

**COURSE DATA****DATA SUBJECT**

Code: 36622
Name: Oral and written expression for the media I (Catalan)
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	Second quarter

SUBJECT-MATTER

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

COORDINATION

MORENO I GIMENEZ VICENT ARTUR

SUMMARY

This subject is part of the Basic Training module of the Bachelor's Degree in Journalism, especially linked to the subjects of Communication and Language. Its aim is to ensure linguistic competence in Catalan, both in oral and written language, focusing on the field of the media. The minimum level students are expected to achieve is level B2.

This subject is directly related to Oral and Written Expression for the Media in Spanish and News Genders.

Regarding, Sustainable Development Goals, it specifically takes into account Quality Education (4). In particular, it works towards Target 7, which aims for students to acquire the theoretical and practical knowledge needed to promote sustainable development, human rights, gender equality, a culture of peace and non-violence, global citizenship, the appreciation of cultural diversity, and the contribution of culture to sustainable development.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



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

OTHER REQUIREMENTS

Relation to other subjects within the same degree program

There are no enrollment restrictions, although the subject is closely related to *News Writing Genres* and is therefore coordinated with it.

Other requirements

Although there are no mandatory prerequisites, a command of spoken and written Catalan equivalent to a B1 level is recommended.

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 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 search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).

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 context of communication. Discourse genres, purposes, and expectations.

- 1.1. Oral and written discourse genres. Interactions between orality and writing.
- 1.2. Linguistic variation in Catalan and the standard language.
- 1.3. Resources and materials for expression in Catalan.

2. General criteria for the oral standard: phonetic, morphosyntactic, lexical, and phraseological features.

- 2.1. Qualities of oral discourse: from sound production to standard orthoepy. Phonetic correctness: open vowels, voiced consonants, final consonants.
- 2.2. Oral production in the context of the media. Oral narration. The interview.



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

3.1. Text construction. Sentence structure. Paragraph construction. Aspects of textual cohesion. Deixis, reference, and anaphora. Textual connectors.

3.2. Revision of written texts. Normative correction (spelling, morphology, syntax, lexicology, and semantics). Aspects of journalistic style.

4. Review of media productions.

This content plan will be translated into the following learning results:

- Demonstrate a deep knowledge of the Catalan language in order to express oneself clearly, coherently, and correctly in both oral and written forms.
• Apply the Catalan language in accordance with the linguistic responsibility required of the journalistic profession.
• Identify the theoretical foundations necessary to resolve doubts about oral and written use of Catalan.
• Recognize the linguistic specificities of the media.
• Understand Catalan phonetics and phonology to address and resolve orthological and orthographic doubts.
• Know Catalan morphology and syntax in order to produce appropriate messages in various communicative situations.
• Understand and identify the lexical mechanisms that determine how languages function in general, and Catalan in particular.

WORKLOAD

PRESENCIAL ACTIVITIES

Table with 2 columns: Activity, Hours. Rows: Theory (60,00), Total hours (60,00)

NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	0,00
Individual or group project	40,00
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	30,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

Theoretical classes:

These will cover the fundamental knowledge required for the practical activities.

Practical classes:

These will focus on the analysis and production of journalistic texts in Catalan, as well as oral and written texts. During these activities, particular attention will be given to achieving normative and stylistic correctness.

Students will carry out a series of oral and written activities throughout the class period for the purpose of evaluation. These activities are as follows:

- Speaking activities (Topic 2): News item (approximate duration: 3 minutes).
- Written expression activities (Topic 3): Writing a news item and revising a journalistic text.

At the beginning of the class period, the teacher will specify the characteristics of each activity and inform students of the timetable for completing and delivering these three activities. The characteristics of the news (Topic 3) will follow what is explained in the News Genres subject.

Attendance at tutorials:

Students should use tutorials to resolve queries, particularly regarding the completion of oral and written activities, and to present these activities to the teacher.

EVALUATION

First exam session:

The assessment system of the course combines various tools in order to evaluate, in a comprehensive manner, the competencies acquired by students.



- The evaluation of assignments, both individual and group, will account for 60% of the final grade. It will assess the ability to analyse, synthesise, and apply the learned content.
- Active participation in debates and analytical dynamics will be assessed with a maximum of 10%, thus promoting student involvement in the collective construction of knowledge.
- Complementary training activities (such as workshops or seminars) may count for up to 5% of the final grade, provided that the corresponding follow-up reports are submitted.
- Finally, a theoretical test or exam will be conducted, with a maximum weight of 25%, aimed at evaluating the level of acquisition of conceptual knowledge.

Second exam session:

Activities not passed in the first exam session may be recovered in the second, provided the student submitted the three practical assignments during the first session.

If the student did not submit all three activities in the first exam session, they will have the right to take a comprehensive exam that will specifically include elements of speech, text production, and journalistic text revision.

IMPORTANT NOTICE:

Intellectual honesty is vital in academic communities and essential for fair assessment of student work. All assignments submitted in this course must be the student's own original work. Submissions that involve fraudulent collaboration through the use of artificial intelligence tools (ChatGPT or others) will not be accepted.

If plagiarism is detected in a student's assessment, the work may be graded with a zero and lead to the failure of the exam session, regardless of any disciplinary proceedings that may be initiated and, where appropriate, the sanctions imposed in accordance with current regulations.

The following will also be considered serious offences and may lead to immediate suspension from the exam session: copying or enabling the copying of assignments between students; irregular access to or early appropriation of an exam's content; facilitating or attempting the appropriation, alteration, or destruction of the content or results of an evaluable activity; and impersonating another person in exams. In the case of any such serious offences, the lecturer must report the situation to the Degree Coordination Team.

The submission of assignments and/or exams with spelling, orthotypographical, syntactic, coherence, or writing errors will be penalised and may lead to the failure of the test.



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Julià-Muñé, J. (2004). *El llenguatge de la ràdio i de la TV*. IIFV/Bromera.

Puigpelat, F., & Rubió, J. (2000). *Com parlar bé en públic*. Pòrtic.

Lacreu, J. (2017). *Manual d'ús de l'estàndard oral*. Universitat de València.

Esteve, F., & Melià, J. (2011). *Gramàtica zero: El millor ús amb la mínima gramàtica*. Servei de Política Lingüística de la Universitat de València. http://cort.as/-Eb_T

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Gramàtiques

Institut d'Estudis Catalans. (2016). *Gramàtica de la llengua catalana*. IEC.

Institut d'Estudis Catalans. (2019). *Gramàtica essencial de la llengua catalana*. <https://geiec.iec.cat/>

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Institut d'Estudis Catalans. (2007). *Diccionari de la llengua catalana*. <https://dlc.iec.cat/>



Portales y recursos en línea

Institut d'Estudis Catalans. (2017). *Ortografia catalana*. https://www.iec.cat/llengua/documents/ortografia_catalana_versio_digital.pdf

Institut Interuniversitari de Filologia Valenciana. (2002). *Guia d'usos lingüístics*. <https://cutt.ly/HhWI2AG>

Acadèmia Valenciana de la Llengua. (2011). *Llibre d'estil per als mitjans audiovisuals en valencià*. <https://cutt.ly/GhWOrYc>

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Generalitat de Catalunya. *OPTIMOT: Cercador d'informació lingüística*. <https://cutt.ly/FhWOchl>

TERMCAT. *Centre de Terminologia de Catalunya*. <https://www.termcat.cat/ca>

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