

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
 «ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»**

**(ДГТУ)**

**КАФЕДРА**

**«Иностранный язык в сфере социогуманитарных наук»**

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**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**

**И КОНТРОЛЬНАЯ РАБОТА №1**

ПО ДИСЦИПЛИНЕ

**«ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ НА ИНОСТРАННОМ ЯЗЫКЕ»**

ДЛЯ МАГИСТРАНТОВ ЗАОЧНОЙ ФОРМЫ ОБУЧЕНИЯ

ПРОГРАММА+- ПОДГОТОВКИ

**42.04.01 Реклама и связи с общественностью**

Ростов-на-Дону

2023

**Требования к зачету**

**1**. Правильно выполненная контрольная работа, проверенная преподавателем.

**2.** Составленный глоссарий терминов (не менее 30 терминов), отобранных магистрантом в ходе работы с аутентичными профессиональными текстами (статьи, монографии, учебные материалы) по теме научно-исследовательской работы. Литература для работы с терминами может быть предложена научным руководителем или выбрана самостоятельно по согласованию с преподавателем иностранного языка.

**Содержание зачёта**

**В зависимости от уровня владения иностранным языком по согласованию с преподавателем иностранного языка магистрант может выбрать:**

1. Реферирование и письменное аннотирование профессионального текста (объем 1500 печатных знаков).

2. Беседа по научно-исследовательской работе магистранта

**Общие требования к выполнению контрольной работы**

Памятка магистранту

Контрольное задание предлагается в четырех вариантах. Номер варианта определяется по последней цифре номера зачетной книжки студента:

1, 2 , 3 – 1-й вариант;

4, 5 , 6 – 2-й вариант;

7 , 8 – 3-й вариант;

9 , 0 – 4-й вариант.

Контрольная работа должна быть выполнена в отдельной тетради. На обложке тетради необходимо указать следующие данные: факультет, курс, номер группы, фамилию, имя и отчество, дату, номер контрольного задания и вариант.

Первую страницу необходимо оставить чистой для замечаний и рецензии преподавателя.

Все предлагаемые к выполнению задания (включая текст заданий на английском языке) переписываются на левой стороне разворота тетради, а выполняются на правой.

Контрольная работа должна быть написана четким подчерком, для замечаний преподавателя следует оставить поля.

Контрольная работа, выполненная не полностью или не отвечающая вышеприведенным требованиям, не проверяется и не засчитывается.

Проверенная контрольная работа должна быть переработана студентом (та часть ее, где содержатся ошибки и неточности перевода или неправильное выполнение заданий) в соответствии с замечаниями и методическими указаниями преподавателя. В той же тетради следует выполнить «Работу над ошибками», представив ее на защите контрольной работы.

Четыре варианта контрольной работы имеют одинаковую структуру. Все задания должны быть выполнены в письменной форме.

**ОСНОВНЫЕ ТРЕБОВАНИЯ К РЕФЕРИРОВАНИЮ ТЕКСТОВ**

Одной из базовых профессиональных компетенций магистрантов является компетенция в научной речи: готовность формировать презентации, оформлять результаты исследования в виде статей и докладов на научно-технических конференциях, представлять материалы в виде научных публикаций, рефератов. В лингвистике принято деление текстов на первичные (оригинальные) и вторичные. К первичным текстам относятся художественные произведения, научные исследования (монографии), учебники, учебные пособия, труды вузов и научно-исследовательских учреждений, отдельные публикации, журналы и журнальные статьи, газетные статьи, выступления и материалы научных конференций и др.

Избранная из первичного текста информация воссоздается в виде нового текста. Такие тексты (документы) именуются вторичными или производными. Вторичными документами являются реферат, аннотация, краткое изложение, конспект, пересказ содержания (устного выступления и публикации), аннотационный перевод, консультативный перевод, критическая статья, комментарий и др.

