



COURSE GUIDE
COMMUNICATION THEORY
MULTIMEDIA AND DIGITAL ARTS DEGREE
Universidad Católica de Valencia
2023/24



COMMUNICATION THEORY



PI-02-F-16 ED. 00

TEACHING GUIDE SUBJECT AND / OR COURSE

		ECTS
SUBJECT: COMMUNICATION THEORY		6
Matter: COMMUNICATION		6
Module: Methodological Basis		18
Type of learning: Basic Formation	Year: 1 Semester: 1	
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SUBJECT ORGANIZATION

Methodological Basis				Nº ECTS 18
Duration and temporal location within the curriculum:				
Subjects and Courses				
Subject	ECTS	COURSES	ECTS	Course/ semester
Communication	6	COMMUNICATION THEORY	6	1/1
Linguistics	6	Documentation	6	2/2
Modern language applied	6	Business and technological English	6	3/2

**TEACHING GUIDE SUBJECT AND / OR COURSE:
COMMUNICATION THEORY****Prerequisites:** None**OBJECTIVES**

Theory of communication has as its object the study of communicative processes, the elements that constitute them and the structures in which they are integrated, with special attention to the role of the media and its influence on the configuration of social models Contemporaries.

This study shows the insufficiency of a reduced ratio that does not take into account what the human being means from all the factors to address it. As a consequence, we seek to know human communication; The communicative levels; The public communication with all the ideologies present in it and the different ways in which communication has been studied in history.

The ultimate goal is to awaken a critical view of the hegemonic culture of postmodernity with the aim of making communication an element that contributes to the development of the vocation of meaning of man, to his will to self-understanding and development of a life Worthy of being lived.

BASIC COMPETENCES		Competence measuring scale			
		1	2	3	4
CB1	Understanding of knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although it is supported by advanced textbooks. It also includes some aspects that imply knowledge from the vanguard of its field of study.				x
CB2	Apply knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.			x	
CB3	Ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.				x
CB4	Ability to transmit information, ideas, problems and solutions to a specialized and non-specialized public.				x
CB5	Development of those learning skills needed to undertake further studies with a high degree of autonomy.			x	



GENERAL COMPETENCES	Competence measuring scale			
	1	2	3	4
CG. 1 Ability to analyze and synthesize				x
CG. 2 Ability to organize and plan			x	
CG. 3 Oral and written communication in one's own language				x
CG. 4. Oral and written communication in the foreign language in the workplace				x
CG. 5 Computer skills related to the field of study		x		
CG. 6 Information management capacity. Know how to obtain information effectively from books and specialized magazines, and other documentation				x
CG. 9 Decision making		x		
CG. 15. Ethical Commitment				x
CG. 18. Autonomous learning and motivation for training throughout their professional life			x	
CG. 19. Adapting to new situations		x		
CG. 25. Motivation for quality			x	

SPECIFIC COMPETENCES				
	1	2	3	4
EC. 5 Ability to organize, classify and index all materials and files used in the development of the project, generating documents for proper conservation or consultation. As well as capacity for the subsequent search and retrieval of information.				x
EC. 6 Ability to obtain objective and relevant conclusions for the generation of new product concepts, and generate new ideas and solutions, based on research work on documentation.			x	
EC. 8 Capacity to organize and process the information that will later be included in the project.			x	

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EC.10 Ability to translate creative ideas so that it is possible to transmit them in digital format.		x		
CE.11 Ability to adequately present the results of the research in an oral, written, audiovisual or digital manner, according to the canons of the disciplines of information and communication.				x
EC 14. Understand communication as a process, as well as the different elements that constitute it, including knowledge of the specificity of the speeches, as well as the modes of representation typical of the different technological and audiovisual media, while discriminating the different Theories, methods and problems of audiovisual communication and its different languages.				x
EC. 20. Ability to develop an articulated knowledge of communication, both from a historical point of view, and equally as a sociological phenomenon in evolution, while the new realities provided by the constant advance in its technological dimension.				x

LEARNING OUTCOMES	Competences
R. 1. Comprehensive knowledge of the communication process.	CB:1,2,3,4,5 CG:1,2,3,4,5,6,9,15,18,19,25 CE: 5,6,8,10, 11,14,20
R. 2 Knowledge of the different theories, methods and problems of social communication.	CB:1,2,3,4,5 CG:1,2,3,4,5,6,9,15,18,19,25 CE: 5,6,8,10, 11,14,20
R. 3. Understand the dimensions of the communication process and its implementation in the different communication tools.	CB:1,2,3,4,5 CG:1,2,3,4,5,6,9,15,18,19,25 CE: 5,6,8,10, 11,14,20
R. 4. Development of the critical sense.	CB:1,2,3,4,5 CG:1,2,3,4,5,6,9,15,18,19,25 CE: 5,6,8,10, 11,14,20



