



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
"BENJAMIN FRANKLIN"

Course	Traditions of Spain: Oral Communication
Program	Study Abroad
Credits	4.5 ECTS / 3 USA (semester credits)
Class hours	45
Student work hours outside the classroom	90
Office Hours	By appointment
Requirements	Intermediate Spanish level
Language of instruction	Spanish
Type of teaching	In person

INTRODUCTION

The teaching focus of the course is centered on the student and the development of his or her ability to understand and express him or herself in Spanish. Students will learn the vocabulary necessary to get by in everyday life as well as specific vocabulary related to the topics: the description of places, cities, celebrities, celebrations and popular festivals, gastronomy and sports events through oral and written exercises.

The course focuses on the understanding and expression of the culture and folklore of contemporary Spain. It will work through a variety of texts, images, films and songs in which the student will discover and apply the contents in forums, presentations, elaboration of brochures and murals. It is intended to enhance the student's critical analysis through the development of their skills in order to acquire a complete perspective of the traditions and customs in Spain today.

NOTE: This course explores different cultural topics (such as bullfighting or religious manifestations) that may offend the student's sensibility.

COMPETENCES

According to this section the course will aim to develop the following competencies:

General Competencies:

- (GC)** Comprehension of texts, images and audiovisual material related to the contents of the course.
- (GC)** Application of vocabulary in concrete exercises and oral production in presentations or class activities.
- (GC)** Acquisition of sufficient linguistic skills to use formal or informal discourse depending on the situation or audience addressed.

Specific Competences:

- (SC)** Recognition of the different popular manifestations and celebrations of Spanish folklore.
- (SC)** Analysis and understanding of the social function of folklore in the different places where it is developed.
- (SC)** Participation in different activities that allow the student to become aware of the group and the knowledge acquired by the contributions of others.

METHODOLOGY

Theoretical-practical lessons will be given by the teacher based on the material provided and elaborated by the teacher. The content will be complemented with practical activities aimed at favoring oral production in Spanish.

In addition, PowerPoint presentations and certain documentaries and films will be used to help students understand the most important characteristics of current Spanish traditions. Likewise, there will be debates in a forum, elaboration of presentations by the students and activities that encourage individual work at home.

The fundamental methodological objectives are:

- To encourage students to carry out research activities in order to develop problem-solving strategies.
- To promote the student's autonomous work.
- To favor the work and participation in the forum with the objective of using the specific vocabulary in all the activities that are carried out interacting with the rest of the students.

The following methods will be used to evaluate the students' learning:

1. two individual presentations will be given with the objective of learning Spanish and Spanish culture:
 - a. ORAL PRESENTATION 1: SPANISH CITY HERITAGE OF HUMANITY.
 - b. ORAL PRESENTATION 2: THE WORLD OF BULLFIGHTING
2. PROJECT: Popular Festivals in Spain. Planning and presentation of a trip to experience the popular festivals in Spain.
3. Finally the course will have two evaluations; a partial and a final one so that the teacher can evaluate if all the competencies of the course have been fulfilled.

PREPARATION FOR CLASS

Working on the readings, PowerPoint or online activities before coming to class prepares you to ask questions and give opinions on the subject matter in class. Different reflections on questions that can lead to different in-class discussions or taking notes or notes on the explanations and discussions that originate in class will be valued so that the student can then put them into practice in their papers or exams.

EVALUATION

The course will be evaluated trying to combine different evaluation systems, so that all students can develop their comprehension skills and oral and written expression. The student's continuous work will be the guiding criterion of the evaluation system. Consequently, the global evaluation will be based on the students' participation in the theoretical and practical sessions; the realization of exercises, elaboration of handouts, participation in the project and realization of oral expositions and participation in the course activities. The percentage of the grade assigned to each of the course sections will be as follows:

1. Participation in the forums (10%). It must be active, that is to say, the student should not only ask questions, but also make comments and actively participate in the exercises proposed in class both in group and individually. The student is expected to show maturity and responsibility, so inadequate attitude and behavior in the forum may affect the grade in this section.
2. PROJECT: Popular Festivals in Spain (10%)

Planning and presentation of a trip to experience popular festivals in Spain. Students should choose one of the popular festivals mentioned and should plan the trip they would like to take including the aspects listed below:

- Los Sanfermines (Pamplona).
- Las Fallas (Valencia)
- La Tomatina (Buñol)
- April Fair (Seville)
- Moors and Christians (Alcoy)
- Carnivals (Santa Cruz de Tenerife or Cádiz)
- Festival of the Descent of the Sella (Ribadesella)
- Festival of San Miguel (Lleida)
- Festival of San Isidro, Madrid

Aspects to include:

- Why has this destination been chosen?
 - Geographical location
 - Number of days
 - How to get there?
 - Lodging
 - Budget
 - What to pack?
 - What to see?
 - What else to do?
 - Gastronomy
- *Include photos, videos, tables, links and games to interact with the class.