Вторичные документы представляют собой смысловую переработку содержания первичного текста и имеют своей целью не только передать то, что изложено в первоисточнике, но и дать ответ на главный вопрос: в чем состоит основная идея и новизна материала, изложенного в данном первичном документе. Вторичные тексты служат для хранения, накопления, переработки и совершенствования первичной информации. Нахождение и передача именно этой информации определяет ценность вторичного документа.

Реферирование статьи (от лат. refero – сообщаю, докладываю) – это краткое изложение содержания отдельного документа, его части или совокупности документов, включающее основные сведения и выводы, а также количественные и качественные данные об объектах описания. В высшем учебном заведении реферирование – это индивидуальная научно-исследовательская работа студента, раскрывающая суть исследуемой проблемы с различных позиций и точек зрения, с формированием самостоятельных выводов.

Основной чертой языка реферата является информативность, которую можно рассматривать как на уровне лексическом, так и синтаксическом.

На лексическом уровне отличительной чертой языка реферата является наличие в нем так называемых емких слов, т. е. слов с наибольшей семантической нагрузкой. Емкие слова имеют способность обобщать содержание текста оригинала. К ним относятся чаще всего термины и терминологические устойчивые сочетания, многие абстрактные существительные. В языке реферата максимально выражена тенденция к субстантивизации. Здесь преобладают существительные над другими частями речи и ослаблена роль глаголов, употребляются, как правило, глаголы с общим значением типа «считать, рассматривать, описывать, изображать» и т. д.

Синтаксис реферата характеризуется однообразием. Материал подается не в развитии, а в статике. Поэтому в тексте преобладают констатирующие перечисления и сообщения, оформленные в простые распространенные предложения. Назначение реферирования как вида учебной деятельности оправдывается тем, что здесь формируются навыки трансформирования различных языковых средств, а также перефразировки и обобщения.

Текст реферата должен составлять ориентировочно 5% объема статьи. Для текстов до 500 слов следует определять объем реферата сокращением оригинала в 3-4 раза.

Методика работы со специальным текстом состоит в последовательном выполнении шагов, помогающих в рамках практического модуля «Работа с научным текстом» подготовиться от понимания и интерпретации чужого научного текста к созданию собственного проекта, реферата с соблюдением культуры устной и письменной речи на английском языке.

1. **Основное содержание**

**План реферативного изложения:**

1. Библиографические сведения.

* The headline of the article (text).
* The author of the article
* The article is taken from the newspaper (book).
* The central idea of the article

1. Сжатое освещение главной проблемы, являющейся предметом данной статьи, работы или нескольких статей, подлежащих реферированию.

* Give a summary of the article (not more than 10-20 sentences).
* Find the answers to the major questions:
* What'? Where? When'? Why? and How?

1. Передача в обобщенном виде основных положений, выдвигаемых автором, (несколькими авторами): фактический материал, способы доказательства, обоснования и т. п.

* State the main problem discussed in the article and mark off the passages of the article that seem important to you.
* Look for minor peculiarities of the article.
* Point out the facts that turned out to be new for you.
* Look through the text for figures, which are important for general understanding.

4) Дается общая оценка, включающая как выводы и суждения автора, так и референта.

* State what places of the article contradict your former views.
* State the questions, which remained unanswered in the article and if it is possible add your tail to them.
* Speak on the conclusion the author comes to.
* Express your own point of view on the problem discussed.

**Алгоритм реферирования**

1) Беглый просмотр текста и ознакомление с его общим смыслом.

2) Более внимательное чтение текста, определение значения незнакомых слов по контексту или словарю.

3) Смысловой анализ текста, выделение ключевых фрагментов и распределение материала статьи на 3 группы по степени важности.

4) Ключевые фрагменты. Наиболее важные сообщения, требующие

полного и точного отражения в реферате.

5) Второстепенная информация, передаваемая в сокращенном виде.

6) Малозначимая информация, которую можно опустить.

7) Организация отобранного материала (логический план), языковая обработка и изложение.

**ТРЕБОВАНИЯ К АННОТАЦИИ (Abstract)**

Аннотация по своей сути является очень кратким изложением общих характеристик того или иного издания. Аннотация (авторское резюме) в периодическом издании является источником информации о содержании статьи и изложенных в ней результатах исследований.

