



HIGHER UNIVERSITY TECHNICIAN IN AQUACULTURE  
PROJECTS SPECIALIST  
PROFESSIONAL COMPETENCIES




**COURSE SYLLABUS WITH BREAKDOWN OF THEMATIC UNITS**

**COURSE OF WRITTEN AND ORAL EXPRESSION II**

<b>1. Competencies</b>	Express ideas, needs, and feelings in a verbal, non-verbal and written way, to communicate effectively during the student's professional performance
<b>2. Four Month Period</b>	Fifth
<b>3. Theoretical Hours</b>	21
<b>4. Practical Hours</b>	54
<b>5. Total Hours</b>	75
<b>6. Week Total Hours Four Month Period</b>	5
<b>7. Course Objective</b>	The student will communicate in a formal and non-formal way using verbal, non-verbal written to respond to the needs of the organization and contribute to an effective communication.

Learning Units	Hours		
	Theoretical	Practical	Total
<b>I. Verbal and Non-verbal Communication</b>	4	14	18
<b>II. Types of Communication</b>	9	20	29
<b>III. Writing of Executive and Technical Summary</b>	8	20	28
<b>Totals</b>	<b>21</b>	<b>54</b>	<b>75</b>


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## WRITTEN AND ORAL EXPRESSION II

### LEARNING UNITS

<b>1. Learning Unit</b>	<b>I. Verbal and Non-verbal Communication</b>
<b>2. Theoretical Hours</b>	4
<b>3. Practical Hours</b>	14
<b>4. Total Hours</b>	18
<b>5. Objective of the Learning Unit</b>	The student will be able to communicate and present an oral presentation, using logical thinking, verbal reasoning, and supportive evidence to listen and speak properly and with self-confidence.


Themes	Learning to know	Learning to do	Learning to be
Verbal Communication	<p>Explain the concept of verbal communication.</p> <p>Describe the purpose of communication:</p> <p>a) Inform, entertain, persuade</p> <p>b) Improvisation</p> <p>Explain the voice qualities and vocal variety.</p> <p>a) Tone.</p> <p>b) Diction.</p> <p>c) Rhythm.</p> <p>d) Expressiveness.</p> <p>e) Using pauses.</p> <p>f) Intonation.</p> <p>g) Interpretation.</p>	<p>Engage in a conversation where the purposes of communication are applied</p> <p>Expose a topic using the voice qualities and vocal variety</p>	<p>Tolerant</p> <p>Respectful</p> <p>Responsible</p> <p>Available</p> <p>Benevolent</p> <p>Supportive</p>

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Themes	Learning to know	Learning to do	Learning to be
Non-verbal Communication	<p>Explain the concept of non-verbal communication and its functions.</p> <p>Describe the types of non-verbal communication:</p> <ul style="list-style-type: none"><li>a) Body, paralinguistic and proxemics.</li><li>b) Posture and movement</li><li>c) Gestures, eye contact and face expressions</li><li>d) Clothing and appearance</li></ul>	Keep a conversation using non-verbal communication as supportive strategy.	Tolerant Respectful Responsible Available Benevolent Supportive

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### LEARNING UNITS

Learning outcomes	Learning sequence	Instruments and type of reagents
<p>Based on a case, the student will start a conversation where employs: report, entertain, persuade, and improvise to his interlocutor</p> <p>The student will present a poem or paragraph about a comedy where including:</p> <ol style="list-style-type: none"> <li>a) Tone.</li> <li>b) Diction.</li> <li>c) Rhythm.</li> <li>d) Expressiveness.</li> <li>e) Using pauses.</li> <li>f) Intonation.</li> <li>g) Interpretation according to the topic and using supportive elements of non-verbal communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the concept and functions of verbal and non-verbal communication.</li> <li>2. Understand the context under which the voice qualities and vocal variety are used</li> <li>3. Analyze how non-verbal communication is supported.</li> <li>4. Start conversations and present oral presentations.</li> </ol>	<p>Tasks completion Checklists</p>

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## WRITTEN AND ORAL EXPRESSION II

### TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic materials
Case analysis. Role plays Group dynamics such as:	Videos, acetates, whiteboard, television, radio recorders, several readings, exercises prepared for the student, readings, television, radio-recorders, videos Television, video camera, induced dramatizations or prepared scripts about several communication situations.

