COURSE SYLLABUS 2022-23

BASIC INFORMATION ON THE COURSE

Course:	Oral Communication: Sociocultural, Linguistic and Psychological Aspects		
Coursecode:	70481106	Plan:	Master in English Studies, Professional and Intercultural Communication
AcademicYear:	2022-2023	Undergraduate/Graduate:	Graduate
DegreeYear:	1	Type:	Master's Degree
Duration:	First Semester		
CourseCoordinator:	María del Carmen García Navarro		

TIME DISTRIBUTION ACCORDING TO REGULATIONS

Credits:	3 ECTS
Total time:	22.5 hrs.
USE OF LEARNING PLATFORM (Teaching support, Multimodal, or Virtual):	Multimodal

TEACHERS

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OTHER IMPORTANT INFORMATION

Content Justification

The functioning of human societies is possible thanks to communication. This consists of the exchange of messages between individuals. Human beings have a brain and psychological structure that allows them to be able to communicate not only in their mother tongue, but also in different languages. The sociocultural, linguistic and psychological aspects of oral communication are therefore essential to know everything that human thought carries and to be able to develop communication skills that help us achieve success (professional, academic or personal).

Courses Related in Study Plan

Required Knowledge to Address the Course

B1 Certificate in English.

Pre-RequiredKnowledge

B1-B1 Certificate in English.

COMPETENCES

Basic and General Competences

Basic competences

- Application of knowledge.
- Ability to make judgments.
- Ability to communicate and social aptitude.

General competences

- Knowledge of a second language.
- • Ability to solve problems.
- • Ability to use ICTs.
- • Ability to work independently.

Key competences University of Almeria

- Social competence and global citizenship.
- Ability to solve problems.
- Oral and written communication in their own language.

SpecificCompetences

1. Ability to acquire the necessary skills to communicate effectively in a professional context.
2. Ability to systematize content knowledge paying special attention to the context in which the English language is used.
3. Ability to communicate conclusions, results of research tasks on "English for specific purposes".
4. Use of the documentation systems necessary for the analysis of information in English.
5. Ability to develop the necessary skills in the production of oral and written discourses in different professional contexts.
6. Proper use of oral communication support systems to ensure accurate transmission of instructions, recommendations and advice.
7. Acquisition of the necessary skills for effective communication in an intercultural and professional context.
8. Application of the main linguistic theories contributions to specific questions of oral communication.

LEARNING OUTCOMES

The main objective of this course is for the student to know the crucial elements involved in oral communication, and to achieve the necessary skills to communicate effectively in different professional and academic registers and contexts.

PLANNING

Contents

Block I – Oral communication ‣ Definition ‣ Innovation mechanisms.
Block II – Linguistic theories ‣ Diachronic study of the different linguistic theories ‣ The different linguistic theories and methods of oral English teaching .
Block III – Sociolinguistic aspects of oral communication ‣ Social sciences and second language curriculum ‣ The study of oral communication in the social context.
Block IV – Psychological perspectives on language and learning ‣ Psychological perspectives on language and learning. Block V – Cognitive and social dimensions of oral communication.

Learning System and Methodology / Contingency Plan

In general, the sessions will combine the master class with the contributions and reflections of the students based on proposed topics and cases. Particularities of the assessment and evaluation process:

The estimation of contact hours carried out is merely approximate, since attending the teaching processes and learning necessarily requires defining them during the subject. In general, students will dedicate their working hours to: reading, searching and consulting documentation, carrying out work or reports on subject practice, studying, preparing for exams, participating in communication activities (forums, mail,

etc.), attending conferences, seminars, workshops, and actions coordinated with other subjects of the course. Students must delve into the topics addressed in class, participate, as well as carry out different written assignments that will be delivered in the Virtual Classroom or will be presented in class in videoconference, and for which they will be able to use both the bibliography and other training resources of interest that will be provided throughout the subject. The compulsory texts for each thematic block which will be evaluated by means of a written test, and will bem uploaded in the virtual classroom so that students can work on them prior to classes. All attempt will be made to provide the virtual classroom space with all the resources and information available.

