

**COURSE GUIDE**

2024/25

**Faculty** 323 - Faculty of Social and Communication Sciences**Cycle** .**Degree** GCOMUN31 - Bachelor's Degree in Audiovisual Communication**Year** Third year**COURSE**

27138 - Interpersonal and Group Communication

**Credits, ECTS:** 6**COURSE DESCRIPTION**

This subject explores in depth a transversal competence -the ability to express oneself better in public, relational skills in personal and social interaction- whose demand is increasingly generalised in the Bachelor's Degree. This interest responds to the strategic value of communication and the need for greater relational intelligence both in the professional sphere and in social life. Its suitability in a Faculty of Social Sciences and Communication seems obvious.

It is an opportunity to contrast the formal and informal learning developed by the students, whose deficit becomes more evident in terms of active learning pedagogies, teamwork, as well as in the presentation of projects and work throughout the Degree.

Likewise, the defence of the Final Degree Project (TFG) is an important milestone for students and is related to this subject. A good presentation and expression gives added value to the evaluation of the TFG. This subject helps students to have clear ideas and to know how to prepare for this and other challenges that they will face throughout their professional and social life.

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT****SKILLS**

It deals with the art of speaking well in public and relating better to oneself and others. The starting point is learning to listen, to observe oneself, and to activate one's own expressive resources in order to perform better in social interaction.

The knowledge and training of our biology of communication allows us to optimise our personal expressiveness, gain confidence, deactivate stage fright, and regulate the activation necessary to give the best of ourselves.

The dynamic of the classes is similar to an oral communication workshop, with constant practice and evaluation of individual progress (everyone will advance at their own pace and according to their possibilities), although the explanation, understanding and handling of the theoretical part of the subject is considered fundamental.

**SPECIFIC SKILLS:**

1. Apprehend and use the basic tools of rhetoric, the rules and structures of interpersonal and group communication.
2. Adapt expressive techniques and resources (verbal and non-verbal) to each communicative situation, adapting them according to the addressee.
3. Analyse the different modes of expression in a public space in relation to the staging.
4. Develop communicative skills for persuasion and manage an assertive mode of communication.

**BASIC AND GENERAL COMPETENCES**

- Acquire knowledge and understand the meaning and relevance of theories, concepts and methodologies in the context of the (inter)disciplinary field of audiovisual communication.
- Analyse, interpret, explain and critically assess facts, social processes, texts and communicative projects.
- Develop skills and abilities related to participation, management and optimisation of teamwork, applying informed criteria to decision-making and evaluation of results.
- Acquire knowledge and experience of professional environments and routines in the field of audiovisual communication.
- Search for, select, prioritise and analyse information from different sources, adapting its content to different narrative forms and strategies.
- Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.
- Students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.
- Students should have developed those learning skills necessary to undertake further study with a high degree of autonomy.
- To deepen critical thinking and the ability to work in a team.

In addition, it is in line with the following two competences worked on in the degree:

- Discriminate, understand and analyse different theories, practices and discursive strategies of both fiction and non-fiction audiovisual texts.

- Develop skills and abilities for the planning, management and optimal development of teamwork.

## Theoretical and Practical Contents

- I. Introduction. The process of human communication. Intrapersonal, interpersonal and social communication. Verbal and non-verbal communication. Message perception and processing. Active listening and observation. Mental preparation and expanded practice: seeing, doing and imagining to consolidate better communication habits.
- II. Rhetoric and interactivity on the Net. From classical rhetoric to interactivity in the networks. The clarity of the new digital communication. From monologue to global conversation: a new era of secondary orality on the Net.
- III. Public speaking, fear and self-confidence. Flow state and optimal experience. Emotional and relational intelligence. Resonant communicators. Leadership styles. Shared leadership.
- IV. Preparation and presentation of an oral piece. Rhetorical operations. Parts of the speech. Rhetorical resources. Mental frameworks and cognitive frameworks. Ethical concerns: language and social construction of reality.
- V. Use of inclusive and non-discriminatory language. Language and gender. Similarities and differences in the communicative behaviour of men and women. Approach to a non-sexist use of language.
- VI. The art of controversy. Decalogue for a good debate. Assertiveness and automatic response styles. Models of assertive response in tense situations. Participation, creativity and teamwork.

### Practical exercises:

- Individual analysis of an exemplary speech, writing and brief exposition.
- Final speech or humorous monologue. Writing and presentation.
- Investigation of one's own style of relating to others. Explanation and application of theory. Making records of interaction with others, analysis, experimentation and conclusions.
- Practical exercises agreed between students and teachers to improve written and oral expression.

## TEACHING METHODS

## Course tasks:

- Attention, understanding and application of theory in the different tasks.
- Analysis of current affairs examples or case studies of interest to students, proposed by the teacher or by the students themselves.
- Improvisation, writing, expression and interpretation exercises. Format of exercises: micro-stories, preparation of the beginning of a speech, storytelling, class presentation on a specific topic, poetry recital, etc.
- Debate exercises, taking as a reference specific guidelines for a good debate. Active listening and effective expression will also be worked on.
- Individual analysis of an exemplary speech, writing and brief presentation (approx. 3 minutes).
- Final speech, self-presentation. Writing and presentation.
- Analysis of one's own style of relating to others. Experimental and analytical work carried out throughout the course.