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CLASSROOM WORK TRAINING ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS ¹
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R-1, R-2, R-3, R-4	1
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R-1, R-2, R-3, R-4	0,5
LABORATORY	Activities in spaces with special equipment.		0
SEMINAR	Supervised monographic sessions with shared participation	R-1, R-2, R-3, R-4	0,25
EXPOSICIÓN TRABAJOS GRUPO	WORK GROUP EXHIBITION	R-1, R-2, R-3, R-4	0,25
TUTORING	Custom and small group attention. Period of instruction and / or guidance by a tutor to review and discuss the materials and topics presented en las clases, seminarios, lecturas,	R-1, R-2, R-3, R-4	0,25
EVALUATION	Set of oral and / or written used in initial, formative or summative evaluation of the student.	R-1, R-2, R-3, R-4	0,15
Total			(2,4*)

¹ The subject and / or material is organized in training PHYSICAL WORKING training activities and self study, students, with an estimated in ECTS. Proper distribution is as follows: 35-40% for Classroom Training Activities and 65-60% for freelance work. (For a course of 6 ECTS: 2.4 and 3.6 respectively).

The teaching-learning methodology described in this guide in a generic way, shape in the teaching units in which the course is organized and / or matter

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INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. (www.plataforma.ucv.es)	R-1, R-2, R-3, R-4	0,6
INDEPENDENT WORK	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc.. to post or deliver the lectures, practical and / or small group tutoring. Work done on the platform of the university (www.plataforma.ucv.es)	R-1, R-2, R-3, R-4	3
Total			(3,6*)

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool ²	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Performing practical work Active participation in class	R-1, R-2, R-3, R-4	15%
Direct works	R-1, R-2, R-3, R-4	15%
Final work	R-1, R-2, R-3, R-4	20%

² Techniques and tools for evaluation: oral-exam, written tests (multiple choice tests, development, concept maps ...), tutorials, projects, case studies, observation notebooks, portfolio, etc..



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Final exam	R-1, R-2, R-3, R-4	50%
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Assistance and participation:

Repeated arrival late to class in an unjustified manner will be considered as a lack of attendance

Participation may be voluntary or at the request of the teacher. The lack of contributions and reflections on the topics to be discussed during the sessions will be considered as lack of participation.

According to the assessment policy of the UCV it is established by article 8 that any student who has a lower subject attendance of the 50% will not be able to take the first exam call. It will be considered as class absence the justified and unjustified ones.

Those students that have informed the professor in advance about their personal situation and it is considered by the professor a justified absence due to working reasons, overlapping subjects, serious illness, second exam calls, etc. will be excluded of this rule and will have the express permission of the professor to take the first call exam. To be excluded from the above mentioned rule it is absolutely indispensable to inform the professor at the beginning of the semestre and to accept the assessment process that the professor establishes and considers more appropriate for every special case. Under no circumstances the student can appeal these situations to break the rule at the end of the semestre.

Furthermore the professor can establish as absence the repeated delayed attendance, the lack of attention in class as well as the forbidden use of mobile phones, the lack of participation in class, etc. All the previously mentioned reasons can be considered as breaking the rule and therefore taken into account in order not to be allowed to take the first call exam and to penalize the established percentage on class participation and attendance.

The above mentioned rule affects both the assessment percentage on class attendance and class participation as well as the evaluation of class projects and case studies that have their own assessment percentage which are all included and explained in the present course guide.

Carrying out cases and practical exercises proposed in class:

Three exercises of autonomous and individual work will be proposed throughout the subject. Each exercise will have a valuation in its own percentage that will be presented in the rubric prior to the realization of the same. In the practical cases, the fulfillment of the deadlines, the originality, the execution and the use of the adequate resources for each one of them (bibliographic search, comparative analysis, etc.) will be evaluated. Copying, plagiarism, not citing sources, performing misspellings will imply the suspension of work.

Completion of final work:

Throughout the course will be worked on a group work that must be presented in writing and orally by all members of the group. The evaluation of this work will have a rubric that specifies



the evaluation criteria and that will be presented when the work is ordered. The assignment of the components of the groups will be done according to the criteria of the teacher. As in the individual works the copy, plagiarism or lack of appointment will be sanctioned. In the group work will be assessed the individual participation of each member who can penalize their grade.

Exam and Final Note:

The subject will have a final exam whose approval is essential (minimum mark 5 out of 10) to mediate with the rest of the marks obtained in the subject. Failure to pass the exam will therefore result in suspension of the call, unless in the joint assessment of the subject and at the discretion of the teacher it is considered that the minimum knowledge required in the subject has been achieved.

The average obtained in the continuous evaluation will be maintained in first and second call, not being able to present substitutive works to those realized during the continuous evaluation.

If it is the case that, having passed the exam, the average grade higher than 5 is not achieved in its entirety, the exam must be repeated.

In case of suspension on first call, a second substitution work may be submitted to those made during the continuous evaluation if it is determined that there was justified cause for not having delivered it at the time or the teacher considers it justified to repeat it. In any case it will imply re-examination on second call.

In no case can complementary papers be presented to improve the average grade obtained if the subject has been approved.

