



## COURSE DATA

### DATA SUBJECT

**Code:** 36621  
**Name:** Oral and written expression for the media I (Spanish)  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1334 - Degree in Journalism	Facultat de Filologia, Traducció i Comunicació	1	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1334 - Degree in Journalism	Lengua	BASIC

### COORDINATION

PODADERA SOLORZANO ENCARNACION

QUILIS MERIN MERCEDES

## SUMMARY

In the Bachelor's Degree in Journalism, the subject *Oral and Written Expression for the Media I (in Spanish)* is aimed at one of the primary training needs of future communication professionals in expressive competences and skills: the correct oral and written use of the official languages of the community. The subject corresponds to the Basic Training Module, is part of the Language subject and is worth 6 ECTS credits. It is taught in the first year of the Bachelor's Degree in Journalism, in the first semester.

The Language subject is oriented towards the field of oral and written expression and focuses on productions related to the field of journalistic communication in two subjects.

Specifically, *Expresión oral y escrita para los medios de comunicación I (in Spanish)* will deal with the description and practical application of standard Spanish and its criteria of correct locution and intonation, as well as an introduction to the linguistic analysis of journalistic texts. To this end, the peculiarities of the oral language as opposed to the written language, the typological characteristics of journalistic genres, the sources of bibliographical information as tools for the exercise of the profession and reflection on the Spanish language and its varieties will be



considered. The most extensive part corresponds to the study of the general aspects of the standard Spanish language: phonic, orthographic, morphosyntactic and lexical aspects that affect the language of the media, as well as a review of these same aspects in media productions.

The aim of this subject is to offer a basic linguistic training in the Spanish language that can be used for the production and analysis of linguistic texts and oral productions in the field of journalistic language.

In this course, innovative methodologies are applied that are connected to the teaching innovation project granted by the Servei de Formació Permanent i Innovació Educativa of the University of Valencia: LENGUALDAD II. Inclusive Communication: Academic Writing Practices in Higher Education, which aims to promote the use of inclusive language in university written assignments (SDG 4 and 5).

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

There are no prerequisites for taking this course, but students are expected to have a high level of linguistic knowledge and proficiency, as well as a critical attitude toward messages conveyed by the various media outlets.

## COMPETENCES / LEARNING OUTCOMES

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Students must be able to reasonably propose ideas from the basics of rhetoric, as well as to communicate through the techniques of persuasion.

Students must be able to search, select, contextualise and order any type of source or document (written, audio, visual etc.) useful for the elaboration and processing of information, as well as for persuasive communicative or fictional and entertainment uses.

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



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. The Communication Context. Discursive Genres, Purposes and Expectations.

Oral and written discursive genres. Features of journalistic language. Journalistic language, standard language, and varieties of Spanish. Normative information sources on language: academic, style manuals, and digital sources.

### 2. General Criteria of the Oral Standard: Phonetic, Morphosyntactic, Lexical and Phraseological Features.

Articulation and Pronunciation in Spanish. Gesture and Posture in Oral Expression. Pronunciation Problems. Main Dialectal Phonetic Features. Most Frequent Errors. Pronunciation Errors in Closed Syllables. Pronunciation Errors in Hiatus and Diphthongs. Commonly Mispronounced Words Due to Stress Shift. Words Accepted by the RAE with Double Pronunciation (<http://www.rae.es>). Intonation. Oral Rendering of Written Texts.

### 3. Resources for the production and analysis of informative and argumentative texts.

Textual standardization and orthotypography in Spanish. Punctuation marks. abbreviations, acronyms, and symbols. Orthotypography and text layout. Accentuation, diacritics, and other orthographic issues. Spelling in the media. Grammatical issues and common deviations in written media.

### 4. Review of media productions

Basic guidelines for text composition. Style editing, engagement, and objectivity in writing. Text revision. Lexicon and communicative situations. Specialized terminology. Lexical creation and neologisms (formal, semantic, and loanwords). Vocabulary expansion through semantic mechanisms: metaphor. Lexicon and ideology. Euphemisms: manipulation and clarity in language. Ambiguity and lexical reconfiguration. Synonymy and polysemy. Lexical accuracy: paronyms and folk etymology. Inclusive language.

