

Intermediate Level Course Descriptions

Fall 2005

Universitat Pompeu Fabra, Barcelona

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Lengua española (Spanish Language), Intermediate Level

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered as a month-long intensive course that takes place before the regular semester courses begin. It is also offered during the regular semester. This course earns students 3 credits (45 contact hours) during either session.

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I. Communicative Skills

- Students will be able to understand the main points of written texts in standard language, about matters such as work, school, and leisure.
- Students will be able to handle most situations that may come up during a trip in Spanish-speaking countries.
- Students will be able to produce simple and coherent written texts about familiar subjects, about which the student has a personal interest.
- Students will be able to describe experiences, events, desires, aspirations, and briefly defend their opinions or explain their own plans and ideas.

II. Linguistic skills

- Students will possess enough linguistic skills to 1) be able to describe unpredictable situations, 2) explain the main points of an idea or problem with reasonable precision, and 3) express their ideas about abstract or cultural themes, such as music and film.
- Students will have enough vocabulary to express themselves with some roundabout expression about the majority of matters that are pertinent to daily life, such as family, likes and interests, work, travel, and current affairs.
- Students will be able to demonstrate a good command of basic vocabulary, despite the presence of errors when expressing more complex ideas or when tackling unfamiliar or infrequently occurring themes.
- Students will learn to communicate with reasonable accuracy in everyday situations, generally with good grasp of grammar. Students will be able to communicate in spite of the influence of their native language and the presence of errors that, nonetheless, do not hinder the listener from understanding the student's message.
- Students will learn to pronounce words clearly and intelligibly, despite a foreign accent that is sometimes evident, and despite sporadic errors.

III. Content: Ideas and Functions

- Transmit information and ask that information be transmitted to them, transmit instructions, requests, assignments, and orders
- Corroborate and negate information
- Ask for, grant, and deny permission.
- Express and ask for desires and needs
- Express intentions, conditions, and objectives
- Express agreement and disagreement (total or partial)
- Justify, argue, criticize, and defend opinions, proposals, and ideas
- Demonstrate (and react appropriately to the demonstration of) complaints, demands, desires, surprise, happiness, pain, deception, fear, worry, resignation/defeat, gratitude, and apologies
- Make promises
- Make conjectures, express possibility and impossibility
- Express different levels of certainty and probability
- Give advice and react to advice when received
- Prevent, recommend, point out, and react appropriately
- Refer to personal and group habits and customs
- Tell stories and recount historical events
- Describe changes in the life or personality of someone

IV. Grammar: Morphology

- Introduction to the composition and derivation of nouns and adjectives:
 - Prefixes and suffixes
 - Inflection of gender and number
- Adjectives of classification:
 - Position
 - Semantic and stylistic values
- Special uses of the pronominal system; the determination of personal, demonstrative, possessive, interrogative, and relative pronouns.
- Different uses of quantifiers: numeral, ordinal, multiplicative, distributive, and collective
- Groupings of indefinites
- The verb:
 - Systemization of indicative verb tenses (present, present perfect, imperfect past, and past perfect); general contrasts
 - Systemization of the morphology of the subjunctive tenses (present, present perfect, imperfect past, and past perfect); an introduction to the uses of the subjunctive mood
 - Systemization of the conditional verb tenses. General contrasts.
 - The use of the future and conditional tenses to express probability
 - Different uses of the infinitive, the gerund, and their compounds
 - Reflexive and pronominal verbs
 - Different uses of verb clauses (*ponerse a + infinitivo; quedarse + gerundio; quedarse + participio; dejar de + infinitivo; etc.*)

- Prepositional rules
- Values of the pronoun “*se*”: impersonality, passive
- Adverbs ending in “*-mente*” and their uses
- Conjunctions and connectors of coordination and subordination

V. Syntax

- Impersonal verb forms (*hacer/haber/estar/ser*)
- Subordinate nouns and their different structures. Indirect style.
- Relative phrases with a preposition (*en, con, sobre el/la/los/las que . . .*).
Alternating *que/quien*
- Comparative forms (*es como / una especie de _____ + sustantivo; no tan _____ como_____; mucho más _____ que _____*)
- Pronominal forms (*acordarse de, interesarse por*) and contrasts (*interesarle algo a alguien / interesarse alguien por algo*)
- Ending forms
- Conditional structures
- Casual, concise, and consecutive forms

VI. Vocabulary

- Position and movement
- Clothing and styles of dress
- Physical attributes of people
- Gestures and stance
- Travel (means of transportation, luggage, incidents, etc.)
- Geography, climate, and nature; animals
- Temas y reivindicaciones sociales, colectivos sociales
- Personal relationships
- Politics (organizations and debate)
- Work (job positions, customs surrounding labor, etc.)
- Food and industrial products; cultural habits and values
- Intellectual traits and personal abilities; moral character
- Behavior and reactions
- Academic life, exams, quizzes

Lengua y cultura catalana (Introduction to Catalan Language and Culture), Intermediate Level

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered during the regular semester only and not as an intensive course.

