

TEACHING GUIDE

**COMMUNICATIVE SKILLS AND SPOKESPERSONS
TRAINING**

**GRADO EN PROTOCOLO, ORGANIZACIÓN DE EVENTOS Y
COMUNICACIÓN CORPORATIVA (INGLÉS)**

ACADEMIC YEAR 2024-25

Date: 01-07-2024

 **Q2803011B UNIVERSIDAD REY JUAN CARLOS**
Fecha firma: 18/04/2025 05:57 | Hash: 02923ff507563362e12296b11da322b7.

I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	4 course, 2Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation
<p>The present subject aims for students to acquire the necessary knowledge for effective, structured, and clear communication, especially in public speaking engagements. They will learn the modes and strategies needed to structure speeches based on support, interlocutor, audience, and the medium of dissemination. They will learn how to write a speech, draft an informative note, prepare an oral presentation, etc. The objective is to become a good spokesperson who projects a positive image of the institution, organization, or company; to be able to convincingly convey information and maintain the audience's attention, as an essential tool in institutional and business communication. Considering all of the above, the subject will be approached in a practical manner with an active and participatory methodology.</p>

III.-Competences
<p>Generic competences</p> <p>CG2. Ability to apply knowledge to practice CG3. Ability to analyse, gather and summarise information and data CG4. Oral and written communication skills in the language of the degree CG5. Development of autonomous learning in the field of study CG6. Planning and organisation skills CG9. Ability to gather, evaluate and interpret information from different sources CG10. Decision-making and problem-solving skills CG12. Development of interpersonal skills CG15. Ability to coordinate, manage and motivate work teams in order to gain benefits and achieve results for other people CG16. Leadership, with a conscious and ongoing commitment to respond constructively to challenges, contributing towards their resolution with experience, knowledge and action CG18. Excellent oral and written communications skills for professional practice</p>
<p>Specific competences</p> <p>CE3. Knowledge of the cultural and intercultural environment for the development of any protocol activity or event CE7. Gain specific knowledge in the field of communications and on how the media operates in relation to institutions and businesses, as the fundamental principle to position a message CE13. Ability to communicate different messages to all types of audiences, differentiating the information with accuracy CE14. Knowledge of the basic principles of corporate communication, and of the way the media operates in relation to institutions and/or businesses CE19. Communication skills and institutional relations: ability to defend and present different projects related to a brand, events or corporate communication CE29. Image management skills. Ability to structure a message according to its support system and the type of media used CE41. Learn norms and customs, have consideration and respect for different cultures, acquiring and developing the capacity to act appropriately in a diversity of contexts</p>



 **Q2803011B UNIVERSIDAD REY JUAN CARLOS**
Fecha firma: 18/04/2025 05:57 | Hash: 02923ff507563362e12296b11da322b7.

IV.-Contents

IV.A.-Syllabus

Topic 1. Rhetoric and Pragmatics

- 1.1. Fundamentals of Oral and Written Communication
- 1.2. Message Appropriateness to the Recipient, Context, and Situation
- 1.3. Rhetoric and Pragmatics
- 1.4. Rhetoric and Spokesmanship

Topic 2. Verbal and Non-Verbal Language

- 2.1. Public Speaking: Linguistic and Paralinguistic Elements
- 2.2. Gestural, Body, and Proxemic Language
- 2.3. Voice Projection: Articulation, Breathing, and Intonation
- 2.4. Cultural Elements

Topic 3. Spokesmanship and Communication

- 3.1. The Institutional Spokesperson: Characteristics and Competencies
- 3.2. Structure and Planning of Speech
- 3.3. Spokesmanship and Media
- 3.4. Spokesmanship in Crisis Situations

Topic 4. Techniques and Strategies in Public Speaking

- 4.1. Structuring the Speech and Adapting it to the Communicative Situation
- 4.2. Verbal and Non-Verbal Language
- 4.3. Paralinguistic and Other Elements
- 4.4. Active Listening

IV.B.-Training activities

Type	Title
Reading	Obligatory readings
Those that are suitable for the subject, such as case studies that will be developed in class.	Individual activities. Individual presentations, crafting a speech, etc.