### LEARNING SPACE

Classroom	Laboratory / Workshop	Company
<b>X</b>		


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## WRITTEN AND ORAL EXPRESSION II


### LEARNING UNITS

<b>1. Learning Unit</b>	<b>II. Types of Communication</b>
<b>2. Theoretical Hours</b>	9
<b>3. Practical Hours</b>	20
<b>4. Total Hours</b>	29
<b>5. Objective of the Learning Unit</b>	The student will conduct debates, interviews, conferences, roundtables, negotiating process to keep inform, to form an opinion, to influence about a topic, and to propose a viewpoint.

Themes	Learning to know	Learning to do	Learning to be
Formal Communication:	<ul style="list-style-type: none"> <li>- Identify the situations of formal communication</li> <li>- Panel.</li> <li>- Roundtable.</li> <li>- Speech.</li> <li>- Assembly</li> <li>- Conference.</li> </ul> <p>Describe each of the situations in formal communication.</p>	<p>Conduct a debate and Panel.</p> <p>Organize a conference and a roundtable about a technical topic in the field of Aquaculture.</p>	<p>Tolerant Respectful Responsible Available Benevolent Supportive</p>
Informal Communication	<p>Explain the objective of informal communication and what is derived from it:</p> <p>Self-confidence.</p> <ul style="list-style-type: none"> <li>- Conversation.</li> <li>- Colloquium.</li> <li>- Dialogue</li> </ul>	<p>Conduct dialogue, conversations and self-confidence processes</p>	<p>Tolerant Respectful Responsible Available Benevolent Supportive</p>

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Themes	Learning to know	Learning to do	Learning to be
Planning for Formal Debate.	Identify the procedures for planning a debate:  Planning - Selection of material - Rehearsal.	Execute the procedure for conducting a debate	Tolerant Respectful Responsible Available Benevolent Supportive

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## WRITTEN AND ORAL EXPRESSION II

### *LEARNING UNITS*

Learning outcomes	Learning sequence	Instruments and type of reagents
Based on a case, the student will plan a debate and a conference, reporting his/her personal opinion and proposing his/her viewpoints.	<ol style="list-style-type: none"> <li>1. Identify situations of formal and non-formal communication</li> <li>2. Understand the procedures for conducting formal communication situations.</li> <li>3. Conduct formal communication situations</li> </ol>	Tasks completion Checklists

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## WRITTEN AND ORAL EXPRESSION II

### LEARNING UNITS

Methods and teaching techniques	Media and didactic materials
Case analysis Role plays Practical exercises	Videos Television Recorder Whiteboard Projector Students Exercise Guide Video camera

### LEARNING SPACE

Classroom	Laboratory / Workshop	Company
X		


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### LEARNING UNITS

<b>1. Learning Unit</b>	<b>III. Writing of Executive and Technical Summary</b>
<b>2. Theoretical Hours</b>	8
<b>3. Practical Hours</b>	20
<b>4. Total Hours</b>	28
<b>5. Objective of the Learning Unit</b>	The student will elaborate and answer the executive summary: employing the structure and format for each type of document to contribute effectively to the communication of the organization.


Themes	Learning to know	Learning to do	Learning to be
Features of Writing Executive and Technical Summary	<p>Identify the structure of the executive and technical documents: Letter, Memorandum, Official letter; Memo, Technical Project, Curriculum, Handbook, Report, Log, Brief and Notice.</p> <p>Explain the purpose of the documents according to their structure and composition</p>	<p>Develop executive and technical documents according to the structure and format for each one of them.</p> <p>Write responses for executive documents according to their purposes.</p>	<p>Tolerant Respectful Responsible Available Benevolent Supportive Clean Organized</p>
Presentation of a Project	<p>Identify the components that integrate the presentation of a research work:</p> <ul style="list-style-type: none"> <li>- Cover Sheet</li> <li>-Index</li> <li>-Text, body of work or development</li> <li>-Conclusion</li> <li>Bibliography</li> <li>-Annexes</li> </ul>	<p>Write a project about a technical topic related to the field of Aquaculture.</p>	<p>Tolerant Respectful Responsible Available Benevolent Supportive Clean Organized</p>

