

Course: <b>Spain and the Spaniards</b>
Code: <b>CH1041</b>
Level: <b>A2</b>
No. ECTS Credits: <b>6</b>
Requirements: <b>Completion of A1 level</b>

<b>Professor:</b>
<b>C.e.:</b>
<b>Office hours:</b>

### Description

This course will follow a communicative learning approach focused on the cultural examples indicated at the *Curricular Plan* of the *Instituto Cervantes*. Studies include socio-cultural contents about daily life in Spain. During this course, speaking and writing skills will be developed as well as fluency and the ability to discuss and interact. Students will expand their vocabulary about socio-cultural daily life situations in Spain together and will utilize and develop their grammar skills further. Students will practice different forms of communication and will take part in short presentations and *role-play* situations. The professor will become a cultural mediator by providing information and helping students explore particular aspects of the Spanish culture that interests them the most.

### Learning Objectives

- To achieve the command of linguistic skills, in which students can utilize in Spanish daily life situations.
- To know and understand different Spanish traditions and customs.
- To recognize the most internationally well-known cultural examples of Spain and Latin America.
- To develop strategies that help students communicate during intercultural situations.
- To know habits and lifestyle of the Spaniards.
- To learn strategies aiming at developing a role as an intercultural mediator between their own culture and that of Latin American countries.

### Training Activities

Training activities develop through different teaching strategies:

- Theory and Practice Classes
- Tutorial sessions
- In-class presentations
- Daily work outside the classroom
- Group works outside the classroom
- Workshops and complementary training
- Teaching activities outside the campus

Allocated exposure time: 45 hours.

## Methodology

A communicative approach based on a process and constructive acquisition of knowledge is followed. This methodology focuses on a student-centered teaching and learning process, which fosters active participation and promotes the development of general and specific skills that demonstrate knowledge, capabilities and attitudes to be applied in a future profession.

## Grading System

Assessment is based on an active and collaborative student-centered teaching and learning process. Different strategies and tools such as tests, exams, activities or self-evaluation activities. The final grade is computed upon the following scale:

- **33 % Active class participation**
- **33 % Daily assignments**
- **34 % Exams**

Grading Scale from 0 to 10		
Figure	Letter	Percentage
10	A+	100 %
9.5 – 9.9	A	95 – 99 %
9 – 9.4	A-	90 – 94 %
8.5 – 8.9	B+	85 – 89 %
7.5 – 8.4	B	75 – 84 %
7 – 7.4	B-	70 – 74 %
6.5 – 6.9	C+	65 – 69 %
6 – 6.4	C	60 – 64 %
5 – 5.9	C-	5 – 59 %
0 – 4.9	F	0 – 49 %

**The final grade will be calculated as the average between daily work, participation and exams.**

## Attendance Policy

Attendance is mandatory. A medical or any other valid note is needed in order to excuse any absence. Every **SINGLE CLASS** missed corresponds to one unexcused absence. For example, missing one day in which there are 3 classes results in 3 absences. Two 15-minute incidents of lateness will be considered as one absence. Unexcused absences will negatively affect the final grade within participation grade. Participation grade will be deducted as follows:

UNEXCUSED ABSENCES	PARTICIPATION
3 unexcused absences	-30 %
4 unexcused absences	-40 %
5 unexcused absences	-50 %

More than 5 unexcused absences will result in a **ZERO (0) FOR THE PARTICIPATION GRADE**. A student having 7 or more unexcused absences will fail the course. Students with excused absences will be assessed as Not-present (N.P). Non-attendance does not free the student from handing in papers or any other assignments.

## Active Participation

Due to the teaching method used in class, the student will be required to show an active participation base on the following points:

- Correction of activities
- Consideration of different grammar topics
- Oral activities (individually, in partners or in groups). Fluency, grammatical accuracy, variety of vocabulary and adequacy to the context will be considered.

Participation Assessment Criteria	Grade
The student frequently makes original and significant contributions, which promote discussions by critically and analytically examining comments based on readings, research, and assignments.	8.5 - 10
The student participates voluntarily and makes frequently interesting contributions based generally on their insight and daily work.	7 - 8.4
The student seldom makes comments, instead he only participates when being asked and does not show a real interest in the course. He is never collaborative in discussions and does not show awareness on the significance of readings and work.	5 - 6.9
The student makes irrelevant comments detrimental for the good running of the class, usually as a result of repeated absences and a lack of daily work.	0 - 4.9

## Daily Work

Daily work will be made up of a variety of tasks, readings and research outside of the class hours.

