

Spanish through Cultural Destinations: Madrid en Vivo LS 312



Instructor: Mar Campelo

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Schedule: Tuesday, Thursday, 12:00 - 13:30

Office Hours: Tuesdays/Thursdays 13:30-14:00 or by appointment

Office: Room 402 Instituto Internacional (Madrid)

Prerequisites: Completion of Fourth Semester Spanish LS 212 or equivalent

Online: Blackboard- learn.bu.edu

This course meets for 42 contact hours and is worth **4 credits**. *In addition to classroom contact hours, the students must also attend various field trips and dedicate time outside of class to completing assignments.*

Course Bulletin

Students improve their oral and written Spanish skills by exploring the cultural and social aspects of the city of Madrid through immersion in its history, neighborhoods, art, and literature.

Course Description

Madrid en Vivo is designed for students who want to improve their oral and written skills in the Spanish language, as well as their grammatical and lexical proficiency, using the city of Madrid as context.

The main objective of this course is that students learn to navigate the Spanish-speaking world while gaining a more advanced grasp of the language. Students will explore the cultural and social characteristics of Madrid through direct immersion in its history, neighborhoods, art, and literature. The class is exploratory and takes place both inside and outside the classroom. The activities are carried out at different sites throughout Madrid and will serve as the principal basis for both individual and group work.

Madrid en Vivo offers a wide variety of assignments to ensure that students will acquire skills in reading, writing, listening comprehension, and oral expression. Assignments include reports on the activities and field trips carried out in the city, formal compositions, and weekly blog entries. Students will improve their fluency in Spanish colloquial language as well by interacting with the local population through interviews. Much of the classwork is completed in groups of various sizes which allows students to see how their personal contributions, as well as those of their peers, can lead to a successful final product.

The students' observations and reflections will be published on our class blog website.

HUB Areas & Learning Outcomes

Global Citizenship and Intercultural Literacy

- Outcome 1: Students will investigate the complex relationship between language structure and values of Spanish speakers. Through social interactions with the local population, students will be able to analyze cultural expressions (specifically those used locally in Madrid) and, thus, recognize similarities and differences as compared with their own culture's language and social structure.
- Outcome 2: Students will learn how Madrid evolved from its early origins to the present day, paying special attention to how different civilizations have contributed to shape the city in a Spanish, European and global context. The class projects require observation and detailed analysis of the very culture the students find themselves immersed in. By reflecting on these observations when completing assignments (blog, interviews, etc.), students will be able to appreciate cultural diversity through their own experience in Spanish society. Students will then be able to use this cultural awareness and apply it to real-life situations they may encounter while in Spain.

Oral and/or Signed Communication

Students will navigate the Spanish-speaking world at a more advanced level using complex grammatical structures. The wide variety of assignments will guarantee that students further develop all language skills: reading and writing, listening comprehension, and oral communication skills—in both presentational and spontaneous contexts.

- Outcome 1: Students will demonstrate an ability to formally present on both historic and current topics, as well as respond to ensuing questions and comments from their peers. Students will read and interpret literary works by Spanish authors and then produce, in formal presentation form, a detailed analysis of both content and style in class. After each presentation, the rest of the class is encouraged to ask questions and engage in a discussion. Students will also read, analyze, and share current news articles pertaining to Madrid that will lead to a thought-provoking discussion with their classmates. The presentations and following discussions allow students to use relevant vocabulary in a contextualized, interactive setting.
- Outcome 2: Students will develop fluency in communicating in the Spanish language. Students will demonstrate an understanding of colloquial expressions as they relate to the cultural and social setting of Madrid. They will conduct interviews with the local Spanish-speaking population. Students will then present their findings and observations to the class prior to submitting their video-interview projects, and following these presentations, they will be expected to respond to questions and critical comments from their peers.
- Outcome 3: Students will be able to formulate well-informed opinions and will use formal speech to present their stances, effectively defend their

arguments, and refute the opposing side's views. They will achieve this during various in-class debates. As Spanish is the only language allowed in class, students will have to use a variety of effective communication strategies to participate in and contribute to all class debates and discussions.

