



**COURSE DATA**

**DATA SUBJECT**

**Code:** 36557  
**Name:** Oral and written expression for the media I  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**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	Lengua	BASIC
1937 - Double Degree Program in Audiovisual Communication and Journalism	Primer Curso (Obligatorio)	COMPULSORY

**COORDINATION**

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**SUMMARY**

Oral and Written Expression for the Media I is a basic course of the Degree in Audiovisual Communication that is part of the subject Language. It is also a compulsory course of the Double Degree in Audiovisual Communication and Journalism.

The contents of the subject are the basis for the construction of formal oral or written texts and speeches. Part of the content must focus on the units and structures of the languages of the Valencian Community and, more specifically, on the conceptual delimitation of texts and speeches, with special attention to adequacy, coherence, and cohesion as characteristics and, of course, the classification and typology of texts based on relevant criteria.

**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

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Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students should be able to adapt to technological and socio-occupational changes.

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 experiment and innovate through the understanding and use of the applied methods and technologies.

Students should be able to express themselves fluently and effectively in their own languages, as well as in a third language (preferably English), taking advantage of the linguistic and literary resources that are most appropriate for the different forms of media.

Students should be able to obtain and select relevant information and sources in order to solve problems and elaborate on strategies.

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 own and other social, historical, economic and cultural aspects within their relevant contexts.

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 have a practical and theoretical understanding of the organisation structures within sound and visual communication, as well as its evolution and development over time, including audiovisual taxation. This also includes knowledge of, and research into, the interrelations between the natures of the subjects within audiovisual communication: authors, institutions, companies, the media, storage and recipients.



Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both personally and professionally.

Students should have the capacity and creativity necessary to take expressive and thematic risks within the scope and timeframes of communicative production, applying well-founded solutions and perspectives to the development of projects.

Students should possess the ability to organise and plan their tasks, performing them in an orderly manner and prioritising the journalistic processes in a logical manner.

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. Linguistic standards

Linguistic variation and change. Registers and styles. Text models and types. Writing in new technologies. Formats and media

### 2. The written Spanish and Catalan languages

Sociocultural levels of Spanish and Catalan. Detecting common errors. Grammatical and lexical peculiarities in audiovisual discourse. Catalan and Spanish on the Internet.

### 3. Writing process

Conceptual contextualization and coherence. Ambiguity and redundancy.

### 4. Composition, structure and writing of professional and academic texts

Conventional aspects of the written academic genre.

### 5. Planning, writing and editing

Connectors and textual connection.



## 6. Text construction

Objectivity and engagement in an academic text: Selecting vocabulary

## 7. Discursive organization. Discursive revision.

Technical spelling and orthotypography. Desktop

## Learning outcomes

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

- 1. Understand the codes and modes of representation specific to audiovisual communication.
- Identify the social, cultural, and historical relevance of the aesthetic proposals of the audiovisual industries.
- Conduct analysis of audiovisual stories and works.
- Identify the organizational structures in the field of visual and audio communication.
- Understand the interrelationship between the subjects of audiovisual communication: authors, institutions, companies, media, media, and recipients.

In addition, it will enable students to:

- Understand and learn the basic mechanisms and essential conceptual tools of journalistic language, as well as the different aspects of the information process related to the selection and processing of information.
- Develop written and oral communication skills (especially the former) to apply them to the specific language of print and digital media.
- Ultimately, develop habits of linguistic self-correction.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Classroom practices	15,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00



Independent study and work	30,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	30,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

### In-person activities

In-person teaching will follow the following methodologies:

- **Lecture:** primarily focused on a general explanation of the subject matter and the necessary methodological notes. Lectures enable the logical organization of content and the synthesis of complex ideas.
- **Theoretical and practical problem-solving.** Through problem-solving, students not only apply the acquired theoretical knowledge but also develop skills for inquiry, critical analysis, experimentation, and cooperative work, fostering the integration and transfer of knowledge to diverse contexts.
- **Case study and analysis.** Students understand the scope and limits of theoretical models applied to specific contexts.
- **Classroom presentation and group work:** This methodology combines the structured transmission of knowledge with the development of essential collaborative and communication skills.

### Non-classroom activities

Students will complete the following non-classroom activities:

- **Independent study and work:** This approach encourages individual responsibility in time management, the search for relevant information, and the application of cognitive strategies.
- **Group work:** Collaborative work encourages the exchange of perspectives and the collective construction of knowledge.
- **Practical case studies:** This approach allows students to directly link theoretical concepts with real-life, complex situations in the linguistic field.

### Sustainable Development Goals

This course specifically takes into account the following Sustainable Development Goals (SDGs):

- **ODS 4. Quality Education.** Target 7: ensuring that all learners acquire the theoretical and



practical knowledge needed to promote sustainable development, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, the appreciation of cultural diversity, and the contribution of culture to sustainable development.

- **ODS 5. Gender Equality.** Target 1: end all forms of discrimination against all women and girls everywhere.

## EVALUATION

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

### Assessment in the First Session

The assessment of the subject in the first session will be carried out as follows:

- **Final written test (70%):** development of a team project focused on the linguistic analysis of news. This test can be made up in the second session. It is necessary to pass this component in order to pass the course.
- **Presentation of outlines, summaries, and proposed texts (30%):** oral and audiovisual presentation of the group work. This component can be made up in the second session.

### Assessment in the Second Session

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 written test (70%)** based on the development of a project focused on the iconographic and visual analysis of a specific current news event. It is necessary to pass this component in order to pass the course.
- **Presentation of outlines, summaries, and proposed texts (30%):** oral and audiovisual presentation of the group work.

### Remarks

- Spelling and grammatical correctness will be required in the exam as well as in the rest of the tests, exercises or written assignments. Each failure will result in a reduction of the grade obtained, which may even lead to failure.
- In the case of plagiarism in an evaluation work, this may be marked with a numerical grade of zero, regardless of the disciplinary procedure that may be initiated and, if appropriate, the appropriate sanction in accordance with current legislation.



- Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All papers presented in this course must be of original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the contents of the course or is authorized by the teaching staff.

## REFERENCES

### Basic references

- Benavides, J.L. & C. Quintero (2004). *Escribir en prensa*. Madrid: Pearson.
- Espada, A. (2008). *Periodismo práctico*. Madrid: Espasa.
- Grijelmo, A. (2001). *El estilo del periodista*. Madrid: Taurus
- Jorques Jiménez, D. (2002). *Discurso e información. Estructura de la prensa escrita*. Cádiz: Universidad de Cádiz.
- Kovach, B. & T. Rosentiel (2012). *Los elementos del periodismo*. Madrid: Ediciones El País.

### Additional references

- Cantavella, J. & J.F. Serrano (Coords.) (2004). *Redacción para periodistas. Informar e interpretar*. Barcelona: Ariel.
- Gomis, L. (1991). *Teoría del periodismo*. Barcelona: Paidós.
- Lyon, W. (2014). *La escritura transparente. Cómo contar historias*. Madrid: Libros del KO.
- Martínez Albertos, J.L. (1991). *Curso general de redacción periodística*. Madrid: Paraninfo.
- Morant, R. & M. Peñarroya (2005). En las distancias cortas: las armas no verbales de seducción masiva, *Llengua, societat i comunicació*, nº 3, pp. 58-68.
- De los Reyes Domínguez, M. & J. Teodoro del Pozo (2012). La comunicación no verbal como elemento clave en la proyección de la identidad femenina de las presentadoras actuales de informativos, en *Actas del I Congreso Internacional de Comunicación y Género*, pp. 817-840.