

## 1. BASIC INFORMATION

<b>Course</b>	<b>Communication Skills</b>
<b>Degree program</b>	Architecture
<b>School</b>	School of Architecture, Engineering and Design
<b>Year</b>	First
<b>ECTS</b>	6 ECTS (150 hours)
<b>Credit type</b>	Basic
<b>Language(s)</b>	English
<b>Delivery mode</b>	Face-to-face
<b>Semester</b>	First semester
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	Miguel Luengo

## 2. PRESENTATION

Communication Skills is a basic subject belonging to the branch of transversal subjects UEM.

The Communication Skills subject is structured around the following areas: the proper and effective use of language, communication -oral and written- and the acquisition of knowledge about the various forms of expression of ideas, as well as the development of critical thinking and research; the introduction to the theory of knowledge, the search for information and the elaboration of references.

The objective of the Communication Skills subject is to improve the skills of university students in expressing ideas, intentions and project objectives, orally and in writing. This subject also aspires to become an effective tool in the initiation to architectural thought and the introduction to art.

The course aims to introduce the student to the strategies present in the production of architecture and art in the 20th century and up to the present, initiating the student in the concepts basics of both by introducing them to their essential terminology. Most of the activities of the course will be based on the elaboration of own documents to present in class, on the reading of texts from these two disciplines and on the analysis of exemplary works of the 20th century and contemporary.

The course will be taught in English and the exercises and practices of the course will be carried out, in general, in English.

### **3. COMPETENCIES AND LEARNING OUTCOMES**

Basic Competences: 1, 3, 4, 5

- CB1. Students have demonstrated knowledge and understanding in their field of study that starts from the foundation of general secondary education, and is often found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.
- CB3. Students have the ability to collect and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.
- CB4. Students can communicate information, ideas, problems and solutions to a specialized and non-specialized audience.
- CB5. Students have developed those learning skills necessary to understand further studies with a high degree of autonomy.

General Competences: 1, 7

- CG 1. Know the history and the theories of architecture, as well as the arts, technologies and human sciences related to it.
- CG 7. Understand the relationships between people and buildings, and between buildings and their surroundings, as well as the need to relate buildings and spaces between them based on needs and the human scale.

Transversal Competences: 2, 4, 5

- CT2: Self-confidence.
- CT4: Communicative skills in native language (either by oral or written means) and in English, according to the ideology of the European University of Madrid, any concept or specification proper to the development of the regulated profession of Architect. This will include learning the specific vocabulary of the degree. This includes the ability to manage information.
- CT5: Interpersonal understanding.

Learning outcomes:

RA 1: In the different practical works and activities proposed, it demonstrates the ability to carry out both autonomous and team work, and the ability to articulate a scientific discourse, personal and personal, original and creative, and, above all, the ability to communicate that speech.

RA 2: In the practical work and the proposed activities, the cross-sectional use of theoretical knowledge is applied to practical experiences and demonstrates the capacity to publicly present the results in an objective, rigorous and precise manner.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB3, CB4 CG1, CG7, CT2, CT4, CT5	RA1: In the different practical works and activities proposed, it demonstrates the ability to carry out both autonomous and team work, and the ability to articulate a scientific discourse, personal and personal, original and creative, and, above all, the ability to communicate that speech.
CB1, CB3, CB4, CB5, CG1, CG7, CT2, CT4	RA2: In the practical work and the proposed activities, the cross-sectional use of theoretical knowledge is applied to practical experiences and demonstrates the capacity to publicly present the results in an objective, rigorous and precise manner

## 4. CONTENT

The course is divided in two Learning Units (LU 1 and 2) as follows:

### UA 1/ Communication in Architecture

- Topic 1/Introduction to basic concepts. Architecture essays/critical texts
- Topic 2/ Verbal Communication Oral: public presentations; visual communication, how to use images in architectural communication.
- Topic 3/ The experience of architecture: The trip, perceptive and material values

### UA 2/ Communication and creativity

- Topic 5/ Creative techniques in communication
- Topic 6/ Research and creative development in competitions, role games...etc

## 5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching/learning methodologies to be applied:

- Guided work, practical exercises and problema solving
- Team work
- Autonomous work
- Tutoring, academic monitoring and assesment

## 6. LEARNING ACTIVITIES

The distribution of types of training activities and the time spent on each of them are detailed below:

### Face-to-face modality:

Learning activity	Number of hours
Master classes	0 h
Guided work, practical exercises and problem solving	75 h
Works presentation	0 h
Team work	25 h
Autonomous work	25 h
Tutoring, academic monitoring and assessment	25 h
Lab Works	0 h
Professional practice	0 h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

The table below shows the activities that can be evaluated, the evaluation criteria for each of them, and their weight in the total grade of the subject:

### Campus-based mode:

Assessment system	Weight
Teamwork, Autonomous work, Guided work, practical exercises and problem solving, Tutoring, academic monitoring and assessment	90 %
Portfolio of class Works and class participation (Teamwork, Autonomous work, Guided work, practical exercises and problem solving, Tutoring, academic monitoring and assessment)	10 %

In the Virtual Campus, when you access the course, you will be able to see in detail the statements of the activities you will have to carry out, as well as the procedure and the date of delivery of each one of them.