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## WRITTEN AND ORAL EXPRESSION II

### EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
<p>Based on a case under study, the student will elaborate and answer documents in accordance with their purposes.</p> <p>Present a research about a technical topic including the following elements</p> <ul style="list-style-type: none"> <li>-Cover Sheet</li> <li>-Index</li> <li>-Text, body of work or development</li> <li>-Conclusion</li> <li>Bibliography</li> <li>-Annexes</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the structure of the executive and technical documents:</li> <li>2. Understand the purpose of the technical and executive documents</li> <li>3. Understand the components that integrate the presentation of a research work</li> <li>4. Develop executive and technical and research documents</li> </ol>	<p>Project Checklist</p>

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## WRITTEN AND ORAL EXPRESSION II

### *TEACHING LEARNING PROCESS*

Methods and teaching techniques	Media and didactic materials
Case analysis Role plays Practical exercises	Videos Television Recorder Whiteboard Projector, Students Exercise Guide Video camera

### *LEARNING SPACE*


Classroom	Laboratory / Workshop	Company
X		

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### CAPACITIES DERIVED FROM THE PROFESSIONAL COMPETENCES TO WHICH THE COURSE CONTRIBUTES

Capacity	Performance Criteria
Listen actively to facts, opinions, judgments, and arguments in an academic or working context, in a spontaneous, fluid and accurate way to communicate effectively in the organization.	Respond in a coherent way to his/her interlocutor, dealing with abstract and more complex issues of a specialized subject. Identifies the topic of the discussion Exchange views on what can be done Provide suggestions and responds to specific situations. Agree or disagree with other people
Argument with written and verbal reasoning considering their structure to respond to the needs of the organization.	Participate in a conversation fluently and showing understanding, using non-verbal communication and intonation patterns to demonstrate:  Clear explanations of the issue · Verbal fluency. · Proposing solutions to the situations.  Expressing his/her viewpoints.
Express spontaneously facts (concrete information), opinions (viewpoints, conjectures, judgments) and arguments (persuasion) verbally, in a familiar, academic, and working context, in a fluent and accurately way, to communicate effectively in the Organization.	Present an structured dialogue, clearly stating his/her opinions with authority and total fluency  Exchange complex information and advice on matters related to his/her profession. Communicate with total certainty detailed information Describe clearly and in detail the way in how to perform the procedures. Synthesize and communicate information and arguments from multiple sources.

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Capacity	Performance Criteria
<p>Write technical and business documents considering the writing techniques, and the use of the communication mechanisms to meet the requirements of the Organization.</p>	<p>Elaborate and respond technical and business documents (Letter, Memorandum, Official letter; Memo, Technical Project, Curriculum, Handbook, Report, Log, Brief and Notice), with the appropriate structure and format for each type of document; related to the field of Aquaculture and according to its communicative purposes.</p> <p>Express his/her ideas in a clear and accurately way. Interact with the addressee with flexibility.</p> <p>Employ clear and accurate personal communication, using the language in a flexible and effective way.</p> <p>Take notes and write down messages where information is requested or issues are explained.</p>

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### BIBLIOGRAPHY

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Gilda Rocha Romero	S/a	<i>Gramática de la lengua española: reglas y ejercicios</i>	D.F.	México	Ediciones Larousse
Alegria Margarita	(1999 reimpresión)	<i>Desarrollo de habilidades del pensamiento; razonamiento verbal y solución de problemas guía del instructor y cuaderno de trabajo</i>	D.F.	México	Trillas-Itesm
Fonseca Verena	(2002)	<i>Comunicación oral fundamentos y práctica estratégica</i>	D.F.	México	Prentice Hall
Mc Entee, Eileen	(1999)	<i>Comunicación oral par el liderazgo en el mundo moderno</i>	D.F.	México	Mc Graw Hill
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Author	Year	Title	City	Country	Publisher
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