Аннотация к статье должна быть:

* информативной (не содержать общих слов);
* оригинальной (не быть калькой русскоязычной аннотации с дословным переводом);
* содержательной (отражать основное содержание статьи и результаты исследований);
* структурированной (следовать логике описания результатов в статье);
* компактной (укладываться в объем от 100 до 250 слов), по ГОСТУ – 850 знаков, не менее 10 строк.

**Основные цели и задачи аннотации**

Аннотация является кратким резюме большей по объему работы, имеющей научный характер. По аннотации к статье читателю должна быть понятна суть исследования.

По аннотации читатель должен определить, стоит ли обращаться к полному тексту статьи для получения более подробной, интересующей его информации.

Аннотация к статье является основным источником информации в отечественных и зарубежных информационных системах и базах данных, индексирующих журнал.

Аннотация на английском языке включается в англоязычный блок информации о статье, который загружается на англоязычный вариант сайта журнала и подготавливается для зарубежных реферативных баз данных и аналитических систем (индексов цитирования). При переводе аннотаций должна использоваться англоязычная специальная терминология.

**Структура, содержание и объем**

Аннотация должна излагать существенные факты работы, и не должна преувеличивать или содержать материал, который отсутствует в основной части публикации.

Следует вкратце описать основную тему исследования, объект и предмет работы, а также те задачи, которые выполнил в исследовании автор. Можно сказать об актуальности подобной работы для практического применения в социальном, экономическом или культурном аспекте, а также в углублении теоретического научного знания. По желанию автора, аннотация может содержать также сделанные в процессе подведения результатов работы выводы. Приветствуется структура аннотации, повторяющая структуру статьи и включающая введение, цели и задачи, методы, результаты, заключение (выводы).

Результаты работы описывают предельно точно и информативно.

Сведения, содержащиеся в заглавии статьи, не должны повторяться в тексте аннотации.