The process of continuous learning and evaluation makes it possible to fragment and advance in the tasks, in parallel with the progress we make in the programme. In this way, the work to be done by the students is spread evenly throughout the course and they receive personalised attention from the teacher in the different phases. Students will also contribute to the learning process of their classmates, providing opinions, constructive criticism, suggestions, etc. on the communicative style of their classmates.

## **TYPES OF TEACHING**

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
<b>Hours of face-to-face teaching</b>	46		14						
<b>Horas de Actividad No Presencial del Alumno/a</b>	69		21						

**Legend:** M: Lecture-based

### S: Seminar

### GA: Applied classroom-based groups

## GI : Applied laboratory-based groups

## GO: Applied computer-based groups

## GCI : Applied clinical-based groups

## TA: Workshop

## TI: Industrial workshop

### GCA: Applied fieldwork groups

## Evaluation methods

- Continuous evaluation
- End-of-course evaluation

### Evaluation tools and percentages of final mark

- Exercises, cases or problem sets 60%
- Individual assignments 40%

### ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Ordinary convocation

Students participating in classes:

Active participation in classes, debates and weekly exercises 20%.

Analysis and presentation of an exemplary speech 20%.

Final self-presentation: speech or humorous monologue 40%.

Final test: 20%.

Those who are unable to attend classes and take part in this continuous assessment may sit the final test for their assessment. Likewise, those who start with the continuous assessment, but stop coming to class or do not hand in their work may sit the final exam, as long as this option is requested in the first nine weeks of the term.

The student has the option to waive this option by not taking the final exam. In this case, he/she will be assessed as NOT PRESENTED.

Students who take the final exam or evaluation will follow the following evaluation system: practical work agreed with the teacher (60% of the final grade); final work or speech (40%).

### EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

As students who take the final exam or evaluation, they will follow the following evaluation system: practical work agreed with the teacher (60% of the final grade); final work or speech (40%).

### MANDATORY MATERIALS

The course materials are made available to students on the Egela platform, to which they must add at least one book of their choice, related to the aspects of greatest interest to them in the subject.

### BIBLIOGRAPHY

#### Basic bibliography

Todos pueden hablar bien en público. Roberto García Carbonell. Ed. EDAF, 2016  
Jendaurrean hizlari Joserra Gartzia, Ed. Alberdania, 2008.  
El arte de hablar en público. Barbara Berckhan et alt.. Ed. RBA Integral.2006  
Manual del Cómico novato. Miguel Lago. Ed. Quatrocento, 2010  
Gimnasia emocional. José Luis Bimbela. Escuela Andaluza de Salud Pública, 2008  
Así hablan las mujeres. Pilar García Moutón. Ed La esfera, 2003  
1997  
Si persuadeo levantara la cabeza. Alejandro Espí Hernández. 2018

#### Detailed bibliography

Inteligencia social. Daniel Goleman. Ed. Kairos 2006  
Taller de voz. Angels Molner. Ed. Alba.2005  
La comunicación emocional. Carmen Sebastián. ESIC Ed., 2002  
La isla de los 5 faros. Ferrán Ramón Cortés. Ed. RBA.2005  
Tú eres el mensaje. Roger Ailes Ed. Paidos 1988. Mujeres, hombres y lenguaje. Jennifer Coates. Fondo de Cultura Económica, 2008  
Comunicación en un mundo cambiante. Bethani A. Dobkin. Mc Graw-Hill, 2007  
Psicología social de la comunicación : aspectos básicos y aplicados. Yolanda Pastor Ruiz (coord.), eds. Pirámide, 2006  
Comunicación como proceso simpático Eva Aladro Vico CIC: Cuadernos de información y comunicación, , Nº 9, 2004, págs. 117-128  
Introducción a la comunicación interpersonal. María Dolores Cáceres. Síntesis, 2003  
No pienses en un elefante. Lenguaje y debate político. George Lakoff. Ed. Complutense.2007  
La retórica. Aristóteles. Gredos. Madrid. 1997  
La comunicación de las emociones. José-Lorenzo García. Tesis doctoral  
<http://eprints.ucm.es/tesis/19911996/S/3/S3017101.pdf>

#### Journals

Revista de estudios de Comunicación ZER. UPV-EHU  
CIC Cuadernos de Información y Comunicación. Universidad Complutense de Madrid  
Cuadernos de Comunicación e Innovación Telos. Fundación Telefónica

## Web sites of interest

14.000 spts electorales de 111 paises

<http://www.archivoelectoral.org/>

Blog de Antonio Gutiérrez Rubí. Comunicación social y nuevos medios

<http://www.gutierrez-rubi.es/>

La comunicación intercultural. Miquel Rodrigo

[http://portalcomunicacion.com/uploads/pdf/1\\_esp.pdf](http://portalcomunicacion.com/uploads/pdf/1_esp.pdf)

<http://ocw.universia.net/categorias.php>

Liderazgo, un deporte de equipo. Hábitos de comunicación para organizaciones deportivas

[http://www.bizkaia.net/Kultura/kirolak/pdf/ca\\_lidera.pdf](http://www.bizkaia.net/Kultura/kirolak/pdf/ca_lidera.pdf)

Congreso de comunicación política Bilbao 2012-06-19 Neuropolítica y storytelling

[http://www.irekia.euskadi.net/es/web\\_tv/3621-neuropolitica-storytelling-christian-salmon-margaret-scammell-acop2012?t=1](http://www.irekia.euskadi.net/es/web_tv/3621-neuropolitica-storytelling-christian-salmon-margaret-scammell-acop2012?t=1)

## OBSERVATIONS