This content plan will be reflected in the following learning outcomes:

- Present a thorough knowledge of the Spanish language in order to express oneself clearly, coherently and correctly orally and in writing.
- Apply the Spanish language as corresponds to the linguistic responsibility of the profession of journalist.



- Identify the theoretical foundations necessary to resolve doubts about the oral and written use of the Spanish language.
- Recognise the linguistic peculiarities of the media.
- Know the phonetics and phonology of the Spanish language in order to deal with and resolve orthological and orthographic doubts.
- Know the morphology and syntax of Spanish in order to produce correct and appropriate messages for different communicative situations.
- Understand and identify the lexical mechanisms that determine the functioning of languages in general and Spanish in particular.

## WORKLOAD

### PRESENCIAL ACTIVITIES

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

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	4,00
Individual or group project	20,00
Independent study and work	26,00
Preparation of lessons	40,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The methodology used will always be active, with the fundamental aim of prioritizing the acquisition of competences through instruction in the skills, abilities, and aptitudes required by the journalistic profession. This methodological approach reflects a commitment to SDG 4 (Quality Education), as it fosters inclusive, equitable, and high-quality learning, and to SDG 5 (Gender Equality), by promoting spaces for equal and collaborative participation among students, respecting diversity and encouraging integration.

#### MD4 Personalized and/or group tutorials:

Scheduled, personalized, or academic-formative tutorials are designed to monitor and supervise the student's learning progress, with the purpose of advising and guiding them individually or in groups on academic and formative aspects of the course content, as well as on the organization, development, and follow-up of assigned tasks. This close support fosters student autonomy and active participation in their learning process, contributing to a learner-centered education (SDG 4).

#### MD5 Seminars and workshops:

Attendance at scientific or outreach activities held during the academic year. These spaces facilitate



engagement with professional practices and innovative experiences, reinforcing continuous and critical learning in accordance with the principles of transformative education (SDG 4).

**MD7 Problem-solving sessions and case studies:**

Each topics dossier, along with the recommended readings, will be available in the Virtual Classroom folder. Students will have access throughout the course to all the materials necessary for the successful development of the subject. As the documents are provided in digital format, students may download and print them from their personal computers. The platform will be progressively enriched with contributions from the professor.

In any case, students will also be encouraged to find and bring to class examples of oral or written texts from different media that illustrate the concepts discussed and worked on in class. This participatory methodology promotes critical thinking, media literacy, and equal access to learning resources (SDG 4 and SDG 5).

**MD8 Individual study and autonomous work:**

Completion of individual assignments supervised by the professor. Both oral and written productions will be subject to evaluation (as specified in the evaluation section). This fosters self-regulation of learning, critical reflection, and student autonomy key aspects of education aimed at continuous improvement and equity (SDG 4).

**MD9 Group study and autonomous work:**

Completion of group assignments, cooperative in nature (4 to 6 members), under the professor's supervision. These assignments will also be subject to evaluation (as specified in the evaluation section). Cooperative work enhances collaborative learning, shared responsibility, and respect for diversity, in line with the development of social and civic competences (SDG 4 and SDG 5).

**MD1 Theoretical classes (lectures or student-led presentations):**

Lectures maintain an important, though not exclusive, role in the presentation and transmission of theoretical knowledge and procedural learning in this subject. Theoretical sessions will be based on the bibliographic references listed as essential for each topic. Active student participation and equitable representation in class discussions and academic leadership will be encouraged (SDG 4 and SDG 5).

**MD2 Practical classes:**

These sessions will be complemented by in-person practical classes in which theoretical knowledge will be applied to written and oral text production. Students will acquire fundamental knowledge in the field of language and its oral and written uses through a communicative and participatory method, in which the completion of assigned readings and programmed exercises will be essential for the assimilation of theoretical content. This approach promotes a quality education based on practice, inclusion, and equal opportunities for all students (SDG 4 and SDG 5).