Toolkit- Teamwork /Collaboration

- Students will learn to organize their own groups, distribute tasks and responsibilities, and coordinate their schedules. By acquiring these collaboration skills, students will prove to be effective, participating team members and will be able to submit their final products as well as thoroughly defend their positions during the following class debates. By doing so, they will be able to see how their own personal contributions as well as those of their peers lead to successful completion of assignments.
- Students will complete their first project (blog post) in pairs. Group size will gradually increase during the following projects, the course eventually concluding with the entire class completing the final project together. Using this approach, the acquisition of collaborative skills will be a gradual process that will continue to develop over the course of the semester. By working in various group sizes, students will learn how to adapt teamwork strategies to different group dynamics. We will discuss these strategies in class and, following the completion of these projects, will dedicate time to reflect upon the dynamics of group work and the assessment of their teamwork performance.

Course-Specific Learning Outcomes

By the end of this course:

- Students will acquire skills in reading, writing, listening comprehension, and oral expression through the study of Spanish culture with the city of Madrid as the setting.
- Students will improve their use of complex grammar structures (outlined below in the course schedule).
- Students will show the ability to use new vocabulary properly by creating various blog entries in Spanish.
- Students will increase their fluency in Spanish colloquial language by interacting with the local population in Madrid through interviews, etc.

Community of Learning- Class and University Policies

Academic Conduct: Students are encouraged to study together; however, all written work that is turned in must be each student's own, individual work. Students are responsible for adhering to the CAS Academic Conduct Code.

It is every student's responsibility to read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for

plagiarism may be "...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean." <https://www.bu.edu/academics/policies/academic-conduct-code/>

Attendance: Class attendance is mandatory. Unexcused absences will directly affect the final grade. Absences will be considered excused if the instructor is presented with a doctor's note or in exceptional situations previously discussed with the instructor such as religious observance. Students are expected to attend and contribute to all lectures. In the event of an illness, students are expected to notify the professor and the BU in Madrid office before the beginning of the class. *Travel is not an excused absence.* ([Policy on Religious Observance](#))

Resources: Office Hours: Tuesdays and Thursdays, 13:30 pm to 14:00 pm Room 402 (4th floor Instituto Internacional, Madrid) or by appointment (mcampelo@bu.edu).

Accommodations for Students with Documented Disabilities: If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at (617) 353-3658 or access@bu.edu to coordinate any reasonable accommodation requests. ODS is located at 19 Deerfield Street on the second floor (19 Buick Street as of September 1, 2018).

Credits: class is worth 4 academic credits. It meets for 3 hours a week for 14 weeks during the regular academic year (same contact hours for intensive summer schedule). *In addition to classroom contact hours, the students must also attend various field trips and dedicate time outside of class to completing assignments such as conducting interviews with locals, collecting written and visual material for blog entries, etc.*

***CAS does not permit students to enroll in more than one course with the same number. If you have previously taken and received credit for an LS 312 course, you will not receive credit for this class. Please enroll in another 300-level course with a different number and focus. No more than two 300-level classes may be taken for credit.**

Resources

- **Blackboard Learn** (learn.bu.edu): readings, website links, exercises and other additional class materials
- <http://sites.bu.edu/madridenvivo> Blog created by students of LS 312 on BU Wordpress