3. Presentations (30%): There will be two. The student will have to present his knowledge on the topic individually. He/she will use dynamic elements to make the presentation.

Presentation 1 (15%). World Heritage Cities: presentation of Spanish cities.

Students should promote the visit to the most beautiful cities in Spain. Aspects to take into account:

- It will be of a few slides (in case of using a PowerPoint presentation).
- The use of photographs, graphics, short videos and the use of spontaneous and natural speech will be positively valued.
- The following information should be included:

- o Why was the city chosen?
- o In which region is it located?
- o Main places to visit
- o Typical gastronomy
- o Music

- o Dance
- o What strange customs are there in that city and what do they consist of?

Oral presentation 2 (15%). Bullfighting festivals in the Spanish tradition

"All Spaniards like bullfights". Arguments for/against. The presentation will be done in two groups:

- Write an entry for a Blog: 10 Reasons for/against bullfighting festivals and should present the content to the class.
- The use of images or audiovisual material is valued.

Recommendations for oral presentations:

This section will aim for the student to be able to present the knowledge acquired in the final written work making use of language. In these presentations all competencies should be worked on and the student should demonstrate a good command of the following sections:

- Content and development:

The student must make a well-structured presentation making an introduction to the main topic, whose information and ideas must be developed in a coherent and related way to end with a logical conclusion according to the research that has been carried out.

- Specific language:

The student must expose his work using part of the lexicon studied in class necessary to explain the contents of his research on the topic to be covered.

- Audiovisual Media:

It is very important that the student makes use of audiovisual media to make his/her oral presentation. The student is advised to use PowerPoint, postcards, photos, etc. It is also very important that the student does not read directly the information to be presented. Supporting notes can be used, but never a direct reading of the presentation.

4. Partial exam (20%):

It will take place in the middle of the course. The syllabus will range from the content worked on the first day of class to the syllabus taught in the last class before the exam. The exam will consist of two parts; a practical part in which the student will have to answer questions related to the vocabulary of each topic and another theoretical part in which there will be questions of understanding and knowledge of each topic.

5. Final exam (20%):

It will take place at the end of the course and will not be cumulative. The syllabus will cover all the content worked on from the partial exam to the end of the course. The exam will consist of two parts; a practical part in which the student will have to answer questions related to the vocabulary of each topic and another theoretical part in which there will be questions of understanding and knowledge of each topic.

If the teacher detects cheating, the student will receive a grade of zero and will not have the option of any type of recovery.

All students who pass the partial exam will be released from the subject for the final exam. On the other hand, those students who do not pass the partial exam will have to do an extra work to raise their grade. To do such work, they will have to talk to the professor, who will give them specific instructions for its realization.

EVALUATION

The evaluation of this course is as follows:

PARTICIPATION	10 %
POPULAR FESTIVITIES PROJECT	10 %
PRESENTATION 1	15 %
PRESENTATION 2	15 %
MIDTERM EXAM	25 %
FINAL EXAM	25 %

Plagiarism:

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

ATTENDANCE

Class attendance is MANDATORY. If the student is absent for more than the allowed limit (one class absence in the summer program and two absences in the fall and spring programs), the final grade will reflect a decrease of 10 points for each non-attendance that has not been excused by a doctor's certificate or by your Program Director. It is the individual responsibility of the student to make up any missed content about the subject taught in class the day the student was absent.