V.-Student workload		
Lecture classes	20	
Practical classes/resolution of exercises, case studies, etc.	20	
Practical sessions in technological laboratories, hospitals, etc.	10	
Tests	10	
Academic tutorials	18	
Related activities: conferences, seminars, etc.	0	
Preparation of lecture classes	30	
Preparation of practices, exercises, cases studies work	50	
Test preparation	22	
Total student workload	180	
VI.-Methodology and academic programme		
Type	Period	Content
Master classes	Week 1 to Week 16	Exposition of the theoretical contents
Master classes	Week 2 to Week 16	Practical training
Master classes	Week 3 to Week 16	Obligatory readings
Master classes	Week 1 to Week 16	Queries about the course
Master classes	Week 3 to Week 16	Case studies



VII.-Assessment methods

VII.A.-Assessment weighting

Continuous ordinary assessment:

The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rector's office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual.

The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

Extraordinary assessment: Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

Description of the tests for assessment and their weights.



Regular evaluation:

SE1: Written and/or oral test: 30%

SE2: Oral individual tasks: 25%

SE3: Practical competency evaluation: 25%. Practical activities will be proposed for expression and staging of group activities and individual practice.

SE8: 10% for attendance and active participation in the classroom. Evaluatable activities will be carried out in the classroom. It is a practical subject.

SE9: 10% Pre-professional practices. Writing different types of texts relevant to the subject matter.

Learning assessment: attendance and participation. Different activities will be proposed throughout the course for the student to participate and show their interest and their progress. They will be activities by tasks, by objectives, by observation and with a registration either face-to-face or through the virtual classroom. The subject requires a lot of practical and cooperative work.

General remarks:

To pass the course, a minimum of 50% must be achieved in SE1, SE2, SE3, and SE9. Grades obtained in a test will not be added if the 50% is not achieved. Once the student has surpassed 50% in these tests, the grades will be summed to establish the final grade. Group and individual practices are not interchangeable or reevaluable.

Group practice cannot be substituted for individual practice and vice versa under any circumstances. Any student who does not participate in a GROUP activity or fails to submit an INDIVIDUAL activity will lose the corresponding percentage of their grade.

Expression: The grading of written tests includes aspects such as spelling, punctuation, and accentuation, as well as expression appropriate to a university level. The grading will also consider the structure and presentation of the written text, its readability, and the organization of the content.

Spelling and Punctuation: One point will be deducted for each spelling, accentuation, or punctuation error.

Evaluation: Both oral and written expression will be evaluated, as they are among the most important competencies of the course.

The professor will specify the requirements for each assignment, whether group or individual, including topics, methodology, and deadlines for submission and presentation in the classroom.

When using external excerpts, proper citation is required. Failure to do so will be considered plagiarism and will be penalized.

This CAN RESULT IN FAILURE. The professor will determine if the evaluation in this case will correspond to zero points.

OTHER OBSERVATIONS:

- Students who have not submitted their assignments on time and in the proper format WILL NOT RECEIVE A GRADE for that section.
- GROUP assignments are NOT REEVALUABLE.
- The dates for individual ORAL presentations will be communicated through the virtual classroom, and students must present their speech on the established date.

VII.B. Assessment of students with an academic exemption

Student who wish to opt for this assessment will have to get an academic exemption for the subject, which they will have to request from the Dean or Director of the Centre which teaches their course. An academic exemption may be granted where the subjects own characteristics allow for it.

Subject with the possibility of an exemption: Yes

VII.C. Review of assessment tests

In accordance with the exam appeal regulations of the Universidad Rey Juan Carlos.

VII.D.-Students with a disability or special educational needs

Q2803011B UNIVERSIDAD REY JUAN CARLOS
 Fecha firma: 18/04/2025 05:57 | Hash: 02923ff507563362e12296b11da322b7.



Curricular adaptations for students with a disability or special educational needs will be determined by the Disabled Students Support Department, in accordance with the regulations governing the Disabled Students Support service, approved by the Universidad Rey Juan Carlos Council, in order to guarantee equal opportunities, inclusive treatment, universal accessibility and a greater guarantee of academic success.

For this purpose, this Department will have to issue a curricular adaptation report, therefore students with disabilities or special educational needs must contact the Department to analyse the different alternatives together.