Plagiaries, copies and lack of appointments:

In all the works presented (individual or group) as in the exam the misspellings penalize the note. The repetition of absences will suppose the automatic suspension of the work or examination presented.

The detection of plagiarism or copy of any work carries the suspension of the same. It is considered plagiarism the use of works of others not mentioned by the author or the abusive use of material not proper for the elaboration of the same. (More than 35%).

The copy in the exam supposes the suspension of the complete subject, not being able to present in second call.

The presence in the classroom of the student at the beginning of the examination implies the evaluation of the same, not being able to claim the consideration of not presented, even if the room is abandoned after receiving it.

CRITERIA FOR GRANTING HONORS:

Clarify specific criteria outlined for the course and faculty that is ascribed the title and in accordance with the general regulations stating that only you can give an honors degree for every 20 students not by fraction 20, with the exception of groups of fewer than 20 students in total, which can be given a registration.



DESCRIPTION OF CONTENTS	COMPETENCES
Organización en bloques de contenido o agrupaciones temáticas. Desarrollo de los contenidos en Guías didácticas.	(Indicar, numéricamente, las competencias relacionadas)
1.- Human communication. Anthropological budget	CB:1,2,3,4,5 CG:1,2,3,4,5,6,9,15,18,19,25 CE: 5,6,8,10, 11,14,20
2.- Theory of communication. Epistemological budget	CB:1,2,3,4,5 CG:1,2,3,4,5,6,9,15,18,19,25 CE: 5,6,8,10, 11,14,20
3.- Communicative levels. The vocation of meaning	CB:1,2,3,4,5 CG:1,2,3,4,5,6,9,15,18,19,25 CE: 5,6,8,10, 11,14,20
4.- Theories of communication and its main paradigms	CB:1,2,3,4,5 CG:1,2,3,4,5,6,9,15,18,19,25 CE: 5,6,8,10, 11,14,20

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BIBLIOGRAFÍA**Basic:**

Professor material

- Laura Galguera Garcia Carlos Fernández Collado (2009) *Teorías de la Comunicación*; McGrawHill.
- Herrero, Julio César. (2009). *Manual de Teoría de la Información y de la Comunicación*; Madrid: Universitat
- Sosa Osorio, J.A y Calderón, A (2013): *Manual de teoría de la comunicación : primeras explicaciones*. UOC.
- Martín Serrano, Manuel. (2007) *Teoría de la comunicación la comunicación, la vida y la sociedad* McGraw-Hill .
- Alberto Scolari, C. (2015). *Narrativa Transmedia*; Madrid: Deusto.
- García Avilés, José Alberto. (2011). *Fundamentos sobre Teoría de la Comunicación Mediática*. Alicante: Universidad Miguel Hernández.
- Wolf, Mauro (1996). *La investigación de la comunicación de masas*; Barcelona: Paidós Ibérica.
- Martín Algarra, Manuel (2003). *Teoría de la comunicación: una propuesta*; Madrid: Tecnos.
- Crowley, David y Heyer Paul. (2002). *La comunicación en la historia*. Barcelona: Bosch Comunicación.
- Estrada, Anna. (2012). *Teories de la comunicació*. Barcelona: UOC.

Complementary:

- Mirzoeff, Nicholas. (2016) *Cómo ver el mundo*; Madrid: Paidós Ibérica
- Frankl, V. (2005). *El hombre en busca de sentido*. Barcelona: Herder.
- Buber, M. (1996). *Yo y Tú*. Buenos Aires: Nueva Visión.
- Van Dijk, T. A. (1999). "El análisis crítico del discurso", *Anthropos*, 186. Pp. 23-36
- Marcuse, H. (2010). *El hombre unidimensional*. Barcelona: Ariel.
- Benedicto XVI. (2009). *Caritas in veritate*. Madrid: San Pablo.

TEMPORAL ORGANIZATION OF LEARNING:

	BLOCK CONTENT / TEACHING UNIT	NUMBER OF PRESENTIAL SESSIONS
1.	Human communication. Anthropological budget	10
2.	Theory of communication. Epistemological budget	4
3.	Communicative levels. The vocation of meaning	4
4.	Theories of communication and its main paradigms	8



ADDITIONAL INFORMATION:

TEACHING OF THE SUBJECT ON SECOND AND SUBSEQUENT ENROLLMENT:

There will be a group for students who are not of first registration and a teacher in charge of that group.

This group will be a number set by the UCV of monitoring and tutoring sessions (February 6 hours each) in which to reinforce the work on skills that students need to acquire group to pass the course.

These sessions are included in the attached schedule in this guide and are detailed in the description of the teaching units of the course.

TEMPORAL ORGANIZATION OF LEARNING (Students of second or successive enrollments):

	BLOCK CONTENT / TEACHING UNIT	NUMBER OF PRESENTIAL SESSIONS
1.	Human communication. Anthropological budget	2
2.	Theory of communication. Epistemological budget	1
3.	Communicative levels. The vocation of meaning	1
4.	Theories of communication and its main paradigms	2