



centro adscrito a:



UNIVERSITAT POLITÈCNICA
DE CATALUNYA
BARCELONATECH

ORAL & WRITTEN COMMUNICATION TEACHING GUIDE 2026-27

GENERAL INFORMATION

Course Title:	ORAL AND WRITTEN COMMUNICATION
Code:	801334 (BUSINESSTECH) 801391 (MKTTECH) 801837 (GIDE)
Academic year:	2026 - 2027
Degree title:	Degree in Business, Innovation and Technology Degree in Marketing, Innovation and technology Degree in Management and Digitalisation in Sport
Number of credits (ECTS):	6
Place in the scheme of studies:	1st year, 2nd semester
Academic area:	Languages
Academic area head:	Eva Garcia Tobella
Date of last revision:	July 2026
Professor Responsible:	Eva Garcia Sasha Cegarra Milena Perozo

1. GENERAL DESCRIPTION

This course is designed to enhance both written and oral communication skills in English at an independent user level, providing students with the tools and strategies needed to express themselves effectively in academic and professional contexts. The course will cover fundamental principles of communication, techniques for crafting clear and audience-oriented messages, fostering both language proficiency and the ability to navigate academic and professional communication situations successfully.

2. LEARNING OUTCOMES

At the end of the course students should be able to:

General

- Apply effective oral and written communication techniques to persuade, influence and motivate others in different business contexts and situations.

Specific

- Perform a wide range of oral communication tasks and activities in English, both academic and professional, with a good degree of independence.

- Demonstrate proficiency in academic writing conventions, including essay structure, expressing ideas and arguments with clarity, coherence and logical organization in the English language.
- Use proper referencing and citation techniques necessary for the development of academic assignments throughout the university studies.
- Produce appropriate business correspondence and reports in English as well as clear, detailed texts on a wide range professional subjects and explain a viewpoint on a professional issue and giving the advantages and disadvantages of various options.
- Participate in spoken professional and academic situations with a degree of fluency and spontaneity that makes regular interaction in English quite possible without strain for either party.

3. CONTENT

UNIT 1: INTRODUCTION TO COMMUNICATION

Specific Learning Outcomes

Students should be able to:

- Develop a deep understanding of communication principles.
- Identify different types and forms of communication, including verbal, non-verbal, written, and visual.
- Analyse the intended audience of their communication and the purpose, whether informative, persuasive, instructional or expressive, among other.
- Employ the appropriate language and tone in their written and oral communications adapted to its context, audience, and purpose.

Content

- 1.1. Importance of communication in academic and professional settings.
- 1.2. Types and forms of communication.
- 1.3. Purpose and audience identification.
- 1.4. Effective use of Register and Style.

UNIT 2: USE OF ENGLISH (GRAMMAR, VOCABULARY AND SYNTAX)

Specific Learning Outcomes

Students should be able to:

- Use English grammar and syntactic structures which allow them to express themselves in English at the level of competence the course is aimed at.
- Employ vocabulary both general and degree-specific to communicate in an academic and professional environment in English at the level of competence the course is aimed at.
- Connect, expand and paraphrase ideas in English language in order to convey accurate messages.

Content

- 2.1. Cohesive devices to connect ideas.
- 2.2. Expanding an idea with reasons and examples.
- 2.3. Describing similarity and difference.
- 2.4. Paraphrasing.
- 2.5. Academic and degree-specific Vocabulary.

UNIT 3: WRITING SKILLS FOR ACADEMIC PURPOSES

Specific Learning Outcomes

Students should be able to:

- Write clear, detailed academic texts on a wide range of subjects related to the degree studied.
- Write academic essays of different types, presenting arguments or solutions to problems, explaining and/or contrasting information, showing cause and effect or giving reasons in support of or against a particular point of view.
- Provide evidence and incorporate citations and references to avoid plagiarism.

Content

- 3.1. Understanding instructions.
- 3.2. Ideas generation and planning.
- 3.3. The writing process: drafting, editing and revising.
- 3.4. Types of essays.
- 3.5. Paragraph structure.
- 3.6. Incorporation of evidence, citations, and references.

UNIT 4: WRITING SKILLS FOR PROFESSIONAL PURPOSES

Specific Learning Outcomes

Students should be able to:

- Write clear and accurate business correspondence, such as letters, emails, reports, proposals, and other professional documents for different purposes.
- Use appropriate language, registers, and formats in written business communication.