Course Calendar

DATE	TOPIC	ASSIGNMENTS
Week 1		

Class 1	Unit 1: LIVING IN MADRID Introduction to the course What do we know about Madrid? Review of the indicative past tenses	Review of the Subjunctive
Class 2	Field Activity: <i>Paisaje de la Luz</i>	Report 1
Week 2		
Class 3	History of Madrid Expressing cause and consequence Discussion: Effective strategies for working in pairs and expectations.	Blog Entry 1
Class 4	Field Activity: <i>Madrid de los Austrias</i>	Report 2
Week 3		
Class 5	Diversity in Madrid Expressing feelings in the past tense Past Subjunctive Reflection: the process of working as a team (feedback, comments, and assessment).	Oral Assignment 1
Class 6	Reading 1: <i>Las Visitas</i> , Carlos Castán Writing workshop	
Week 4		
Class 7	Placing events in time sequence: time clauses	Blog Entry 2
Class 8	Field Activity: Museo de San Isidro	Report 3
Week 5		
Class 9	Expressing hypothetical feelings	Oral Assignment 2 Composition 1a
Class 10	Field Activity: <i>Museo de Historia de Madrid</i>	Report 4
Week 6		
Class 11	Writers of Madrid Expressing hypothetical situations with “si” (“if” conditional) Discussion: Effective strategies for working in small groups and expectations	Composition 1b Blog Entry 3
Class 12	Field Activity: <i>El Barrio de las Letras</i>	Report 5
Week 7		
Class 13	Expressing hypothetical situations (conditional)	Composition 1c
Class 14	MIDTERM EXAM	
Week 8		
Class 15	Unit 2: WOMEN IN MADRID Group Project Presentation Discussion: Effective strategies for working in a larger group on the final project and expectations. Express Impossibility Pluperfect subjunctive and conditional perfect	Blog Entry 4
Class 16	Field Activity: <i>Las Sinsombrero</i>	Report 6
Week 9		
Class 17	Express the impossible with “si” (“if” conditional)	Oral Assignment 3
Class 18	Reading 2: <i>Modelos de Mujer</i> , Almudena Grandes	
Week 10		

Class 19	Women of Madrid and <i>2 de mayo</i>	Blog Entry 5
Class 20	Field Activity: <i>Malasaña, el Barrio de las Mujeres</i>	Report 7
Week 11		
Class 21	Group Project: Route 1	
Class 22	Group Project: Route 2	
Week 12		
Class 23	Confirming information Reflection: the process of working as a team (feedback, comments, and assessment).	Blog Entry 6 Composition 2a
Class 24	Field Activity: <i>Attending a Play</i>	Report 8
Week 13		
Class 25	Expressing characteristics of people and things	Composition 2b
Class 26	Women of the 21 st Century	
Week 14		
Class 27	Review for Final Exam	Oral Assignment 4 Blog Entry 7
Class 28	FINAL EXAM	Composition 2c

Grading Policy	
Class Participation	11%
Class Attendance	10%
Written Assignments	10%
Blog	9%
Oral Assignments	10%
Group Project	10%
Fieldwork Reports	12%
Readings	8%
Midterm Exam	10%
Final Exam	10%

Additional Information

- Students must make the necessary arrangements to access the page of this course, which can be found on Boston University's Blackboard Learn (ACS account). The Blackboard site is an essential tool in this class where students can find all the mandatory readings, complementary material, assignments, etc. among many other resources relevant to the course. It is the responsibility of the students to consult Blackboard (Bb) regularly (learn.bu.edu).
- This syllabus is tentative and may be modified according to the needs of the students in the class. Any change of exam dates, assignment due dates, field trips, etc. will be notified in advance on Bb as well as in class.
- Class participation is a very important part of the process of learning a language. Students are highly encouraged to participate in all class activities whenever possible. In addition, they must arrive to class prepared with any assignments completed and having studied the concepts introduced in the previous class.
- **The official language of the class is Spanish. Speaking English in class will result in a penalty against the participation grade.**

- **Penalization policy for late work:** All work (written activities, presentations, etc.) must be submitted before the due date and time outlined in the assignment instructions. If work is submitted late, the following **penalties** will be applied to the grade:
 - Work submitted on the due date, but over one hour past the deadline time: **-5 points**.
 - Each day late past the due date: **-10 points**.
 - Work submitted four days late will receive a **'0'**.

Attendance:

Class attendance is mandatory. Only properly excused absences are admitted (justified by a doctor's note in the case of a medical reason). Any unexcused absences will negatively affect the final grade. Students with four unexcused absences will receive a failing grade. Tardiness will be considered as "half" of an unexcused absence.