VII.E.-Academic behaviour, academic integrity and honesty

The Universidad Rey Juan Carlos is completely committed to the highest standards of academic integrity and honesty. Therefore, studying at the URJC means you accept and agree to the academic integrity and honesty values described in the University's Code of Ethics. In order to monitor this procedure, the University has Regulations on academic behaviour at the Universidad Rey Juan Carlos and uses different tools (anti-plagiarism, supervision?) which provides a collective assurance that these essential values are completely developed

VII.-Bibliography

Referecenc Generic

Abozzi, P. (1998): *Hablar bien en publico*. Barcelona: Martinez Roca.
 Aristotle (1991). *The Art of Rhetoric*. London: Penguin.
 Ailes, Roger & Kraushar, Jon (2012). *You Are the Message. Getting What You Want by Being Who You Are*. London: Crown Business.
 Alt, D. (2014): "The construction and validation of a new scale for measuring features of constructivist learning environments in higher education", *Frontline Learning Research*, 2(3), pp. 1-28. Doi: <http://dx.doi.org/10.14786/flr.v2i2.68>
 Fabregat. A. (2017). *Convence y vencerás*. Barcelona: Alienta.
 Jimenez Rodriguez, M. (2017): "La emocion como estrategia argumentativa en el mitin espanol. Identificacion de actos de habla y analisis cuantitativo", *Discurso & Sociedad*, 11(4), pp. 621-641.
 Lakoff, George (2014). *Don't Think of an Elephant: Know Your Values and Frame the Debate*. Vermont: Chelsea Green Publishing Company.
 Leith, Sam (2012). *You Talkin' to Me? Rhetoric from Aristotle to Obama*. London: Profile Books.
 Marcus Tullius Cicero (2009). *The Orator, A Dialogue Concerning Oratorical Partitions, and Treatise on the Best Style of Orators*. Digireads.com.
 Van Dijk, T. A. (2003): *Ideologia y discurso*. Barcelona: Ariel Linguistica.

Reference literature

Alvarez Sanchez, Sergio (2018). Aprendizaje colaborativo para las relaciones publicas: el analisis de marcos en la formacion de portavoces. *index.comunicación. Revista científica de comunicación aplicada*, 8(2), 33-58. Retrieved from: <http://journals.sfu.ca/indexcomunicacion/index.php/indexcomunicacion/article/view/355/377>
 Arceo, Alfredo (2012). *El portavoz en la comunicación de las organizaciones. Fundamentos teórico-prácticos*. Alicante: Publicaciones de la Universidad de Alicante.
 Briz, Antonio (Ed.) (2008). *Saber hablar*. Madrid: Aguilar/Instituto Cervantes.
 Camacho, Idoia (2017). *Formación de portavoces. Cómo conseguir una comunicación efecriva ante medios y otros públicos*. Barcelona: Editorial UOC.
 Davis, Flora (1973). *Inside Intuition. What We Know about Non-Verbal Communication*.
 Dijk, Teun A. van (1998). *Ideology: A Multidisciplinary Approach*. New York: SAGE Publications.
 Han, Byung-Chul & Butler, Erik (2017). *Psychopolitics: Neoliberalism and New Technologies of Power*. London: Verso.
 Jiménez, Marina (2017). La emoción como estrategia argumentativa en el mitin español. Identificación de actos de habla y análisis cuantitativo. *Discurso & Sociedad*, 11(4), 621- 641. Retrieved from: [http://www.dissoc.org/ediciones/v11n04/DS11\(4\)JimenezR.pdf](http://www.dissoc.org/ediciones/v11n04/DS11(4)JimenezR.pdf)
 Reyes, María Isabel (2015). *La comunicación del portavoz en las comparecencias públicas interpersonales: aspectos pragmáticos y retóricos de su competencia comunicativa* [Doctoral dissertation]. Madrid: Universidad Complutense. Retrieved from: <https://eprints.ucm.es/4836/>
 Sádaba, Teresa (2001). Origen, aplicación y límites de la "teoría del encuadre" (framing) en comunicación. *Comunicación y sociedad*, 14(2), 143-175. Retrieved from: <http://hdl.handle.net/10171/7975>
 Sánchez, María Luisa (2006). El reflejo de la retorica clásica en técnicas de comunicación actuales. *Razon y Palabra*, 52. Retrieved from: <https://dialnet.unirioja.es/servlet/articulo?codigo=2160268>

IX.-Lecturers/Teachers/Professors

Lecturer/teacher/professor's name	ALVARO RODRIGUEZ POBLETE
E-mail address	alvaro.rpoblete@urjc.es
Department/field	Periodismo y Comunicación Corporativa
Category	Profesor/a Asociado/a



Subject Coordinator	Yes
Academic tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Nº of Quinquenios	0
Nº of Sexenio	0
Nº period for technology transfer	0
Stretch Docentia	0

