

**COURSE DATA****DATA SUBJECT****Code:** 36554**Name:** The semiotics of communication**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

| Degree | Center | Acad. year | Period |
|--------------------------------------------------------------------------|---------------------------------------------------|------------|----------------|
| 1333 - Degree in Audiovisual Communication | Facultat de Filologia, Traducció i Comunicació | 1 | Second quarter |
| 1937 - Double Degree Program in Audiovisual Communication and Journalism | Facultat de Filologia, Traducció i Comunicació | 1 | Second quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|--------------------------------------------------------------------------|----------------------------|------------|
| 1333 - Degree in Audiovisual Communication | Comunicación | BASIC |
| 1937 - Double Degree Program in Audiovisual Communication and Journalism | Primer Curso (Obligatorio) | COMPULSORY |

COORDINATION

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SUMMARY

Semiotics of Communication is a basic course of the Degree in Audiovisual Communication that forms part of the subject area of Communication. It is also a compulsory course of the Double Degree in Audiovisual Communication and Journalism.

It covers the foundations of semiotics as a theory that explains the constitution and use of signs as the basis of communication. The course includes the theory of codes, semiosis, and pragmatics. It explores the psychological and social constitution of the subject as both sender and receiver in communication processes. Methodologies for analyzing images and audiovisual messages are also studied, along with communicative and persuasive strategies in advertising, artistic expression in visual and audiovisual media, and other expressive and communicative languages and forms.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No other types of requirements are considered.

COMPETENCES / LEARNING OUTCOMES

1333 - Degree in Audiovisual Communication

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.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students should be able to defend a culture of peace and respect for the fundamental human rights within the processes of communication, specifically in regards to equality between women and men in all types of communication (informative, interpretative, semiotic, dialogic and opinion).

Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).

Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.

Students should have an understanding of the different languages, codes and modes of representation used in the different technological and audiovisual mediums such as photography, cinema, radio, television, electronic image and video, internet etc., through their own individual industries and aesthetics, as well as through the evolution of their social and cultural relevance through time. This should generate the ability to analyse stories and audiovisual works, considering the iconic messages of the texts as products of the social, political and cultural conditions in which they were produced.

Students should show solidarity with people across the planet, as well as knowledge of the main cultural currents in relation to individual and collective values and respect for human life.

DESCRIPTION OF CONTENTS

1. Communication models: Ferdinand de Saussure's Course in General Linguistics.



- 1.1. Language, langue and parole.
- 1.2. The notion of sign.
- 1.3. Communication as signification.
- 1.4. The linguistic value.
- 1.5. Syntagmatic and paradigmatic relations.
- 1.6. Roman Jakobson's functional model.

2. Charles S. Peirce's pragmatic model.

- 2.1 Semiotics as theory of action.
- 2.2 Representamen - Interpretant - Object.
- 2.3 Indexical signs ¿ Iconic signs - Symbols.
- 2.4 The notion of unlimited semiosis.
- 2.5 The notion of abduction.

3. Umberto Eco and Peirce's semiotics.

- 3.1. From sign to sign-function.
- 3.2. The notion of code.
- 3.3. Meaning as a cultural unit.
- 3.4. The concept of referent.
- 3.5. Semiotics as a theory of lie.

4. Roland Barthes: "Elements of Semiology".

- 4.1. Connotation and denotation.
- 4.2. The advertising message.
- 4.3. Semantics of the object and universal semiotization.
- 4.4. Myth as a semiotic process.
- 4.5. Fashion as sign.

5. V. N. Voloshinov and the philosophy of language.

- 5.1. Signs and ideology as bases of the communicative process.
- 5.2. The sign as utterance and discursive action.
- 5.3. Signification and comprehension.
- 5.4. Monologism and polylogism.
- 5.5. The notions of heteroglossia and of dialogism.

6. Linguistic production and social ideology.

- 6.1. Semiotics and economy.



- 6.2. Language as work and trade
- 6.3. Commodity fetishism and verbal fetishism.
- 6.4. Linguistic alienation and de-alienation in Augusto Ponzio.

7. The Semiosphere and the Organization of Semiotic Systems.

- 7.1. Modalizing Systems: Natural Languages, Artificial Languages, and Secondary Languages.
- 7.2. Conventional and Iconic Signs.
- 7.3. The Notion of Culture.
- 7.4. Texts and Contexts.
- 7.5. The Semiosphere as a Global Space for Communicative Processes.

Learning outcomes

These contents will be reflected in the following **learning outcomes**:

- Knowledge of the codes and modes of representation of the audiovisual communication.
- Ability to identify the cultural and historical social relevance of the aesthetic proposals of audiovisual industries.
- Ability to carry out analysis of stories and audiovisual works.

