

## 1. BASIC DETAILS

Course	Rhetoric and Oratory
Degree	Bachelor's degree in advertising
School/Faculty	Social and Communication Sciences
Course	1º
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	2nd semester
Coordinating Teacher	Mariela Rubio
Academic Year	24-25

## 2. INTRODUCTION

The Rhetoric and Oratory course is part of the Fundamentals of Communication and Advertising module (Module 1) and is taught in the 1st year of the bachelor's degree in advertising.

The main aim of this course is to provide students with knowledge of rhetoric and oratory and their use in the field of advertising. The fundamentals of classical up to contemporary rhetoric will be covered, analysing and understanding their fundamentals and parts to recognise and produce various types of speech.

## 3. SKILLS AND LEARNING OUTCOMES

### Key skills (CB, by their acronym in Spanish):

CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.

CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.

CB3: Students could gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.

CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

**Transversal skills (CT, by their acronym in Spanish):**

CT1: Ethical values: Ability to think and act in line with universal principles based on the value of a person, contributing to their development and involving commitment to certain social values.

CT2: Independent learning: Skillset for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and put into practice what has been learnt

CT3: Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.

CT4: Written/spoken communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements

CT6: Adapting to change: Be able to accept, consider and integrate different perspectives, adapting your own approach as required by the situation at hand, and to work effectively in ambiguous situations

CT9: Global mindset: Be able to show interest in and understand other customs and cultures, be aware of your own biases and work effectively as part of a global community.

**Specific skills (CE, by their acronym in Spanish):**

CE04: Ability to develop effective communications and activities for corporate and institutional audiences, combining consumer knowledge and large-scale analysis to make it possible to build and maintain the strong reputation and value of institutions, companies and bodies.

CE11: Ability to develop the communication skills needed to present advertising campaigns.

CE19: Ability to develop critical thinking to analyse imbalances in global society and the evolution of new environments of social activism, political participation and strengthening of democracy and free thinking.

**Learning outcomes (RA, by their acronym in Spanish):**

RA1: Know and apply the fundamentals of classical and comparative rhetoric to both the production and receiving of texts and speeches.

RA2: Use the different tools for applied communication orally and in writing.

RA3: Know the efficient communications and activities aimed at all audiences of an organisation, companies, institutions and national and international bodies.

RA4: Use information, resources and technology themselves to achieve their learning outcomes.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CB3, CB4, CB5, CT1, CT2, CT4, CT6, CT9, CE04, CE11, CE19	RA1 - Know and apply the fundamentals of classical and comparative rhetoric to both the production and receiving of texts and speeches.
CB1, CB2, CB3, CB4, CB5, CT1, CT2, CT3 CT4, CT6, CT9, CE04, CE11, CE19	RA2 - Use the different tools for applied communication orally and in writing.
CB2, CB3, CB4, CB5, CT1, CT2, CT3, CT4, CT6, CT9, CE04, CE19	RA3 - Know the efficient communications and activities aimed at all audiences of an organisation, companies, institutions and national and international bodies.
CB1, CB2, CB3, CB4, CB5, CT1, CT2, CT6, CT9, CE04, CE11, CE19	RA4 - Use information, resources and technology themselves to achieve their learning outcomes.

## 4. CONTENTS

- Fundamentals of classical rhetoric. Contemporary rhetoric.
- Persuasive and efficient oratory on multiscreen. Contrastive rhetoric.
- Efficient oratory through the creation of metaphors.
- Speech and storytelling.
- Rhetoric and oratory with NLP techniques.
- Rhetoric in everyday colloquial speech. Rhetoric in political speech.
- Neuro-oratory through voice and efficient management of silences. Rhetoric in business speech. Mindfulness and intrapersonal and interpersonal oratory.
- Rhetoric analysis.
- Oratory and Elevator Pitch.
- Concentration techniques in one to one influential oratory. Full attention strategies and meditation to deal with speech anxiety.
- Conscious oratory: Full attention and rhetoric.

## 5. TEACHING/LEARNING METHODS

### ON CAMPUS STUDY MODE

- Lecture/online conference
- Case studies
- Collaborative learning
- Problem-based learning

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

### On-campus:

Learning activity	Number of hours
Lectures	24
Asynchronous lectures	6
Debates and discussions	15
Case study analysis	30
Oral presentations	6

Drawing up reports and written work	14
Group tutorials	10
Independent working	45
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The assessment methods, plus their weighing in the final grade for the course, are as follows:

### On-campus:

Assessment system	Weighting
On-campus knowledge tests	40.0
Oral presentations	20.0
Reports and written work	20.0
Performance observation	20.0

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

### 7.1 Ordinary call

To pass the subject in the ordinary session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

### 7.2 Extraordinary call

To pass the subject in the ordinary session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

Activities that have not been passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

## 8. SCHEDULE

This section indicates the schedule with deadlines for assessable activities of the subject:

Assessable activities	Date
Activity 1	Week 1,2,3
Activity 2	Week 5
Activity 3	Week 6,7,8
Activity 4	Week 9,10,11
Activity 5	Week 18,19

This schedule may be modified for logistical reasons. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Alcobá, Santiago (coord.) (2000), La expresión oral. Ariel Practicum, Barcelona.
- Albaladejo, Tomás (1993) Retórica. Madrid, Síntesis.
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- Ballenato, Guillermo (2006), Hablar en público. Arte y técnica de la oratoria. Pirámide, Barcelona.
- Bustos, Inés (coord.) (2003), La voz. La técnica y la expresión. Paidotribo, Barcelona.
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- Hernández Guerrero, José Antonio; García Tejera, María del Carmen (2008). El arte de hablar. Manual de Retórica práctica y Oratoria moderna. Barcelona, Ariel.
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- López Eire, Antonio (1998). Retórica en la publicidad. Madrid: Arco Libros S.L.
- Merayo Pérez, Arturo (1998), Curso Práctico de Técnicas de Comunicación

Oral. Tecnos, Madrid.

- Pujante, David (2003), Manual de retórica. Madrid, Castalia.
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- Madrid Cánovas, Sonia (2005). Semiótica del discurso publicitario. Del signo a la imagen.
  
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- Robes Ávila, Sara (2004). Realce y apelación en el lenguaje de la publicidad. Madrid: Arco libros.
- Sánchez Corral, Luis (1991). Retórica y sintaxis de la publicidad. Itinerarios de la persuasión. Córdoba: Servicio de Publicaciones de la Universidad de Córdoba.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer accompaniment to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students the following:

1. Accompaniment and follow-up through the realization of personalized advice and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, for those students with specific educational support needs, thus pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11.SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to identify strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.