## Exams/ Presentations/ Essays

A mid-term either written or oral will be made as well as presentations in class according to the requirements of the class. Absences do not excuse any exam, assignment, or presentation. Missing the assignments will result in a zero (0) grade in these grading criteria.

## Warning about plagiarism

When writing an essay or any other paper for class or a test, the readings used must be mentioned. This can be done in footnotes, bibliography or through direct reference to the specific author. Any mistake or omission of citations will be considered as plagiarism, which is the greatest academic offense and can cause detrimental consequences to the plagiarist.

## Suggested readings:

QUESADA MARCO, S. (2006). España Manual de civilización Español Lengua Extranjera, Edelsa; grupo Didascalía S.A, Madrid.

REAL ACADEMIA ESPAÑOLA (2001). Diccionario de la Lengua Española, Espasa. Madrid.

REAL ACADEMIA ESPAÑOLA (2005). Diccionario Panhispánico de Dudas, Santillana, Madrid.

SECO, M. (2000). Diccionario abreviado del español actual, Aguilar. Madrid.

## Online resources:

### Grammars:

<http://aprenderespanol.org/>

<http://www.indiana.edu/~call/ejercicios.html>  
<http://www.esfacil.eu/es/gramatica.html>  
<http://www.zonaele.com/>

**Online dictionaries:**

<http://www.rae.es>  
<http://www.wordreference.com>

**Media:**

**Press:**

<http://www.elpais.es>  
<http://www.elmundo.es>  
<http://www.elperiodico.es>  
<http://www.20minutos.es/>  
<http://www.quediarrio.com/barcelona/index.html>  
<http://www.diarioadn.com/>  
<http://www.lasrevistas.com>

**Radio:**

<http://www.rne.es>  
<http://www.m80radio.com>  
<http://www.los40.com>

**Television:**

<http://www.rtve.es/>  
<http://www.cuatro.com/>  
<http://www.antena3.com/>  
<http://www.telecinco.es/>

**Virtual Campus**

A virtual platform is available to students who will be able to check class content, do activities and to interact with the rest of the group. <https://campusvirtual.nebrija.es/>

UNITS	FUNCTIONAL CONTENTS	CULTURE CONTENTS	TASKS
<p><b>1</b></p> <p><b>PRESENTATION OF SPAIN</b></p>	<ul style="list-style-type: none"> <li>- Identifying different autonomous communities of Spain.</li> <li>- Understanding most significant data: official languages, government system and currency, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Geographic and political division.</li> <li>- Autonomous regions and political system.</li> <li>- Demonyms and languages.</li> <li>- Basic information about Spain: president, monarchy, constitution, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Placing Autonomous Communities in a map</li> <li>- Searching information for an Autonomous Community in brochures or touristic guide</li> <li>- Group presentation of an Autonomous Community</li> </ul>
<p><b>2</b></p> <p><b>SCHEDULES AND PUBLIC PLACES</b></p>	<ul style="list-style-type: none"> <li>- Identifying schedules of stores in Spain.</li> <li>- Knowing common stores.</li> <li>- Describing and understanding schedules in Spain according to Spaniards' habits.</li> </ul>	<ul style="list-style-type: none"> <li>- Schedules.</li> <li>- Type of stores.</li> <li>- The afternoon, lunch time and <i>siesta</i>.</li> <li>- Schedules in stores, public places, banks and official institutions.</li> <li>- The impact of Spanish schedules, perception of time, and professionalism.</li> <li>- Contrast between Spanish culture and those of students.</li> </ul>	<ul style="list-style-type: none"> <li>- Survey about schedules and commenting results</li> <li>- Activities with vocabulary about the parts of the day</li> <li>- Survey about the <i>siesta</i> commenting results</li> </ul>
<p><b>3</b></p> <p><b>MADRID</b></p>	<ul style="list-style-type: none"> <li>- Knowing Madrid: monuments, customs and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>- What do you know about Madrid?</li> </ul>	<ul style="list-style-type: none"> <li>- Commenting characteristics of Madrid from videos and songs</li> </ul>
<p><b>4</b></p> <p><b>IN THE STREET</b></p>	<ul style="list-style-type: none"> <li>- Understanding means of public transportation in Spain.</li> <li>- Asking and giving directions.</li> </ul>	<ul style="list-style-type: none"> <li>- Directions.</li> <li>- Public transportation system.</li> </ul>	<ul style="list-style-type: none"> <li>- Search for information about museums and tourist spots in Madrid and completing a presentation in class</li> <li>- Creating situations with dialogues.</li> </ul>