Class Structure/ Approach to Learning

This class is exploratory; students will spend a good amount of time outside of the classroom gathering information and observations for group projects. Students will participate in the ongoing project of the course; the creation of a website where teamwork plays an integral role. The students must work in groups and engage with one another to gather information and document their observations of Madrid. The groups' analyses and reflections are then published on the communal class blog. Additionally, students will work together in preparation for an in-class debate on a cultural/sociopolitical topic, where they must cooperate to defend opposing stances. Class assignments and projects are outlined in detail below.

Blog Project: Together as a class, we will create a Blog titled *Madrid en Vivo*. All the work completed by the students (written assignments, presentations, interviews, videos, and other activities) will be uploaded to this website. On *Blackboard*> *Tasks* you can find specific instructions and guidelines for each assignment.

Compositions: Written assignments must be submitted through Blackboard on the date/at the time for which they are scheduled. The assignment guidelines will be communicated a week in advance. In order to complete this assignment, all available materials should be used: books, notes, dictionaries, newspapers, etc., but never the help of other classmates— this assignment is to be completed individually.

Each assignment has three parts:

- **Composition A:** Students will write a text following the instructions and guidelines posted on Blackboard. They must bring the assignment to class on the due date to then be edited by their classmates who will take on a different role for each composition.
- **Composition B:** Students will rewrite a second draft of the text, taking into consideration the comments and suggestions made by their peers. This is to be completed individually by the student with the aid of all the necessary materials on Blackboard. The instructor will return a corrected version in accordance with the "Keys for Correction" that can also be found on Bb. The grading rubric is available on Blackboard as well.

- **Composition C:** The student must make the necessary corrections and resubmit the final version to the instructor through Bb.
Composition Grading Policy: the final grade will consist of the average of both versions (b & c)

Madrid en Vivo Blog: Each student will have a personal section on the website where they must publish an entry each week in which they describe their personal experience in Madrid. The theme of each post is left to the students' own discretion (except the first entry which has specific instructions). These blog entries should not coincide or overlap with the topic of the written assignments.

- Length: 100-150 words.
- Images: each publication should be accompanied by a photo (original photos taken by the students) related to the content.
- Due Dates: blog entries can be published at any time during the week (deadlines specified in course calendar).

Oral Assignments: Students must present their own videos that document the fieldwork they've been completing. There should be a brief introduction to each video and they should respond to the comments/ questions they receive from their classmates. All of these videos will be published on our class blog. The grading rubric is available on Blackboard.

Field Activities: Various activities will take place outside the classroom while exploring Madrid; some of these excursions will be in a group setting and others will be the responsibility of each student to carry out independently. We will reflect upon these activities in different class assignments. After each activity/ field trip, students must complete the corresponding report found on Blackboard. These reports will receive feedback from their peers and will encourage students to engage in a discussion about the visits.

Readings: Students must read the assigned texts (relating to Madrid) and participate in classroom discussions. Each student will be responsible for presenting on a selected reading or passage to the class for further group discussion. All readings can be found on Blackboard.

Group Project During the second half of the course, students will divide themselves into groups and choose a topic to present to the rest of the class. The project consists of two parts:

- A **tour route** for the group, where they will act as tour guides.
- A **quiz/questionnaire** about the tour route's contents for the other students to fill out.
- A **video** summary of the activity.

Midterm Exam: The exam consists of the grammar structures, readings, and other course material covered during the first half of the semester, as well as the information learned during the field work activities and the oral presentations in class.

Final Exam: This follows the same structure as the Midterm Exam (outlined above) but for the second half of the semester.

*The dates for quizzes, exams, and assignment due dates are fixed and cannot be changed. All students must complete assignments and tests on the same day at the same time.