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| **Вариант 1**  **I. Translate the text into Russian**  **Media and Communication**  The public's right to know is one of the central principles of American society. The men who wrote the Constitution of the United States resented the strict control that the American colonies' British rulers had imposed over ideas and information they did not like. Instead, these men determined that the power of knowledge should be placed in the hands of the people. By the early 1800s, the United States had entered a period of swift technological progress that would mark the real beginning of "modern media". The inventions of the steamship, the railroad and the telegraph brought communications out of the age of wind power and horses. The high-speed printing press was developed, driving down the cost of printing. Expansion of the educational system taught more Americans to read and sparked their interest in the world.  The swing to objective reporting was the key to the emergence of the New York Times. Most journalists consider the Times the nation's most prestigious newspaper. Under Adolph S. Ochs, who bought the paper in 1896, the Times established itself as a serious alternative to sensationalist journalism. The paper stressed coverage of important national and international events a tradition which still continues. Today the Times is used as a major reference tool by American libraries and is standard reading for diplomats, scholars and government officials.  The New York Times is only one of many daily newspapers that have become significant shapes of public opinion. Among the most prominent are the Washington Post, the Los Angeles Times, the Boston Globe, and the Christian Science Monitor. The Miami Herald, for instance, responded to the needs of its city's influx of Spanish-speaking residents by presenting extensive coverage of Latin America and printing a separate Spanish edition. Satellite technology has made possible the first genuinely nationwide newspapers — from the sober, thorough business paper, the "Wall Street Journal", to the bright colors and personality orientation of "USA Today". But the largest readerships were won by magazines that catered to Americans' increasing leisure time and appetite for consumer goods, such as the Cosmopolitan, the Ladies Home Journal and the Saturday Evening Post. Publishers were no longer just selling reading material: they were selling readers to advertisers.  After World War II American homes were invaded by a powerful new force: television. The idea of seeing "live" shows in the living room was immediately attractive — and the effects are still being measured. TV was developed at a time when Americans were becoming more affluent and more mobile. Traditional family ways were weakening. Watching TV soon became a social ritual. Millions of people set up their activities and lifestyles around TVs program schedule. Television, like radio before it, focused on popular entertainment to provide large audiences to advertisers. TV production rapidly became concentrated in three major networks — CBS, NBC and ABC (the American Broadcasting Company).  *Functions of Mass Media.* The mass media serves several general and many specific functions. In general, the mass media serves information, interpretation, instructive, bonding, and diversion functions:  *Information function.* We have a need for information to satisfy curiosity, reduce uncertainty, and better understand how we fit into the world. The amount and availability of information is now overwhelming compared to forty years ago when a few television networks, local radio stations, and newspapers competed to keep us informed. The media saturation has led to increased competition to provide information, which creates the potential for news media outlets, for example, to report information prematurely, inaccurately, or partially.  *Interpretation* function. Media outlets interpret messages in more or less explicit and ethical ways. Newspaper editorials have long been explicit interpretations of current events, and now cable television and radio personalities offer social, cultural, and political commentary that is full of subjective interpretations. Although some of them operate in ethical gray areas because they use formats that make them seem like traditional news programs, most are open about their motives.  *Instructive function.* Some media outlets exist to cultivate knowledge by teaching instead of just relaying information. Major news networks like CNN and BBC primarily serve the information function, while cable news networks like Fox News and MSNBC serve a mixture of informational and interpretation functions. The in-depth coverage on National Public Radio and the Public Broadcasting Service, and the more dramatized but still educational content of the History Channel, the National Geographic Channel, and the Discovery Channel, serve more instructive functions.  *Bonding function*. Media outlets can bring people closer together, which serves the bonding function. For example, people who share common values and interests can gather on online forums, and masses of people can be brought together while watching coverage of a tragic event like 9/11 or a deadly tornado outbreak.  *Diversion function.* We all use the media to escape our day-to-day lives, to distract us from our upcoming exam, or to help us relax. When we are being distracted, amused, or relaxed, the media is performing the diversion function.  **II. Make the summary of the text. Use the following phrases:**  1. The article (text) is head-lined …  The head-line of the article (text) is …  2. The author of the article (text) is …  The article is written by …  3. It was published (printed) in …  4. The main idea of the article (text) is …  The article is about …  The article is devoted to …  The article deals with …  The article touches upon …  5. The purpose of the article is to give the reader some information on …  The aim of the article is to provide the reader with some material on …  6. The author starts by telling the readers (about, that) …  The author writes (states, stresses, thinks, points out) that …  The article describes …  According to the article (text) …  Further the author goes on to say that …  7. The article is (can be) divided into 4(5-7) parts.  