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<p><b>5</b></p> <p><b>SHOPPING</b></p>	<ul style="list-style-type: none"> <li>- Identifying how Spaniards dress and their style according to specific situations.</li> <li>- Asking and getting information when shopping.</li> </ul>	<ul style="list-style-type: none"> <li>- Clothes and stores in Madrid.</li> <li>- To go shopping for clothing and food.</li> <li>- Clothes and events.</li> </ul>	<ul style="list-style-type: none"> <li>- Choosing and describing specific clothes for a friend; for an event (wedding, dinner, etc.).</li> <li>- Simulation with dialogues.</li> </ul>
<p><b>6</b></p> <p><b>HOBBIES AND FREE TIME</b></p>	<ul style="list-style-type: none"> <li>- Describing the present cultural offer in Spain.</li> <li>- Asking and giving information about leisure time in Spain.</li> <li>- Comparing differences according to nationalities.</li> <li>- Identifying different cultural options in Madrid.</li> <li>- Describing the plot of a film.</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural Offer: theatres, concerts, free shows, museums, etc.</li> <li>- Nightlife.</li> <li>- Cinema in Spain.</li> </ul>	<ul style="list-style-type: none"> <li>- From the <i>Guía del Ocio</i> (Leisure Guide), making recommendations about films or shows.</li> <li>- Surveying Spaniards about their preferences with leisure time.</li> <li>- Students sharing about their own experiences in Madrid</li> <li>- Visiting places that students like and making a presentation in class</li> <li>- Simulation of situations with dialogues</li> </ul>
<p><b>7</b></p> <p><b>VACATIONS</b></p>	<ul style="list-style-type: none"> <li>- Describing the present situation of tourism and vacations in Spain.</li> <li>- Assessing the significance of vacations.</li> <li>- Knowing what the Spaniards do on their vacations.</li> </ul>	<ul style="list-style-type: none"> <li>- Favorite Spaniard's destinations in Spain.</li> </ul>	<ul style="list-style-type: none"> <li>- Presentations of a touristic place in Spain</li> <li>- Creating and planning vacations in Spain and doing an oral presentation as tourism agents.</li> </ul>
<p><b>8</b></p> <p><b>HOW TO COMMUNICATE BY PHONE</b></p>	<ul style="list-style-type: none"> <li>- Knowing the most common grammar structures when speaking on the phone.</li> </ul>	<ul style="list-style-type: none"> <li>- Greetings, goodbyes, questions and messages via phone.</li> </ul>	<ul style="list-style-type: none"> <li>- Creating phone conversations</li> </ul>

<b>9</b> <b>MEETING UP</b>	<ul style="list-style-type: none"> <li>- Identifying Spanish customs when socializing or meeting up</li> <li>- Accepting or refusing proposals.</li> </ul>	- Places to go out, bar, cinemas, restaurants.	- Creating conversations to meet up.
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UNITS	FUNCTIONAL CONTENTS	CULTURE CONTENTS	TASKS
<b>10</b> <b>DINING</b>	<ul style="list-style-type: none"> <li>- Identifying customs of Spaniards in bars or restaurants</li> <li>- Learning Spanish cuisine.</li> <li>- Comparing with student's own culture.</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary used in bars or restaurants: <i>barra, la terraza, tapas, picar, caña</i>, types of coffee, etc.</li> <li>- Customs: to share food, eating standing, how to act in social situations, etc.</li> <li>- Menus in restaurants, "plato del día".</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing places between Spain and student's own countries.</li> <li>- Surveying about likes and dislikes of different places in Madrid like restaurants, bars, <i>churrerías</i>, etc. and commenting results.</li> </ul>
<b>11</b> <b>AT THE RESTAURANT</b>	<ul style="list-style-type: none"> <li>- Knowing the social customs when inviting someone to a restaurant or bars.</li> <li>- Identifying different expressions of ways of payment (<i>pagar a pajas, a rondas</i>, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying restaurants, cafeterias, <i>tabernas, mesones</i>, bars.</li> <li>- Inviting and paying.</li> <li>- Tipping.</li> </ul>	<ul style="list-style-type: none"> <li>- Dialogues in restaurants.</li> <li>- Comparing menus from restaurants.</li> </ul>
<b>12</b> <b>PERSONAL RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>- Identifying different gestures of the Spanish culture</li> <li>- Comparing with their own</li> <li>- Knowing how it is a Spanish family</li> <li>- Identifying customs of different celebrations (birthday, weddings, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>- Greetings and gestures.</li> <li>- Typical Spanish family.</li> <li>- Celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning and using Spanish gestures</li> <li>- See examples of how events are organized in Spain</li> </ul>