### 7.1. Ordinary call

The continuous evaluation system is applied and, in particular, weighting and assessing the results obtained after the application of the following evaluation procedures: Contributions and participation / Individual or group development of proposals / Participation in debates / Case analysis / Exercises Writings / Evaluation tests / Oral presentations.

Class attendance is mandatory and in order to pass the subject, ALL class activities and exercises must be passed. Punctual attendance to more than 75% of classes and activities is mandatory (if class attendance and scheduled activities of the course were <75%, the ordinary call is automatically lost and the student goes to extraordinary call), must have at least one tutelage per activity, and 100% of the exercises must also be delivered. This means, as there are 31 classes in the course, that the maximum number of classes that each student can not attend is 7. If a student reaches 8 classes (not justified and, therefore, recoverable) they will not be able to pass the course in ordinary call.

To pass the subject in ordinary call you must have followed the course regularly (> 75% attendance) and obtain a grade equal to or greater than 5/10. In this sense, it is a condition to overcome with a minimum of 5/10 each of the two partial tests of knowledge, in its sections of architecture and art, and that the sum of qualifications of the rest of individual or collective activities is greater than or equal to 5/10.

## 7.2. Second exam period

Students who have attended more than 75% of the scheduled classes and activities and who have passed at least 80% (8/10) of the class exercises will opt for the first. In this case, the extraordinary call will consist of delivering the missing exercises (or suspended) AFTER having done at least 1 tutorial with the teacher. To pass the subject in extraordinary call 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. The average will only be applied in cases in which a minimum of 5.0 out of 10.0 has been obtained in the missing or failed exercises delivered.

The second type of extraordinary call applies to students who have either attended less than 75% of the scheduled classes and activities, or have passed less than 80% (less than 8/10) of the class exercises (or both assumptions). In this case, the extraordinary call will consist of a course exam in which all the contents of the course will be addressed, including the course bibliography.

## 8. SCHEDULE

A weekly dynamic work development is carried out, with intermediate critical sessions at the end of each activity.

This section indicates the schedule with delivery dates of evaluable activities of the subject:

Assessable activities	Deadline
UA1/ Activity 1. Autonomous work	Week 2/3
UA1/ Activity 2. Guided work / Autonomous work and group work. Tutoring, academic monitoring and evaluation	Week 4/8

UA1/ Activity 3. Guided work / Autonomous work. Tutoring, academic monitoring and evaluation	Week 6/13
UA 1/ Activity 4. Guided work / Autonomous work and group work. Tutoring, academic monitoring and evaluation	Week 9/18
UA 2/ Activity 5. Guided work / group work. Tutoring, academic monitoring and evaluation	Week 2/9
UA 2/ Activity 6. Guided work / group work. Tutoring, academic monitoring and evaluation	Week 2/6
UA 3/ Activity 7. Guided work / group work. Tutoring, academic monitoring and evaluation	Week 2/9
UA 3/ Activity 8. Guided work / group work. Tutoring, academic monitoring and evaluation	Week 1/17

**This schedule may undergo modifications for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.**

## 9. BIBLIOGRAPHY

The recommended bibliography is listed below:

- AMBROSE, GAVIN/ HARRIS PAUL. Imagen. Barcelona: Parramón Ediciones, SA. 2005
- BERGER, JOHN, Modos de Ver (4ª ED), Barcelona: Gustavo Gili, 2016
- C. WELCHMAN, John. Del siglo XX al XXI, Ensayos sobre Arte Europeo, Madrid: Akal 2018
- EL CROQUIS. Edición especial: Las mejores obras de principios de siglo. 2011
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- MIRZOEFF, NICHOLAS, Una introducción a la cultura visual, Barcelona: Paidós Ibérica, 2016
- RASMUSSEN, STEEN EILER. La Experiencia de la Arquitectura: sobre la precepción de nuestro entorno. Barcelona: Editorial Reverté, 2004
- STURKEN MARITA; CARTWRIGHT LISA, Practices of Looking: An Introduction to Visual Culture. Oxford: Oxford University Press, 2009

- TUFTE, EDWARD R. Envisioning Information. Cheshire, Connecticut: Graphic Press LLC, 1990
- TUFTE, EDWARD R. The Cognitive Style of PowerPoint: Pitching Out Corrupts Within. Cheshire, Connecticut: Graphic Press LLC, 2<sup>nd</sup> Ed. 2006
- VARIOS AUTORES, Arte del Siglo XX, Colonia: Taschen, 2013

## 10.DIVERSITY MANAGEMENT UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

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

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

## 11.ONLINE SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to detect strong points and areas for improvement regarding the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

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

Thank you very much for your participation.