Content

- 4.1. Emails and letters.
- 4.2. Memos.
- 4.3. Proposals.
- 4.4. Reports.
- 4.5. Useful language for professional documents.

UNIT 5: ORAL PRESENTATION SKILLS

Specific Learning Outcomes

Students should be able to:

- Use the techniques for effective oral presentations.
- Deliver clear, concise, and well-structured oral presentations.
- Be aware of the importance of both verbal and non-verbal communication, as well as the vocal delivery impact for a successful oral presentation.
- Develop and manage appropriate visual aids to support an oral presentation.

Content

- 5.1. Principles of effective oral presentations.
- 5.2. Structure and content of oral presentations.
- 5.3. Body language: gestures, posture, eye contact.
- 5.4. Voice use, pronunciation, intonation, and stress.
- 5.5. Visual support.
- 5.6. Useful expressions for presentations.

UNIT 6: SPOKEN INTERACTION SKILLS

Specific Learning Outcomes

Students should be able to:

- Express ideas and opinions clearly and coherently in academic and business discussions.
- Participate with the corresponding spoken interaction, in business meetings, and negotiations.

- Navigate a job interview process successfully by presenting themselves professionally, and effectively communicate their qualities for desired job positions.

Content

- 6.1. Academic Discussions.
- 6.2. Business Meetings.
- 6.3. Negotiations.
- 6.4. Job Interviews.
- 6.5. Useful phrases for spoken interaction.

4. TEACHING AND LEARNING STRATEGIES

Along the course different academic and professional topics will be introduced which will be used as a common thread to propose a series of oral and written communication activities, in a way that **most of them can be done for homework**, both individually or in group, following the appropriate indications and orientations that students will receive during the class about its correct realization. Students will get the necessary feedback, clarifications, and support once they have been done, with the aim of improving in future similar activities and also in the assessment of their performance through tests and exams.

Students will be expected to complete some previous homework before each class session by preparing some reading, writing and use of English exercises in order to be able to make the most of their participation in the classes where these exercises are going to be discussed and worked on following the flipped classroom methodology.

Students will also be asked to develop some oral presentations in English on their own which will require a longer time of preparation and realization and so will not be completed within the class timetable.

5. ASSESSMENT

According to the Bologna Scheme, this model encourages the sustained continuous effort of students. 40% of the mark is achieved through the continuous assessment of guided activities and the remaining 60% from the onsite final exam. The final exam has two sittings.

The final mark for the course (NF) will come out of continuous assessment by applying the following formula:

- **NF = (In-person Final Exam mark x 60%) + (Mid-term activities mark x 40%).**
- The in-person final exam, which is a comprehensive final test, has two sittings.
- Minimum final exam mark to be able to calculate the NF will be 40 out of 100.
- The minimum pass mark for the course will be 50 out of 100.

Activity	Description	% Continuous assessment (CA)	
Course work:			8 %
Class participation in each of the 6 class sessions	The following will be considered: - Class attendance - Bringing in printed course material - Providing reasoned answers to specific activities - Contribution to class discussion - Accuracy and Fluency	Each class participation mark has a weight of 4% of CA (the best 5 marks out of 6 will be considered for the final CA average)	1.6x 5
Tests:			32%
10 short weekly tests	3 Reading & Listening comprehension tests 2 Writing tests 2 Speaking role-play (pairwork) 3 Oral Presentations	Each test mark has a weight of 10% of CA (the best 8 marks out of 10 will be considered for the final CA average)	4 x 8
Final exam:			60 %
	Final exam	100%	

6. BIBLIOGRAPHY

- Abrahams, M. (2022, December 16). Essentials of Strategic Communication. *Class* takeaways, *Stanford Graduate School of Business*. <https://www.youtube.com/watch?v=MfqPp37KGBQ>
- Alberta Learning Information Service. (n.d.). *How to succeed at a job interview*. Government of Alberta. <https://alis.alberta.ca/look-for-work/interviews-and-offers/how-to-succeed-at-a-job-interview/>
- Bovee, C.L. & Thill, J.V. (2021). *Business Communication Today. Fifteenth Edition. Global Edition*. Pearson Education Limited.
- Community Learning West (2019, July 10). Formal vs Informal writing. *Bristol Council: Employment, Skills & Learning*. <https://www.youtube.com/watch?v=nwMI97hDTJk>
- de Chazal, E. & McCarter, S. (2013). *Oxford EAP, a course in English for Academic Purposes, Upper-Intermediate/B2*. Oxford University Press.

