



## COURSE DATA

### DATA SUBJECT

**Code:** 35538  
**Name:** Oral and written expression in academic and professional Spanish  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Professional applications and environments of Spanish language	ELECTIVES

### COORDINATION

LLOPIS CARDONA ANA BELEN

## SUMMARY

*Oral and Written Expression in Academic and Professional Spanish* aims to enhance oral and written expression in the formal register. Students should become proficient users in the management and understanding of the standard educated form of Spanish in all its aspects. To achieve this, they must learn to use tools that facilitate the proper use of language in their academic work in the short term and, in the long term, in their professional linguistic expressions. In this subject the following SDGs are especially addressed: SDG4, SDG5, SDG8 and SDG10.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

It is recommended to have previously completed Norma y uso correcto del español (35660).



## COMPETENCES / LEARNING OUTCOMES

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Adapt to different work environments in the field of language studies.

Apply information and communication technologies and computer tools to language studies.

Design and manage philological projects in the academic or professional area.

Knowledge and applications of the Spanish language for teaching as a second language.

Know the grammar and develop communicative competences in Spanish.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

The ability to assess and correct linguistic and literary texts in Spanish.

The ability to create correct and proper oral and written texts of different kinds.

## DESCRIPTION OF CONTENTS

**1. Resources for Adequate Expression in the Academic and Professional Fields.**

**2. Oral and Written Language. Typology and Textual Genres.**

**3. Stages of Written Production. Techniques for Effective Text Composition and Presentation.**

**4. Spanish in the Academic Field. Academic Genres.**



**5. Spanish in the professional field. Specialised languages. Spanish for specific purposes.**

**6. Spanish in the professional field. CV. Cover letter. Job interview.**

**7. Aspects of Non-Verbal Communication. Oral Textual Genres in the Academic and Professional Field**

These contents are reflected in the following learning outcomes:

- To be able to correctly and appropriately produce oral and written texts of various kinds.
- To be able to provide linguistic and literary advice and correction in relation to Spanish.
- To be able to recognize and describe the stages of language learning development.
- To be able to critically analyze the pedagogical and communicative effectiveness of various teaching resources.
- To be able to plan and design teaching at various levels (a session, a teaching unit, a course).
- To be able to recognize the diversity of texts and registers in academic and professional Spanish.
- To be able to apply the oral and written expression techniques of our language in the academic and professional fields.
- To be able to critically analyze the pedagogical and communicative effectiveness of various teaching resources.
- Be able to prepare reports on teaching materials in Spanish.
- Be able to independently define the distribution of roles in tasks.
- Be able to independently plan and manage working time.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	30,00
Classroom practices	30,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
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Attendance at other activities	0,00
Individual or group project	35,00
Independent study and work	0,00
Preparation of lessons	55,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

### IN-PERSON CLASSES:

In-person classes will primarily follow a communicative and participative approach. In theoretical classes, there will be a minimum of lectures, aiming to enhance a cooperative learning process among students, where readings and class participation will be essential for assimilating theoretical knowledge.

### PRACTICAL CLASSES:

In practical classes, theoretical knowledge will be applied to written and oral text production. A series of practical exercises related to each aspect of the subject will be carried out and submitted to the virtual classroom according to the schedule provided by the teaching staff.

In this subject, innovative methodologies are implemented based on the teaching innovation project "LENGUALDAD. Comunicación igualitaria: prácticas de escritura académica en educación superior (3325557)", granted by the Service of Permanent Training and Educational Innovation (SFPIE), which has the general objective of designing teaching-learning activities characterised by the effective participation of the students.

## EVALUATION

Generally, student learning assessment will be conducted based on the following percentages:

ASSESSED ACTIVITY (out of 100%)

Activities conducted during the course

(classroom activities, practices, and assignments specified at the beginning of the course): 40%

Final Exam 60%



The final exam will consist of a written test that will be theoretical-practical in nature. To compute the average, passing the written exam with a minimum score of 4 out of 10 is required.

In the event of failing the course on the first attempt, the written exam must be retaken in the second attempt. If the student has completed the activities for the first attempt, the instructor may maintain the student's grade. Otherwise, the student must submit the practice(s) or assignment(s) specified by the instructor for the second attempt, which account for 40% of the grade.

