



---

---

**COURSE GUIDE**  
**COMMUNICATION THEORY**  
MULTIMEDIA AND DIGITAL ARTS DEGREE  
Universidad Católica de Valencia  
2024/25

---

---



## COMMUNICATION THEORY



PI-02-F-16 ED. 00

### TEACHING GUIDE SUBJECT AND / OR COURSE

		ECTS
<b>SUBJECT: COMMUNICATION THEORY</b>		6
<b>Matter:</b> COMMUNICATION		6
<b>Module:</b> Methodological Basis		18
<b>Type of learning:</b> Basic Formation	<b>Year:</b> 1 <b>Semester:</b> 1	
<b>Teacher:</b> Dr. Guillermo Gómez-Ferrer	<b>Department:</b> multimedia	
	<b>E-mail:</b> g.gomezferrer@ucv.es	

### SUBJECT ORGANIZATION

Methodological Basis				Nº ECTS 18
<b>Duration and temporal location within the curriculum:</b>				
<b>Subjects and Courses</b>				
Subject	ECTS	COURSES	ECTS	Course/ semester
<b>Communication</b>	6	COMMUNICATION THEORY	6	1/1
<b>Linguistics</b>	6	Documentation	6	2/2
<b>Modern language applied</b>	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.

<b>BASIC COMPETENCES</b>		<b>Competence measuring scale</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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	

**COMMUNICATION THEORY**

PCA-27-F-01 Ed.00

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



## COMMUNICATION THEORY



PI-02-F-16 ED. 00

CLASSROOM WORK TRAINING ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS <sup>1</sup>
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*)

<sup>1</sup> 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

**COMMUNICATION THEORY**

PI-02-F-16 ED. 00

<b>INDEPENDENT WORK ACTIVITIES</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relationship of Course with Learning Outcomes</b>	<b>ECTS</b>
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. ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	R-1, R-2, R-3, R-4	3
Total			(3,6*)

<b>SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM</b>		
<b>Assessment Tool <sup>2</sup></b>	<b>LEARNING OUTCOMES ASSESSED</b>	<b>Allocated Percentage</b>
Performing practical work Active participation in class	R-1, R-2, R-3, R-4	15%
Tests	R-1, R-2, R-3, R-4	15%
Works	R-1, R-2, R-3, R-4	20%

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



## COMMUNICATION THEORY



PI-02-F-16 ED. 00

Final exam	R-1, R-2, R-3, R-4	50%
------------	--------------------	-----

### *Attendance and participation:*

Compulsory attendance: According to the guidelines for the development of the General Regulations for Evaluation and Grading of Official Studies and UCV Degrees, in face-to-face degrees it will be necessary to attend class with a minimum of 80% of the sessions of each subject as a requirement to be evaluated. This means that, if a student does not attend more than 20% of the sessions of each subject, he/she will not be evaluated, neither in the first nor in the second call, unless the person in charge of the subject, with the approval of the person in charge of the degree, in view of exceptional circumstances duly justified, exempts the minimum percentage of attendance.

The same criterion will be applicable for hybrid or virtual degrees in which the faculty must maintain the same percentage in the requirement of "presence" in the different training activities, if any, even if these are carried out in virtual environments.

### *Completion of cases and practical exercises proposed in class:*

The subject will count on continuous evaluation works -test on platform, analysis, etc-. These works are evaluated once submitted and the grade cannot be modified once they have been submitted and reviewed, and consequently, the grade obtained in the exam will be the same as the grade obtained in the exam. It is not allowed to submit work after the deadline to raise grade or recovery of work not submitted unless expressly authorized by the teacher for justified reasons.

### *Final work:*

The course will have a final work that can be individual or group at the discretion of the teacher. The evaluation criteria of such work will be explained in the classroom by the teacher in advance. As in the individual work, copying, plagiarism or lack of citation will be sanctioned. If plagiarism or copying is detected in any of the works presented, it will mean a 0 in the whole continuous evaluation part of the course.

### *Exam and Final Grade:*

The course will have a final exam whose approval is essential (minimum grade 5 out of 10) to mediate with the rest of the grades obtained in the course. Failure to pass the exam means, consequently, the failure of the call and the exam grade will be reflected as the final grade of that call.

The average obtained in the continuous evaluation will be maintained in the first and second call, not being able to submit substitute work to those made during the continuous evaluation when the exam has been passed.

If the case arises that, having passed the exam, an average grade higher than 5 is not obtained for the subject as a whole, the exam must be repeated





In case of failure in the first call, a single substitute work to those made during the continuous evaluation may be presented in the second call if it is determined that there was a justified cause for not having delivered it at the time or the teacher considers justified its repetition. In any case, it will imply re-examination in second call.

In no case can complementary work be submitted to improve the average grade obtained if the subject has been passed.

Students may waive their exam grade once they have passed the course and take the second exam, following the procedure established in the UCV regulations.

Plagiarism, copies and lack of citations:

In all work submitted (individual or group) as in the exam spelling mistakes will penalize the grade. Repetition of spelling mistakes will result in the automatic failure of the work or exam submitted. Minor faults (accents) will mean 0.2 less per fault. Serious faults (spelling, grammar) will mean 0.5 less per fault in the final grade of the exam.

The detection of plagiarism or copying of any work will lead to its suspension. It is considered plagiarism the use of works of others not cited by the author or the abusive use of material not belonging to the student for the elaboration of the same (more than 35%).

The copy in the exam means the failure of the whole course, not being able to present it in the second call.

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

Criteria for the awarding of honors:

Honorary Enrollment: The mention of "Honorary Enrollment" may be awarded to students who have obtained a grade equal to or higher than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.

Single Evaluation

Single Evaluation: According to article 9 of the General Regulations for the Evaluation and Grading of Official Studies and UCV's Own Degrees, the continuous evaluation system is the preferred evaluation system at UCV. Art. 10 allows, however, for those students who, in a justified and accredited way, show their inability to attend in person (or to synchronous communication activities for virtual and/or hybrid teaching modalities), their extraordinary evaluation in the so-called single evaluation. This single evaluation must be requested within the first month of each semester to the Dean's Office of the Faculty through the Vice-Dean's Offices or Master's Directorates, competing to this the express decision on the admission of the request of the student concerned.

For the subject of THEORIE OF COMMUNICATION, the evidence to be presented and/or the test/s to be taken in the single evaluation by the student are established according to final exam and final work plus test with the percentages 50% work and test + 50% exam.



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

**COMMUNICATION THEORY**

PI-02-F-16 ED. 00

**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: Universitas
- 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):**

	<b>BLOCK CONTENT / TEACHING UNIT</b>	<b>NUMBER OF PRESENTIAL SESSIONS</b>
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