Educationleaves Skills (2023, January 20). Barriers to communication. *Educationleaves Skills*.

<https://www.youtube.com/watch?v=lzoug1e4jxw>

Educationleaves Skills (2023, May 23). Formal vs Informal communication. 6 Key differences

Educationleaves Skills. <https://www.youtube.com/watch?v=TsXxIOUmSbc>

Emerson, M. S. (2021, August 30). *8 ways you can improve your communication skills*. Harvard

Division of Continuing Education. [https://professional.dce.harvard.edu/blog/8-](https://professional.dce.harvard.edu/blog/8-ways-you-can-improve-your-communication-skills/)

[ways-you-can-improve-your-communication-skills/](https://professional.dce.harvard.edu/blog/8-ways-you-can-improve-your-communication-skills/)

Hampsten, K. et al. (2016, February 22). How miscommunication happens (and how to avoid

it). *TedEd*. [https://ed.ted.com/lessons/how-to-avoid-miscommunication-katherine-](https://ed.ted.com/lessons/how-to-avoid-miscommunication-katherine-hampsten)

[hampsten](https://ed.ted.com/lessons/how-to-avoid-miscommunication-katherine-hampsten)

James, C. (2024, December 18). The 4 types of communication – Definition and Examples.

The Colin James Method. [https://colinjamesmethod.com/the-4-types-of-](https://colinjamesmethod.com/the-4-types-of-communication)

[communication](https://colinjamesmethod.com/the-4-types-of-communication)

Julie (2021, March 23). How To Write Professional Emails in English!. *English Etc. With Julie*.

<https://www.youtube.com/watch?v=qXCWEOIOYhc>

Lund University. (2021). Writing: The writing process. AWELU: *Academic Writing in English at*

Lund University. <https://www.awelu.lu.se/writing/the-writing-process-1/>.

Murphy, R. (2019). *English grammar in use*, 5th Edition. Cambridge University Press.

Oxford Online English (2017, April 27). *Chair a meeting in English - Useful English phrases for*

meetings [Video]. YouTube. <https://youtu.be/vA-E7ryacml>

Scheepers, R. & Jensen, T. (2017, May 3). How to write a business report. *UniSC: University of*

the Sunshine Coast. <https://www.youtube.com/watch?v=V8uF1EolneE>

Skills 360 for Business English. (2019, July 4). *Job interviews 1: Discussing previous experience*

[Audio podcast episode]. In *Business English Skills 360*. mybeonline.com.

<https://www.mybeonline.com/be360-first-job-interviews-experience/>

Skills 360 for Business English. (2010, July 15). *Job interviews 2: Conveying enthusiasm* [Audio

podcast episode]. In *Business English Skills 360*. mybeonline.com.

<https://www.mybeonline.com/be360-first-job-interviews-conveying-enthusiasm/>

Skills 360 for Business English. (2012, April 22). *Negotiations 1: Doing your groundwork* [Audio

podcast episode]. In *Business English Skills 360*. mybeonline.com.

<https://www.mybeonline.com/business-english-skills-360-negotiations-1-doing-your-groundwork/>

Skills 360 for Business English. (2012, April 29). *Negotiations 2: Making the deal* [Audio

podcast episode]. In *Business English Skills 360*. mybeonline.com.

<https://www.mybeonline.com/business-english-skills-360-negotiations-2-making-the-deal/>

Skills 360 for Business English. (2018, May 19). *Decision-making meetings (1)* [Audio podcast

episode]. In *Business English Skills 360*. mybeonline.com.

<https://www.mybeonline.com/business-english-skills-360-leading-group-decision-1/>

University of Adelaide. (2024). *Learning guide: Oral presentations*. University of

Adelaide. <https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguide-oralpresentations.pdf>

University of Melbourne. (n.d.). *Presenting effectively*. University of Melbourne.

<https://students.unimelb.edu.au/academic-skills/resources/communicating-in-class/presentations/presenting-effectively>