The overall grading system will adhere to the regulations of the Universitat de València approved by *Consell de Govern* del 30/5/2017-ACGUV108/2017.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

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## REFERENCES

### Basic works

BRIZ, A. *et alii* (2008): *Saber hablar*, Madrid, Aguilar/Instituto Cervantes.

LLAMAS SAIZ, Carmen; MARTÍNEZ PASAMAR, Concepción (2012): *La comunicación académica y profesional: usos, técnicas y estilo*, Aranzadi.

MONTOLÍO, Estrella (coord.) (2014): *Manual práctico de escritura académica*, Barcelona, Ariel.

SÁNCHEZ LOBATO, J. (coord.) (2006): *Saber escribir*, Madrid, Aguilar/Instituto Cervantes.

SANZ ÁLAVA, I. (2007): *El español profesional y académico en el aula universitaria*, Valencia, Tirant Lo Blanch

### Complementary works

ABASCAL, M. D. y otros (1993): *Hablar y escuchar*, Barcelona, Octaedro.

ALVAR EZQUERRA, Manuel (1998): *Manual de redacción y estilo*, Madrid, Istmo.

ÁLVAREZ, A. (2005): *Hablar en español*, Ed. Nobel, Universidad de Oviedo.



BOSQUE, Ignacio (2004): *Diccionario Redes: Diccionario combinatorio del español contemporáneo*, Madrid, SM.

CASADO VELARDE, Manuel (2017): *El castellano actual: usos y normas*, Pamplona, EUNSA.

CASSANY, D. (1987): *Descriure escriure. Com s'aprèn a escriure*, Barcelona, Empúries.

CASSANY, D. (1993): *La cocina de la escritura*, Barcelona, Anagrama.

CASTELLÀ, Josep M. y otros (2007): *Entenders(se) en clase. Las estrategias comunicativas de los docentes bien valorados*, Barcelona, Graó.

DE CESARE, Francesca, (2021): *Argumentación y persuasión. Los discursos en lengua española*, Nápoles (Italia), Paolo Loffredo Editore (Colección: BeTwixt. Studies in Linguistics and Communication).

GALLARDO PAÚLS, B. (2006): *La enseñanza de las habilidades lingüísticas: taller de expresión oral*. <http://www.uv.es/~pauls/HabilidadesCvasBGallardo.pdf>

GÓMEZ TORREGO, Leonardo, Gutiérrez, Salvador y Violeta Demonte (2001): *El buen uso de las palabras*, Burgos, Caja Burgos

GÓMEZ TORREGO, Leonardo (2006): *Hablar y escribir correctamente*, Madrid: Arco, tomo I y tomo II.

GRIJELMO, Álex (2004): *La punta de la lengua*, Madrid, Aguilar.

LABORDA, Xavier (1993): *De retòrica. La comunicació persuasiva*, Barcelona, Barcanova.

LABORDA, X. (1996): *Retòrica interpersonal*, Barcelona, Octaedro.

MEDINA, J. (2000): *Lart de la paraula. Tractat de retòrica i de poètica*, Barcelona, Proa.

MOLINER, María (2016): *Diccionario de uso del español*, 4.ª ed. Madrid, Gredos.

MORALES, Javier. (2007): *Guía para hablar en público*, Alianza editorial.

NÚÑEZ LADEVEZE, L. (1993): *Métodos de redacción y fundamentos de estilo*, Síntesis.

REAL ACADEMIA ESPAÑOLA (2014): *Diccionario de la lengua española*, Madrid, Espasa Calpe [versión 23.7] <https://dle.rae.es>

REAL ACADEMIA ESPAÑOLA y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA (2010): *Ortografía*



*de la lengua española*, Madrid, Espasa Calpe.

REAL ACADEMIA ESPAÑOLA y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA (2014): *El buen uso del español*, Barcelona, Espasa libros.

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REAL ACADEMIA ESPAÑOLA y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA (2025): *Diccionario panhispánico de dudas*, Madrid, Taurus.

REAL ACADEMIA ESPAÑOLA y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA (2025): *Nueva gramática de la lengua española*, Barcelona, Planeta.