CONTINGENCY PLAN: In the case of a scenario of total suspension of in-presence activity, it should be understood that the estimation of contact hours carried out is merely approximate, since attending the teaching and learning processes necessarily requires defining them during the development of the subject . In general, students will dedicate their working hours to: reading, searching and consulting documentation, carrying out assignments or reports, studying, preparing for exams, participating in communication activities (forums prepared for this purpose, mail, videoconferencing, webinars), virtual attendance of conferences, seminars, workshops, and actions coordinated with other subjects of the course. Students must delve into the topics addressed in class, as well as carry out different written assignments that will be delivered in the Virtual Classroom or will be presented in class in videoconference, and for which they will be able to use both the bibliography and other training resources of interest that will be provided throughout the subject. The compulsory texts for each thematic block which will be evaluated by means of a written test, and will bem uploaded in the virtual classroom so that students can work on them prior to classes. All attempt will be made to provide the virtual classroom space with all the resources and information available.

Teaching Innovation Activities

FunctionalDiversity / FunctionalDisability

Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (http://www.ual.es/discapacidad) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in fully compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity. This fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

COMPETENCY ASSESSMENT

Criteria and Assessment Tools /Contingency Plan

In all scenarios, the evaluation will take into account that the students achieve the proposed teaching objectives.

CRITERIA: -Project and / or exam (which may be individual and / or group) on any of the aspects addressed in the contents of the subject. The most significant results of the work may be presented to the class: 70%. -Active individual participation in class in as many of the proposed activities: 30%.

Evaluation specificities:

The evaluation will serve to monitor and improve the teaching developed by the teaching staff and the learning of the students. Therefore, all theoretical and practice activities carried out during the course for the development of the program will be subject to evaluation. The involvement and relevant participation of the students in the class dynamics is essential. This evaluation system can be specified in class by the lecturer.

CONTINGENCY PLAN: The evaluation will serve to monitor and improve the teaching developed by the teaching staff and the learning of the students. Therefore, all theoretical and practice activities carried out during the course for the development of the program will be subject to evaluation. The involvement and relevant participation of the students in the class dynamics is essential. This evaluation system can be specified in class by the lecturer. Said assessment instruments may be, among others: observations of the individual and group learning process by the lecturer, tests, exercises, activities and problems to be solved, design and presentation of works and dossiers, individual and group self-evaluations, creation of forums, creation of portfolios by students, creation of reports by students, evaluation tests (oral or written, individual and / or group). In this specific scenario (B), the virtual classroom-space will be used at all times, making use of the resources available. Every effort will be made to promote the development of communication between the teacher and the students. N.B.: Penalty for plagiarism. In accordance with the provisions of the "Regulation for the evaluation of student learning at the University of Almería", all types of plagiarism will be penalized (for example, other students' work, or web pages contents, among others). The detection of deliberate plagiarism may result in a failing grade in the call to which the student is presented.

Follow-Up Mechanisms

- Registration and access to the virtual classroom.
- Delivery of presentations (individual or in groups).
- • Delivery of activities in tutorials.
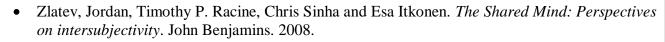
COURSE MATERIALS
RecommendedCourseMaterials

Basic

- Beebe, Steven and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach*. Allyn & Bacon. 2008.

- Samovar, Larry A . *Oral Communication Speaking Across Cultures*. (11th edition). Oxford U.P

Complementary

- Lucas, Stephen E. *The Art of Public Speaking*. (8th edition).

- Zlatev, Jordan, Timothy P. Racine, Chris Sinha and Esa Itkonen. *The Shared Mind: Perspectives on intersubjectivity*. John Benjamins. 2008.

Other materials

- Other materials will be provided by the instructor.

Couse Materials Available in UAL's library

WEBSITES

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