STUDENTS WITH SPECIAL NEEDS

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

CLASS SHCEDULE

	CLASS TOPICS	ASSIGNMENTS
	TOPIC 1: What is Spain?	<p>Introduction to the course. Syllabus reading. Questions and clarifications. Task 1: Initial Spanish Culture Test and video about curiosities of Spain.</p> <p>Task 2: Explanatory PowerPoint prepared by the teacher introducing Spain. Multiple Choice worksheet exercise on contents seen in class. Worksheet on Autonomous Communities.</p> <p>Autonomous work: Writing about the most striking aspects of Spain (300 words). Comparison between USA and Spain (Autonomous Communities).</p>
	TOPIC 2: Regional Diversity in Spain: Map and Autonomous Communities.	<p>Task 1: PowerPoint. Introduction, Galicia, Asturias and Cantabria. Quiz: Multiple Choice to reinforce knowledge.</p> <p>Task 2: PowerPoint. Basque Country, Navarra, La Rioja and Aragón. Quiz: Multiple Choice to reinforce knowledge.</p> <p>Autonomous work: look up definitions given by the teacher.</p>
	TOPIC 2: Regional Diversity in Spain: Map and Autonomous Communities. (Continuation)	<p>Tasks: PowerPoint. Catalonia, Valencia, Balearic Islands, Castilla, León, Madrid, Castilla la Mancha, Murcia, Extremadura, Andalusia, Ceuta, Melilla and Canary Islands. Questionnaires to reinforce knowledge. Autonomous work: General conclusion on the Autonomous Communities. Stereotypes...</p>

<p>TOPIC 3: Heritage Cities</p>	<p>PowerPoint: S briefly explains what World Heritage Cities are. Video: Video with images of heritage cities, gastronomy, customs.... Presentation: The student will have to put into practice the first presentation of the subject.</p>
<p>Topic 4: Holidays and celebrations</p>	<p>Introduction to the festivals of Spain. Religious and pagan festivals. Local, national.</p> <p>Video: holidays in Spain according to the months of the year.</p> <p>Homework: Comparison between Spanish and U.S. holidays.</p> <p>STUDY GUIDE FOR THE EXAM</p>
<p>Topic 5: Festivals and celebrations. The world of the bull.</p>	<p>Introduction to the world of bullfighting. Homework: what is the world of bullfighting. Multiple Choice and explanatory video. Vocabulary of the world of the bull</p>
<p>TOPIC 6: The world of the Bull.</p>	<p>Reading comprehension: text to read and understand and give an opinion.</p> <p>Debate: for or against.</p> <p>Preparation of presentation 2</p>
<p>TOPIC 7: The world of bullfighting.</p>	<p>Presentation and conclusion of the world of bullfighting.</p> <p>Project: As a way of concluding theme 3, students will have to do a project. They will organize a trip to one of the festivals.</p>
<p>THEME 8: Music and folklore</p>	<p>Introduction to Spanish folklore. Types of dances according to communities</p> <p>Homework: Multiple Choice</p> <p>PROJECT DELIVERY</p> <p>Types of music, dances and costumes according to autonomous communities.</p>

	<p>Autonomous work: Initial evaluation of flamenco.</p> <p>Flamenco. Introduction, elements and important people.</p> <p>Homework: Timeline. Evolution of flamenco.</p>
TOPIC 9: Spanish gastronomy.	<p>Starting point exercise. Customs and food in Spanish cuisine. PowerPoint.</p> <p>Homework: food pyramid.</p> <p>Blog: reading comprehension of text. PowerPoint: Differences between tapas and elaboration.</p>

BIBLIOGRAHY

Información práctica sobre España

<http://www.spain.info/es/informacion-practica/sobre-espana/>

Todo sobre España

<http://www.red2000.com/spain/primer/1fest.html>

Ciudades Patrimonio de la Humanidad

<http://www.ciudadespatrimonio.org/presentaciondelgrupo/index.php>

World Heritage Sites UNESCO

<http://www.thelocal.es/20170111/15-unesco-world-heritage-sites-in-spain-you-have-to-see>

Las fiestas más inusuales de España

<https://www.vacaciones-espana.es/Espana/articulos/las-fiestas-mas-inusuales-en-espana-que-note-puedes-perder>

WE SPEAK ONLY IN SPANISH

In the class we will only speak in Spanish. The use of English in the class would prevent the total immersion of the student in the Spanish learning process. In addition, it is important to emphasize that in order to understand and enjoy the class we ask you to make an additional effort to adapt the terminology with the sole purpose of familiarizing

yourself with the characteristic languages of the subject. For a better understanding of the class we recommend a high level of Spanish.

This syllabus is subject to change