The first part deals with (is about, touches upon) …  8. In conclusion the article tells …  The author comes to the conclusion that …  9. I found the article interesting (important, dull, of no value, easy, too hard to understand).  **III. Make the abstract of the text**  **IV. Write 10 key words of the text and translate them into Russian**  **Вариант 2**  **I. Translate the text into Russian**  **Media and Globalization**  Globalization refers to a complex of interconnecting structural and cultural forces that aid the spread of ideas and technologies and influence the social and economic organization of societies. Just as modernization in the form of industrialization and then later a turn toward an information-based society spread across the globe, so do technologies and the forms of media they create. In all these cases, the spread of ideas, technologies, and media is imbalanced, as we will discuss more later. This type of cultural imperialism is often criticized as being a part of globalization, and scholars acknowledge that cultural imperialism is largely achieved through media messages. (Eugenia Siapera, Understanding New Media (London: Sage, 2012), p. 23–26).  Media imperialism refers to the domination of other countries through exported media and the values and ideologies they contain. (Philip Rayner, Peter Wall, and Stephen Kruger, Media Studies: The Essential Resource (London: Routledge, 2004), p. 242). Just as corporations have helped further globalization, media companies have expanded into multinational conglomerates in such a way that allows them to have power and influence that is difficult for individual nations to regulate or control. During the first seventy or so years of electronic mass media, countries could more easily control messages that were sent through cables or other hard structures. For example, telegraph, telephone, and television lines could be cut and even radio television stations that broadcast over the airwaves could be taken offline by cutting the power to the transmitter. As more information became digitized and sent via satellite, countries had much more difficulty limiting what could get in and out of their borders.  Media-fueled cultural imperialism is critiqued because of the concern that the imported cultural images and values will end up destroying or forever changing the cultural identity of the countries being “occupied” by foreign media. The flow of media is predictable and patterned. The cultural values of more-developed Western and Northern countries flow via media messages to the global East and South, mimicking the flow of power that has existed for centuries with the western and northern hemispheres, primarily Europe and the United States, politically and economically dominating countries in the southern and eastern hemispheres such as those in Asia, South America, and Africa. As with any form of imperialism, the poorest countries are the ones who are the most vulnerable and subjected to the most external control. (Philip Rayner, Peter Wall, and Stephen Kruger, Media Studies: The Essential Resource (London: Routledge, 2004), p. 243). The reason more-developed countries dominate the media in other countries stems from available resources and knowledge needed to produce and transmit media content. Developing countries lack the same level of infrastructure (such as fiber-optic cables and satellite systems), technical expertise, and technology needed to produce their own content, which makes it cheaper to purchase Western, predominantly US American, content to fuel the growing desire of people in these countries to have access to media. This creates a negative cycle in which poorer countries use what resources they do have to carry Western content, which prevents them from investing in additional organic and local content and creates a demand for more Western content. Critics have also focused on the quality of the content that is exported, which is only representative of a narrow range of Western identities and values. Content tends to be dramatized programs like Baywatch, which at one point was the most-watched television program in the world. Dramas are preferred because humor is more likely to be lost in translation, while viewers can often identify with stock plot lines in dramas, which make the shows easier to translate and attracts a larger audience. The downside to this is that these narrowly chosen shows that run over and over in a specific country contribute to a stereotypical view of what life in the United States is like.  Not all the discussion of and scholarship on globalization and the media is negative. More recently, much research has focused on the notion of cultural hybridity and the ways in which some cultures take in foreign, predominantly Western media messages and representations and integrate them into existing cultural beliefs and practices. For example, one scholar writes about a quartet in Africa that takes European chamber music and incorporates African rhythms and another group that takes American hip-hop music and gives it a more traditional African flair. (Philip Rayner, Peter Wall, and Stephen Kruger, Media Studies: The Essential Resource (London: Routledge, 2004), p. 246). Additionally, the emergence of social and personal media allows users in specific countries to generate their own content and adopt and utilize media platforms in their own ways. As we will learn later, social and personal media have been used to overthrow oppressive governments and to increase the flow of information in places where it was once restricted. So, in these cases, we can see that the ability of certain forms of communication to cross borders has led to positive change.  We can even examine the spread of personal media and social media as an example of globalization. Here, rather than a specific message or set of cultural values being distributed around the world, a platform was made available and adopted in a more democratic, less imperialistic way. Social media, unlike more traditional modes of media, bring people together in more self-determined ways. For example, people can connect over the Internet to a blogger with a shared interest and interact with one another via comments or other means.  **II. Make the summary of the text. Use the following phrases:**  1. The article (text) is head-lined …  The head-line of the article (text) is …  2. The author of the article (text) is …  The article is written by …  3. It was published (printed) in …  4. The main idea of the article (text) is …  The article is about …  The article is devoted to …  The article deals with …  The article touches upon …  5. The purpose of the article is to give the reader some information on …  The aim of the article is to provide the reader with some material on …  6. The author starts by telling the readers (about, that) …  The author writes (states, stresses, thinks, points out) that …  The article describes …  According to the article (text) …  Further the author goes on to say that …  7. The article is (can be) divided into 4(5-7) parts.  The first part deals with (is about, touches upon) …  8. In conclusion the article tells …  The author comes to the conclusion that …  9. I found the article interesting (important, dull, of no value, easy, too hard to understand).  **III. Make the abstract of the text**  **IV. Write 10 key words of the text and translate them into Russian**  **Вариант 3**  **I. Translate the text into Russian**  **Media Effects**  Media effects are the intended or unintended consequences of what the mass media does. Denis McQuail, McQuail’s Mass Communication Theory, 6th ed. (Thousand Oaks, CA: Sage, 2010, p. 465). Many of the key theories in mass communication rest on the assumption that the media has effects on audience members. The degree and type of effect varies depending on the theory. In general, we underestimate the effect that the media has on us, as we tend to think that media messages affect others more than us. This is actually so common that there is a concept for it! The third-party effect is the phenomenon just described of people thinking they are more immune to media influence than others. If this were true, though, would advertisers and public relations professionals spend billions of dollars a year carefully crafting messages aimed at influencing viewers?  There are certain media effects that are fairly obvious and most of us would agree are common (even for ourselves). For example, we change our clothes and our plans because we watch the forecast on the Weather Channel, look up information about a band and sample their music after we see them perform on a television show, or stop eating melons after we hear about a salmonella outbreak.  Other effects are more difficult to study and more difficult for people to accept because they are long term and/or more personal. For example, media may influence our personal sense of style, views on sex, perceptions of other races, or values just as our own free will, parents, or friends do. It is difficult, however, to determine in any specific case how much influence the media has on a belief or behavior in proportion to other factors that influence us.  Media messages may also affect viewers in ways not intended by the creators of the message. Two media effects that are often discussed are reciprocal and boomerang effects. (Denis McQuail, McQuail’s Mass Communication Theory, 6th ed. (Thousand Oaks, CA: Sage, 2010, p. 466). The reciprocal effect points to the interactive relationship between the media and the subject being covered. When a person or event gets media attention, it influences the way the person acts or the way the event functions.  Media coverage often increases self-consciousness, which affects our actions. It’s similar to the way that we change behavior when we know certain people are around and may be watching us. For example, the Occupy Movement that began on Wall Street in New York City gained some attention from alternative media and people using micromedia platforms like independent bloggers. Once the movement started getting mainstream press attention, the coverage affected the movement.  As news of the Occupy movement in New York spread, people in other cities and towns across the country started to form their own protest groups. In this case, media attention caused a movement to spread that may have otherwise remained localized.  The boomerang effect refers to media-induced change that is counter to the desired change. In the world of twenty-four-hour news and constant streams of user-generated material, the effects of gaffes, blunders, or plain old poor decisions are much more difficult to control or contain. Before a group or person can clarify or provide context for what was said, a story could go viral and a media narrative constructed that is impossible to backtrack and very difficult to even control.  A recent example of such an effect occurred at the University of Virginia when the governing body of the university forced President Teresa A. Sullivan to resign. The board was not happy with the president’s approach to dealing with the changing financial and technological pressures facing the school and thought ousting her may make room for a president who was more supportive of a corporate model of university governance. (Richard Pérez-Peña, “Ousted Head of University Is Reinstated in Virginia,” New York Times, June 26, 2012, accessed November 11, 2012, http://www.nytimes.com/2012/06/27/education/university-of-virginia-reinstates-ousted-president.html?pagewanted=all). When the story picked up local and then national media coverage, students, faculty, and alumni came together to support Sullivan, and a week later she was reinstated. Instead of the intended effect of changing the direction and priorities for the university, the board’s actions increased support for the president, which will also likely add support to her plans for dealing with the issues.  **II. Make the summary of the text. Use the following phrases:**  1. The article (text) is head-lined …  The head-line of the article (text) is …  2. The author of the article (text) is …  The article is written by …  3. It was published (printed) in …  4. The main idea of the article (text) is …  The article is about …  The article is devoted to …  The article deals with …  The article touches upon …  5. The purpose of the article is to give the reader some information on …  The aim of the article is to provide the reader with some material on …  6. The author starts by telling the readers (about, that) …  The author writes (states, stresses, thinks, points out) that …  The article describes …  According to the article (text) …  Further the author goes on to say that …  7. The article is (can be) divided into 4(5-7) parts.  The first part deals with (is about, touches upon) …  8. In conclusion the article tells …  The author comes to the conclusion that …  9. I found the article interesting (important, dull, of no value, easy, too hard to understand).  **III. Make the abstract of the text**  **IV. Write 10 key words of the text and translate them into Russian**  **Вариант 4**  **I. Translate the text into Russian**  **The Media as Gatekeeper**  Media outlets serve a gatekeeping function, which means they affect or control the information that is transmitted to their audiences. This function has been analyzed and discussed by mass communication scholars for decades. Overall, the mass media serves four gatekeeping functions: relaying, limiting, expanding, and reinterpreting. (John R. Bittner, Mass Communication, 6th ed. (Boston, MA: Allyn and Bacon, 1996), p. 11). In terms of relaying, mass media requires some third party to get a message from one human to the next.  Whereas interpersonal communication only requires some channel or sensory route, mass media messages need to “hitch a ride” on an additional channel to be received. For example, a Sports Illustrated cover story that you read at *SI.com* went through several human “gates,” including a writer, editor, publisher, photographer, and webmaster, as well as one media “gate”—the Internet.  We also require more than sensory ability to receive mass media messages. While hearing and/or sight are typically all that’s needed to understand what someone standing in front of you is saying, you’ll need a computer, smartphone, or tablet to pick up that *SI.com* cover story. In summary, relaying refers to the gatekeeping function of transmitting a message, which usually requires technology and equipment that the media outlet controls and has access to, but we do not. Although we relay messages in other forms of communication such as interpersonal and small group, we are primarily receivers when it comes to mass communication, which makes us depend on the gatekeeper to relay the message.  In terms of the gatekeeping function of limiting, media outlets decide whether or not to pass something along to the media channel so it can be relayed. Because most commercial media space is so limited and expensive, almost every message we receive is edited, which is inherently limiting.  A limited message doesn’t necessarily mean the message is bad or manipulated, as editing is a necessity. But a range of forces including time constraints, advertiser pressure, censorship, or personal bias, among others, can influence editing choices. Limiting based on bias or self-interest isn’t necessarily bad as long as those who relay the message don’t claim to be objective. In fact, many people choose to engage with media messages that have been limited to match their own personal views or preferences.  This kind of limiting also allows us to have more control over the media messages we receive. For example, niche websites and cable channels allow us to narrow in on already-limited content, so we don’t have to sift through everything on our own.  Gatekeepers also function to expand messages. For example, a blogger may take a story from a more traditional news source and fact check it or do additional research, interview additional sources, and post it on his or her blog. In this case, expanding helps us to get more information than we would otherwise so we can be better informed. On the other hand, a gatekeeper who expands a message by falsifying evidence or making up details either to appear more credible or to mislead others is being unethical.  Last, gatekeepers function to reinterpret mass media messages. Reinterpretation is useful when gatekeepers translate a message from something too complex or foreign for us to understand into something meaningful.  In the lead-up to the Supreme Court’s June 2012 ruling on President Obama’s health-care-overhaul bill, the media came under scrutiny for not doing a better job of informing the public about the core content and implications of the legislation that had been passed. Given that policy language is difficult for many to understand and that legislation contains many details that may not be important to average people, a concise and lay reinterpretation of the content by the gatekeepers (the media outlets) would have helped the public better understand the bill.  Of course, when media outlets reinterpret content to the point that it is untruthful or misleading, they are not ethically fulfilling the gatekeeping function of reinterpretation.  In each of these gatekeeping functions, the media can fulfill or fail to fulfill its role as the “fourth estate” of government—or government “watchdog.” You can read more about this role in the “Getting Critical” box.    **II. Make the summary of the text. Use the following phrases:**  1. The article (text) is head-lined …  The head-line of the article (text) is …  2. The author of the article (text) is …  The article is written by …  3. It was published (printed) in …  4. 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