with a new PA. The TC will be re-evaluated by repeating the TC.

In the case of second enrolment, students may take a single synthesis test consisting of a theoretical and practical test. The grade of the subject will correspond to the grade of the synthesis test.
Plagiarism:
The student who performs any irregularity (copy, plagiarism, identity theft...) that can lead to a significant variation of the qualification of an evaluation act, will be qualified with 0 this act of evaluation. In case there are several irregularities, the final grade of the subject will be 0.

The proposed teaching methodology and evaluation activities may undergo some modifications depending on the health authorities' attendance restrictions.

Assessment Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of audiovisual publicity pieces (individual evaluation)</td>
<td>40%</td>
<td>2</td>
<td>0.08</td>
<td>4, 16, 15, 1, 3, 5, 7, 11, 9, 12, 13, 19, 18, 17, 8, 2</td>
</tr>
<tr>
<td>Course work and memory</td>
<td>20%</td>
<td>2</td>
<td>0.08</td>
<td>4, 16, 15, 1, 3, 5, 6, 7, 10, 11, 9, 12, 13, 18, 17, 14, 8, 21, 20, 2</td>
</tr>
<tr>
<td>Laboratory practices: production of diverse audiovisual fish (avaluació en grup)</td>
<td>40%</td>
<td>3.5</td>
<td>0.14</td>
<td>15, 1, 3, 5, 6, 10, 11, 12, 13, 14, 21, 20, 2</td>
</tr>
</tbody>
</table>

Bibliography

Basic:
Millerson, Gerald (1985): Técnicas de realización y producción en televisión. Madrid. IORTV.
Morales, Fernando (2013): Montaje audiovisual: teoría, técnica y métodos de control. Barcelona. UOC.
Salaverria, Ramón. (2001): Aproximación al concepto de multimedia desde los planos comunicativo e instrumental (http://www.ucm.es/info/period/Period_I/EMP/Numer_07/7-5-Inve/7-5-13.htm)
Complementary:

Software
Support tools:
Computers with software to make:
- Audio and video editing: ZaraStudio, ZaraRàdio, DaVinci Resolve, Movie-Maker (PC), I-Movie i SoundTrack (Mac), Audacity (PC i Mac).
- Audio and video editing: Movie-Maker (PC), I-Movie i SoundTrack (Mac), Audacity (PC i Mac).
- Photo skills (Picassa, eina de Google), composició gràfica, edició de textos.
Virtual Plataform: Google (amb les eines: gmail, llocs web, docs).
Hostings: audio - soundcloud (http://www.soundcloud.com)
Video - youtube (http://www.youtube.com).
Use of Ganesha server