## EVALUATION

The general grading system will follow the regulations of the University of Valencia, approved by the Governing Council on May 30, 2017 (ACGUV 108/2017).



The assessment consists of several components. To pass the course, students must obtain at least 50% of the total grade. The final grade is distributed as follows:

- **Exam: 45%**  
Theoretical-practical content and resolution of cases and problems.
- **Practical activities: 50%**
  - Written expression: 25%
  - Oral expression: 25%
- **Tutorials and evaluation of in-person and virtual activities: 5%**

### **First call**

#### **Exam (45%)**

Written exam with predominantly practical essay questions based on course content, including case studies related to oral and written expression. This test will be administered in both the first and second examination periods, with the same value. A minimum score of 4 out of 10 is required to average with the rest of the components.

#### **Practical activities (50%)**

The written and oral practical activities are scheduled during the first semester. They are mandatory and recoverable. The grade will be valid for both examination periods.

#### **Written expression activities (25%)**

- Activity 1: Writing, editing, and proofreading a news article (individual).
- Activity 2: Identification, classification, and correction of errors in media texts (group).

#### **Oral expression activities (25%)**

- Activity 3: Oral presentation of a written news article.
- Activity 4: Oral presentation on a topic selected from a closed list.

#### **Tutorials and activity evaluation (5%)**

Participation in both in-person and online activities will be assessed. Tutorials and related tasks completed during the teaching period account for 5% of the final grade. This score is valid for both exam periods.

**Second call**

The same criteria as the first period will apply.

**Academic honesty**

Intellectual honesty is essential for fair evaluation. All submitted work must be original. Assignments created through fraudulent collaboration or the use of artificial intelligence tools (such as ChatGPT or others) will not be accepted unless expressly authorized by the instructor.

Plagiarism will result in a grade of zero and may lead to the cancellation of the exam period, as well as the initiation of disciplinary proceedings under current regulations.

The following will also be considered serious offenses (which may result in immediate suspension of the exam period): copying or facilitating the copying of assignments among students; gaining unauthorized access to exam content; tampering with or destroying exam content or results; and/or impersonating another student during exams. These incidents must be reported to the Degree Coordinator.

Formal mistakes (spelling, grammar, structure, coherence) will be assessed and may negatively affect the final grade

**REFERENCES****Core references**

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Grijelmo, Á. (2022). *El estilo del periodista: consejos lingüísticos, profesionales y éticos para escribir en los medios*. Taurus.

Real Academia Española & Asociación de Academias de la Lengua Española. (2010). *Ortografía de la lengua española*. Espasa Calpe.

Real Academia Española & Asociación de Academias de la Lengua Española. (2018). *Libro de estilo de la lengua española: según la norma panhispánica*. Espasa.

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**Supplementary references**



Albelda, M., et al. (2022). *Saber hablar* (ed. ampliada y actualizada). Debate y Instituto Cervantes.

Gómez Torrego, L. (2011). *Hablar y escribir correctamente* (Tomo I y II, edición actualizada). Arco-Libros.

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Instituto Cervantes. (2021). *Guía de comunicación no sexista*. Debate y Instituto Cervantes.

Martínez de Sousa, J. (2015). *Diccionario de redacción y estilo* (4ª ed.). Pirámide.

Montolío, E. (Coord.). (2000). *Manual práctico de escritura académica*. Ariel.

Quilis Merín, M., Montañez Mesas, M. P., Albelda, M., & Carcelén Guerrero, A. (2024). *Guía de igual en el lenguaje*. Universitat de València. <https://www.uv.es/igualtat/webnova2014/Lenguaje2024.pdf>

Real Academia Española. (2024). *Guía panhispánica de lenguaje claro y accesible*. Espasa.

Romero Gualda, M. V. (2007). *Lengua española y comunicación* (Ed. rev.; obra original publicada en 2002). Ariel.