Bibliography

- Alonso, Rosario et al: *Gramática Básica del Estudiante de Español*, ed. Difusión, 2011
- Besas, Marco y Peter: Madrid Oculto, ed. La Librería, 2011
- Cerrolaza, Matilde: *Planeta 4. Libro de Referencia Gramatical*, ed. Edelsa, 2001
- Corpas, Jaime y Garmendia, Agustín: *Aula Internacional Plus 4*, ed. Difusión, 2022
- Díez Ménguez, Isabel (ed.): *Antología de Cuentistas Madrileñas*, ed. La Librería, 2006
- Leralta, Javier: *La Trastienda de Madrid*, ed. La Librería, 2017
- Palencia, Ramón y Aragonés, Luis: *Gramática en Uso del Español*, ed. SM, 2005
- Trapiello, Andrés: *Madrid*, ed. Destino, 2020
- VV.AA.: *Relatos Españoles Contemporáneos*, ed. Habla con Eñe, 2010

Electronic Resources/ Links

- Diccionario de la Lengua Española: www.rae.es
- Barrio de las Letras: <http://conocemadrid.blogspot.com.es/2009/02/barrio-de-las-letras.html>
- Historia de Madrid: <http://www.madrid.es/portales/munimadrid/es/Inicio/Ayuntamiento/Un-paseo-por-su-historia?vgnextfmt=default&vgnnextchannel=5eccbadb6b997010VgnVCM100000dc0ca8c0RCRD>
- Madrid de los Austrias: <https://www.miradormadrid.com/madrid-de-los-austrias-una-visita-al-viejo-madrid/>
- Matadero Madrid: <http://www.mataderomadrid.org/>
- Museo de Historia de Madrid: [http://www.madrid.es/portales/munimadrid/es/Inicio/Cultura-ocio-y-deporte/Cultura-y-ocio/Museo-de-Historia-de-Madrid?vgnextfmt=default&vgnnextoid=ab18a1ead63ab010VgnVCM100000d90ca8c0RCRD&vgnnextchannel=c937f073808fe410VgnVCM2000000c205a0aRCRD](http://www.madrid.es/portales/munimadrid/es/Inicio/Cultura-ocio-y-deporte/Cultura-y-ocio/Museo-de-Historia-de-Madrid?vgnextfmt=default&vgnextoid=ab18a1ead63ab010VgnVCM100000d90ca8c0RCRD&vgnnextchannel=c937f073808fe410VgnVCM2000000c205a0aRCRD)
- Museo de San Isidro: <http://www.madrid.es/portales/munimadrid/es/Inicio/museoSanIsidro/?vgnextoid=203153a9b458b010VgnVCM100000d90ca8c0RCRD&vgnnextchannel=0c369e242ab26010VgnVCM100000dc0ca8c0RCRD>
- Museo-Ermita de San Antonio de la Florida: <https://www.esmadrid.com/informacion-turistica/ermita-de-san-antonio-de-la-florida>
- Puerta del Sol: https://es.wikipedia.org/wiki/Puerta_del_Sol
- La Zarzuela: https://www.esmadrid.com/zarzuela-madrid?utm_referrer=https%3A%2F%2Fwww.google.es%2F
- Templo de Debod: <http://www.madrid.es/portales/munimadrid/es/Inicio/Cultura-ocio-y-deporte/Cultura-y-ocio/Templo-de-Debod?vgnextfmt=default&vgnextoid=46caa0d03aa8b010VgnVCM100000d90ca8c0RCRD&vgnnextchannel=c937f073808fe410VgnVCM2000000c205a0aRCRD>
- Las Sinsombrero: <https://www.revivemadrid.com/lugares-de-la-memoria/las-sinsombrero>
<http://generaciondospuntocero.com/las-sinsombrero-un-movimiento-olvidado/>

- El Lyceum Club femenino:
https://es.wikipedia.org/wiki/Lyceum_Club_Femenino
- La residencia de Señoritas:
https://es.wikipedia.org/wiki/Residencia_de_Se%C3%B1oritas
- Malasaña, el Barrio de las Mujeres:
<https://diario.madrid.es/blog/2021/03/05/malasana-el-barrio-de-las-mujeres/>