Professors: Anna Joan Casademont
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Description:

The objective of this course is to introduce students to Catalan language and culture, with a mainly communicative approach. The students should acquire enough linguistic and socio-cultural competence in order to communicate and get by in Catalan society. The course will cover four different blocks: 1) communicative aspects, 2) socio-cultural aspects, 3) lexical aspects, and 4) grammatical aspects. It is recommended that students spend a few hours a week outside of class to work on the course material covered. There will be two field trips—one to a pastry workshop around Holy Week, and another to a public market (*La Boquería*).

Grading:

The final grade is based on class participation, weekly accomplishment of the exercises and homework, and a final exam.

Outline of Topics Covered:

1. Personal information
2. Professional activities and relations
3. Everyday activities
4. Places and itineraries
5. Housing and places of residence
6. Physical states
7. Family
8. Shopping
9. Food/Gastronomy
10. Atmospheric conditions

Bibliography:

Gramáticas:

Badia, A. (1995) Gramàtica de la llengua catalana. Barcelona, Proa.
Giner, R.; Pallicer, J. (1992) Sinopsi de Gramàtica Catalana. Barcelona, Teide.
Xuriguera, J. (1993, 30a ed.) Els verbs catalans conjugats. Barcelona, Claret.
Diccionarios:
monolingües
Enciclopèdia Catalana (1998) Gran Diccionari de la Llengua Catalana.
Institut d'Estudis Catalans (1995) Diccionari de la Llengua Catalana.
bilingües
Enciclopèdia Catalana (1995, 5a ed.) Diccionari Català-Castellà.
Enciclopèdia Catalana (1995, 5a ed.) Diccionari Castellà-Català.
Enciclopèdia Catalana (1993) Diccionari Anglès-Català, Català-Anglès.
Enciclopèdia Catalana (1993) Hiperdiccionari català-castellà-anglès en CD-Rom.

Manuales:

Castellanos, J-A. (1991, 4a ed.) Quadern: normativa bàsica de la llengua catalana amb exercicis autocorrectius. Barcelona, Institut de Ciències de l'Educació. Costa, M. Sabater, M-L. (1993) Curs de català per a estrangers Digui, digui... Barcelona, Generalitat de Catalunya.
Fargas, A.; Guasch, O.; Tió, J. (1981) Pont I i II. Llengua catalana per a no-catalanoparlants. Vic, Eumo.
Puig, T; Puig, J. (2000) Curs de català inicial. Barcelona, UB.

Libros de ejercicios:

Badia, D. i al. (1985) 1a Llibreta autocorrectiva de vocabulari. Vic, Eumo.
Badia, D. i al. (1985) 2a Llibreta autocorrectiva de vocabulari. Vic, Eumo.
Badia, D. i al. (1985) 3a Llibreta autocorrectiva de vocabulari. Vic, Eumo.
Carreras, J.; Comes, J.; Pi, J. (1992) Fonètica catalana. Barcelona, Teide.

Otros:

SALC (Servei d'Autoformació en llengua catalana). <http://www.upf.edu/gl>
Servei de Llengua Catalana (1998) Guia de conversa universitària anglès-català. Barcelona, Publicacions UB.
CD: Divercat. Barcelona, les Universitats Catalanes, Direcció General d'Universitats i la Direcció General de Política Lingüística de la Generalitat.
CD: Diàleg multimèdia. Barcelona, Consorci per a la normalització lingüística.

Taller de cine (Spanish Film Workshop), Intermediate Level

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered during the regular semester only and not as an intensive course.

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Ivan Pintor
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Objectives:

The course gives students a general vision of the evolution of Spanish cinema, from the Eighties to the present. We will analyze the most prominent representatives, through a theoretical approach, as well as a practical one, by watching some of the movies. The grade will be based on a final paper on one filmmaker, his/her works, and the analysis of one particular movie.

Content:

1. General concepts. Intro to audiovisual language.
2. Viewing of *Viridiana* (Luis Buñuel, 1961)
3. Spanish film under Franco's regime. Censorship. Luis Gonzalo Berlanga, Luis Buñue, and Carlos Saura. Open debate.
4. New perspectives of Spanish film during the transition. Víctor Erice.
5. Viewing of *Belle Epoque* (Fernando Trueba, 1992)
6. Spanish film of the 80's. Genre films. Spanish comedy.
7. Viewing of *Todo sobre mi madre* (Pedro Almodóvar, 1999)
8. The films of Pedro Almodóvar
9. Viewing of *Tierra* (Julio Medem, 1996)
10. Film and imagery. Julio Medem.
11. Viewing of *Tesis* (Alejandro Amenábar, 1996)
12. The 90's. The Spanish thriller. Alejandro Amenábar.

13. Viewing of *Torrente, el brazo tonto de la ley* (Santiago Segura, 1998)
14. Parody. Cañí Spain. From Santiago Segura to Javier Fesser.
15. Viewing of *800 balas* (Alex de la Iglesia, 2002)
16. Postmodern interpretation of genres. Alex de la Iglesia.
17. Viewing of *Los Lunes al sol* (Fernando León de Aranoa, 2002)
18. Realism, society and film. