ORAL AND WRITTEN COMMUNICATION

Credits: 4.5 ECTS CREDITS

Year: FIRST YEAR

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OBJECTIVES

Oral and Written Communication aims to provide students with the necessary tools to develop their communication skills through knowledge of personal phenomena involved in the communication process and the use of different techniques in oral, written and non-verbal communication.

The content of this subject should equip students to:

1. Understand the importance of the sender in the communication process for effective communication.
2. Correctly produce business documents that are appropriate to the context and objective.
3. Interpret voluntary and involuntary non-verbal messages given in the communication process while generating non-verbal messages that facilitate communicative interaction.
4. Present a topic using technical and expressive resources, as well as communication skills.

There are three specific generic competences that students are expected to acquire in this subject: oral and written communication, analysis and synthesis, and information and communication technologies (ICTs).
These competences should be visible in the following contexts:

- **Oral and written communication**: Students should be able to prepare and give three oral presentations on various subjects for various purposes and should be able to produce excellent CVs, business reports and business letters.

- **Analysis and synthesis**: Students should be able to analyse verbal, psychological and non-verbal elements involved in any interpersonal communication process, and synthesise all the knowledge they have acquired on communication through an oral presentation, which is the final evaluation session.

- **ICTs**: Students should be able to use audiovisual resources in their oral presentation using the application Microsoft PowerPoint.

* **PROGRAMME**:
  1. Principles of interpersonal communication
  2. Written communication in organisations
  3. Deductive and inductive messages
  4. Business texts: letters, CVs, reports
  5. Non-verbal communication
  6. Oral communication: characteristics of the receiver
  7. Structure and content of oral presentations
  8. Argumentation
  9. Audiovisual aids in oral discourse
  10. Creation and staging of effective discourse

* **TRAINING ACTIVITIES**:
  The training activities for this subject are as follows:
**ASSESSMENT SYSTEMS:**

<table>
<thead>
<tr>
<th>Assessment system</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Continuous-assessment tests (1)</td>
<td>55%</td>
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<tr>
<td>2. Classroom work (exercises, discussion of practical cases, etc.).</td>
<td>10%</td>
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<tr>
<td>3. Assignments and presentations</td>
<td>35%</td>
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<td>4. Projects</td>
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<tr>
<td>5. Final assessment or exam (2)</td>
<td>0%</td>
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Notes:
(1) Over the course of the term there will be three continuous-assessment tests to assess students' achievement of the learning objectives for the subject in terms of specific and generic competences.

(2) The final assessment or exam is for those students who do not pass all the continuous-assessment tests. The first test covers topics 1 and 2 from the programme. The second test covers topics 3 and 4. The third test covers topic 5. The result of a continuous-assessment test only counts towards the overall mark for the subject if it is 5 or above.

Attendance is considered necessary to sit the continuous-assessment tests.

**Assessment of competences:**

The procedures used aim to assess both the specific competences for the subject and the generic competences associated with the subject. The generic competences are:
- Oral and written communication.
- Analysis and synthesis.
- ICTs

The following procedures are used to assess these competences:

1. Continuous-assessment tests: Continuous assessment is very important in this module. This procedure is used to assess the extent to which students have achieved the learning objectives for the subject, which include understanding interpersonal communication mechanisms and their psychological, written and non-verbal aspects, and grasping the subject's theoretical concepts, relating them with effective communication.

2. Classroom activities: Individual exercises recorded on video, with the lecturer's

<table>
<thead>
<tr>
<th>TRAINING ACTIVITIES</th>
<th>Proportion</th>
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<tr>
<td>A. Lectures presenting concepts and procedures</td>
<td>20%</td>
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<tr>
<td>B. Practical sessions (presentations, exercises)</td>
<td>30%</td>
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<td>C. Seminars or tutorials</td>
<td>5%</td>
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<tr>
<td>D. Personal study activities</td>
<td>20%</td>
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<tr>
<td>E. Assessment of objectives achieved and competences acquired</td>
<td>25%</td>
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</table>
assessment recorded on a standard template and sent to the student. Exercises involving writing letters, CVs and business reports. The lecturer's assessment is recorded on a standard template and is sent to the students. Two templates are used for the assessment: one for the oral exercises and one for the written exercises. These templates contain the same fields that will be used throughout the degree for subjects that cover this competence. Analysis of photographs of the business and political environment. On a standard grid, students must mark off all the non-verbal aspects they observe in each situation. This type of exercise is included in the second assessment session (analysis and synthesis).

3. Assignments and presentations: Oral presentations on topics related to these subjects using Microsoft PowerPoint as an audiovisual aid. Students analyse the communicative behaviours of their fellow students using a standard grid (oral and written communication, analysis and synthesis, and ICTs).

4. There are no projects in this course.

5. Final test: The final test is complementary to the continuous-assessment tests and the assessment of classroom activities.

* BIBLIOGRAPHY:

* BASIC BIBLIOGRAPHY:  

* ADDITIONAL BIBLIOGRAPHY:  
  - GUIX, Xavier. *Ni me explico ni me entiendes*. Barcelona: Granica, 2004
  - Ramon-Cortés, Ferran: *La isla de los 5 faros. Un recorrido por las claves de la comunicación*. RBA Integral, Barcelona, 2005