

**Advanced Oral and Written Communication (SPANISH 6th Semester)
Bridge Course – Offered During the Semester Abroad Program in SPAIN**

Instructor: Crystal Marull	Office:
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Class Time & Section: MWF 9:10-10:10	Office Hours: Fridays 10:10-11:10
	Classroom: CVT 101

Required Texts and Materials:

- *There are no required texts for this class; however you will be responsible for downloading or viewing information from the internet and printing copies as necessary.*

Description of the course:

This course is specifically designed for students studying abroad in Spain to help them get the maximum benefit out of their cultural environment while advancing and challenging their linguistic development. This course is designed to improve interpersonal and presentational oral and written communication skills (i.e. persuasive speaking, reporting, interviewing, debating...etc). The aim is to advance language skills in listening comprehension, reading and writing, with an emphasis on speaking and writing appropriately across registers. The discussion of current historical, economic, political, and cultural aspects of Spanish society is an integral part of this course. At the end of the course, successful students will be able to communicate effectively in various interpersonal and presentational settings having achieved a mastery of the grammatical concepts and vocabulary through study and continuous oral and written practice.

In order for students to better acquire these skills, students must PARTICIPATE in class on a daily basis, besides completing homework assignments and otherwise preparing for class. Field work and research will be done during selected class periods and students are expected to do utilize multi-media materials and technology.

Objectives:

Proficiency in presentational registers –

1. Oral - public speaking assignments which include reasoned organization of messages, effective use of evidence, skilled verbal, nonverbal, and audio/visual delivery, principles of persuasion and argument, extemporaneous speaking, critical listening and evaluation of public address.
2. Written – written assignments which include persuasive, informational, promotional, opinion, business memos, formal letters, and academic research styles.

Proficiency in interpersonal registers –

1. Oral – professional and informational interviews, debates, discussions, telephone calls, bureaucratic procedures...etc.
2. Written – emails, classifieds, letters...etc.

Functional objectives include: Country specific vocabulary for various topics, developed use and distinction between formal and informal registers, the use of subjunctive in all tenses, connector words, distinction and use of abstract and concrete arguments.

Curriculum Description:

A. RESOURCES AND MATERIALS:

The material used in class will be based on current events. Students will be responsible for researching the topic of each class and printing out or acquiring necessary materials for class. Students will be advised of the types of materials necessary for the upcoming classes. For some assignments students will have to physically go to different locations in Madrid to request the necessary documents or information. Students will also be responsible for preparing written and oral presentations. Therefore, students must have access to, and be familiar with, the following items.

1. Internet access:

You must be familiar with how to find, download, watch, and listen to materials found on the internet.

2. Powerpoint or similar presentational software

Students will be required to create and present multimedia presentations throughout the semester.

3. A digital camera and recording device (Smartphones will be fine)

Students will be required to go to different locations in Madrid and record conversations and/or take pictures. The resolution does not have to be great, but the sound must be loud enough to be analyzed later.

B. CLASS PARTICIPATION and PRESENTATION:

Students are required to participate in all class activities and it is imperative that you attend class regularly in order to gain maximum exposure to and practice in the foreign language. Punctuality, of course, is expected. Grammar and vocabulary should be studied outside of class. Grammar explanations in the classroom will be kept to a minimum. If students have lengthy questions, they should plan to visit the instructor during office hours. Classes will be conducted entirely in the target language.

Participation Grading Scale (evaluated on a weekly basis):

EXCELLENT. Very well prepared for class; active participation throughout class; speaks only Spanish; excellent command of grammar and vocabulary.

GOOD. Average to above average preparation for class and preparation; some errors in grammar and vocabulary; uses some English

FAIR. Some lack of preparation for class; present but remains passive rather than active in terms of participation; responds only when asked (responses can be grammatically correct and sufficient); some use of English.

POOR. Present in class, little or insufficient preparation; passive; lacking a command of grammar and vocabulary; some use of English.

ABSENT. Teacher cannot evaluate the student.

C. Absences:

You are allowed three unexcused absences a semester for a course which meets three times a week, two absences for a course which meets two times a week, and one absence for a weekly evening class. Other classes may be excused at the instructor's discretion with appropriate written documentation. University policy acknowledges your right to observe religious holidays, but requires that you notify faculty members in advance of your intention to miss class for this purpose. You are always responsible for all class work missed by contacting classmates for a specific day's assignment information and bringing the completed assignment to the next class. Each unexcused absence after the above maximum will result in the lowering of your final grade by one letter grade.

D. Grade Scale

A	92%-100%	B+	87%-91%	B	82%-86%
C+	77%-81%	C	70% - 76%	D	60% - 69%
		F	0% - 59%		

E. GRADING POLICY

Oral assignments: 45%

Written assignments: 45%

Preparation, Participation and Attendance: 10%

F. LEARNING CENTER AND TUTORING SERVICES:

Students have access to the computer lab on the 3rd floor. All computers are equipped with internet access and Microsoft Office. Tutoring sessions are offered by the assistant to the director on a weekly basis. If you need help, please schedule time with him/her.