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|-----------------------------|--------------|
| Theory | 45,00 |
| Computer classroom practice | 15,00 |
| Total hours | 60,00 |

NON PRESENCIAL ACTIVITIES

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

TEACHING METHODOLOGY



Face-to-Face Activities

Face-to-face teaching will follow the methodologies below:

- **Lecture-based teaching:** a teaching methodology centered on the structured oral presentation by the instructor, delivering the core content of the subject in a clear and well-argued manner. In the context of the course "Semiotics of Communication", it is not understood as a one-way process, but as a strategy that encourages active student participation through questions, guided debates, and collective analyses, especially of audiovisual fragments. This interaction enriches learning, helps clarify concepts, and fosters critical thinking, turning the class into a dynamic and collaborative space; particularly valuable in this subject, where dialogue and reflection on signs and texts are essential.
- **Solving theoretical-practical problems:** applied through the analysis of communicative situations that require interpreting the production and circulation of meaning within different sign systems. Using concrete cases; such as film clips, advertisements, images, or texts; students are expected to identify the codes involved, distinguish between different types of signs, and analyze how context influences meaning construction. This methodology enables the application of theoretical concepts to real-world problems, encourages critical thinking, and contributes to the development of analytical skills essential for understanding semiotic processes in cultural and media environments.
- **Classroom presentations and group work:** combines student-led oral presentations with collaborative teamwork. Groups analyze texts, images, or audiovisual products using the semiotic theoretical frameworks studied, and then present their conclusions to the rest of the class. This dynamic fosters a deep understanding of the course content, improves communication and argumentation skills, and promotes critical exchange of perspectives and collective reflection on sign systems and meaning-making processes in diverse cultural contexts.

Non-Face-to-Face Activities

Students will carry out the following non-presential activities:



- **Independent study:** consultation and review of specialized bibliography: Through the review of academic texts, scholarly articles, and foundational works in the field, students develop the ability to contextualize and compare theoretical perspectives and build a solid foundation for critically understanding communication processes. This activity also enhances information search, selection, and synthesis skills, which are essential for independent learning and the practical application of semiotic knowledge. The recommended bibliography will be available through the virtual campus or university library resources and will include reference manuals, academic articles, book chapters, and other relevant materials. This activity is closely linked to other methodologies in the course, such as debates, case analysis, and paper writing, as it provides the theoretical grounding needed for critical and informed participation.
- **Class preparation:** Students are expected to create summaries, outlines, and concept maps independently in order to organize and synthesize complex information related to sign systems, codes, and meaning-making processes. These tools help students identify main ideas, establish connections between key concepts, and visualize theoretical structures, thus facilitating clearer and deeper understanding of the content.

Educational innovation

This course is part of the **educational innovation project** P1EE-3900174 "For egalitarian and inclusive technology. Raising awareness about gender bias in digital applications and artificial intelligence", and follows the activities approved by the Office for Continuing Education and Educational Innovation (SFPIE), including: 1. Implementing proactive teaching methodologies within the team to motivate students towards learning from a gender perspective; 2. Creating curricular resources from a gender perspective.

Sustainable Development Goals (SDGs)

This course pays special attention to the following Sustainable Development Goals (SDGs):

- **SDG 4. Quality Education**, Target 7: Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including education for human rights, gender equality, a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.
- **SDG 5. Gender Equality**, Target 1: End all forms of discrimination against all women and girls everywhere.

EVALUATION

The general grading system will follow the University of Valencia's Assessment and Grading Regulations for Bachelor's and Master's degrees, approved by the Governing Council on May 30, 2017 (ACGUV 108/2017).

Assessment in the First Call



The assessment in the first examination period will be carried out in the following way:

- **Final Exam (70%).** The exam will consist of short development questions, requiring brief but precise and well-structured answers. These questions assess the students' ability to explain key concepts, define relevant terms, and analyze core ideas clearly and concisely. This part of the exam will account for 70% of the final grade. To pass the course, students must pass the exam with a minimum score of 5 out of 10.
- **Submission of activities, outlines, summaries, and/or proposed texts (30%).** Practical activities will consist of theoretical-practical tasks carried out during face-to-face sessions, where students will apply the concepts and methodologies of the course to specific cases, such as analyzing texts, images, or audiovisual fragments. These activities encourage collaborative work, critical thinking, and semiotic interpretation skills in real or simulated contexts. The evaluation of these practices will assess active participation, the quality of the analysis performed, and the ability to relate theory and practice. They represent 30% of the final course grade.

Assessment in the Second Call

The assessment in the second examination period will maintain, if applicable, the grades obtained in the blocks passed in the first examination period. The evaluation of the blocks failed or not presented will be carried out in the following way:

- **Final Exam (70%).** The exam will consist of short development questions, requiring brief but precise and well-structured answers. These questions assess the students' ability to explain key concepts, define relevant terms, and analyze core ideas clearly and concisely. This part of the exam will account for 70% of the final grade. To pass the course, students must pass the exam with a minimum score of 5 out of 10.
- **Submission of activities, outlines, summaries, and/or proposed texts (30%).** In the case of students who have not attended classes, they may be required to complete the assignments individually. These represent 30% of the final course grade.

Remarks

- Both in the exam and in other tests, exercises, or written assignments, spelling and grammatical accuracy will be required. Each mistake will result in a reduction of the obtained grade, which may lead to failing.
- In the event that plagiarism is detected in an evaluation assignment, it may be graded with a numerical score of zero, regardless of any disciplinary procedures that may be initiated and, if applicable, the sanction imposed according to current legislation.
- Assignments involving fraudulent collaboration or composition with the assistance of artificial intelligence (ChatGPT or others) will not be accepted, except when their use is part of the course content or authorized by the teaching staff.

REFERENCES



Basic references

- Barthes, R. (2009) *La aventura semiológica*. Barcelona, Paidós
- De Saussure, F. (1991) *Curso de lingüística general*. Madrid, Alianza
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- Voloshinov, V. N. (2014) *Marxismo y filosofía del lenguaje*, Buenos Aires, Godot.

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- Leone, M. (2024) *Semiotic Ideologies. Patterns of Meaning-Making in Language and Society*. Leiden, Brill.
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