G. CONTACTING YOUR INSTRUCTOR:

Students are solely responsible for contacting the instructor via telephone or email regarding their absence/s, lateness, medical condition, or any other pertinent situation that will interfere with their academic performance in this class. It is at the instructor's discretion to determine what action will be. Please refer to the departmental policy on attendance. Students who are absent are responsible for contacting their classmates for a specific day's assignment information.

H. ACADEMIC INTEGRITY

When you write for your Spanish class, please remember that you are expected to use your own words and ideas. The following definition has been developed as part of the Policy on Academic Integrity at Rutgers.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: 'to paraphrase Plato's comment...' and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc, need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged.

In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member. For more information, please refer to the following web site:

<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

I. ACADEMIC CONDUCT

It is the spirit of the Department of Spanish and Portuguese to support the authority of the instructors, and to encourage the spirit of respect and academic discipline in the classroom.

- To maintain an excellent classroom environment appropriate for language learning keep the following in mind:
- Arrive on time
- Come class fully prepared and ready to participate.
 - Remember: You will make mistakes and it is part of the learning process.
Please, handle it with maturity and respect. Always make an effort to participate.
- Turn off your cellular phones and other electronic devices. (If you use a computer to take notes, you may only use a word processor program.) Emailing, Texting, internet browsing or other activities are not allowed unless explicitly stated as part of the class activity.
Note: Your instructor reserves the right to ask you to turn off any electronic device.
- Some food and drink is allowed in class as long as it does not become distracting to the classroom goals.

WEEK 1: *Current National Politics in Spain*

Several Perspectives on Political parties: platforms, debates and issues
(newspapers, TV: Antena 3, Telemadrid, Telecinco, and interviews (house family))

Tasks:

Debate and a written presentation (description) on political parties, platforms and media.

WEEK 2: *Local Food Traditions*

Eating habits and customs: traditional and contemporary cuisine
(restaurant menus, newspapers, television shows, interviews and surveys)

Tasks:

Videotaped interview, survey collection, and discussion, recipe presentation, written restaurant review/critique.

WEEK 3: *Social Movements*

Perspectives and Diversity: 15M, No a la Guerra, Nunca Mais
(newspapers, documentaries, interviews, political propaganda, demonstrations)

Tasks:

Attend a demonstration, interview participants/organizers, photograph and analyze propaganda signs, research social media trends.

WEEK 4: *Sports*

Cultural identity and pride: Soccer, Tennis, Basketball, Formula 1, Pelota Vasca, Balon Mano, Ciclismo
(live event, reporting, newscast, opinion, live commentary, radio)

Tasks:

Attend a live event, perform and record a live commentary of a game, write a game summary, persuasive writing.

WEEK 5: *Religion*

Changing practices and faiths: Catholicism, Judaism, Islam, and Other
(Research and investigation, polls, observation, ethnography, schools, churches, mosques)

Tasks:

Observe a religious ceremony, write an ethnographic report, attend a religious festival, interview community and religious members, poll and survey different age groups and different regions.

WEEK 6: *Cultural Traditions – Fiestas Nacionales y Regionales*

Historical Origins and Regional and National Variations

(Attendance and participation in a festival, street reporting, video, television, documentaries, research)

Tasks:

Attend 2 different regional festivities, record street interviews, create a video overview, compare and contrast, historical research.

WEEK 7: *Autonomous Regions – Conflict and Tension*

Language, Politics, History and Culture: Identities in flux

(Newspaper, television, visits to local ayuntamientos, casa de cultura, local museums)

Tasks:

Compare and contrast, overview of regions, descriptive writing, biography of local cultural figures, interviews.

WEEK 8: *Spain and the EU – Conflict and Tension*

National concerns and international responsibility

(national and international media and news' sources, social media, interviews, forums and blogs)

Tasks:

Compare/contrast national and international articles from various sources, discussions, interviews and debates.

WEEK 9: *Fine Arts and Entertainment*

Spanish tradition Art, Architecture, Dance and Music – From Goya, Velazquez, and Dali to Gaudi and Flamenco

(museum visits, city tour, historical artifacts, music and film)

Tasks:

Descriptive writing, interview, critiques, appreciation, overview

WEEK 10: *The Economy: Business and Commerce*

From Agriculture to Technology: The past, present and future of Spain's economy

Tasks:

Develop a business plan, industry visits, market analysis, economic projections, discussion and debate.

WEEK 11: *The Royal Family*

Fact, Fiction and Legend: The historical role of the royal family and its modern day influence

Tasks:

Research, historical summary, political debate, discussion of gender roles in politics and in society, interviews, and formal presentation.

WEEK 12: *Movies and Television*

Perspective, humor, and culture – From Almodovar to Almenabar
(movies, articles, reviews)

Tasks:

Select and watch movies, compare and contrast, evaluate and critique, discussion.

WEEK 13: *The Educational System*

Policy and procedure: Centralized system and the Bologna Plan
(boletines oficiales, university web pages, school and university materials, textbooks and syllabi)

Tasks:

Review educational material, compare and contrast practices, request information from universities and the ministry of education, formal letter and email writing.

WEEK 14: *Course Review and Final Presentations*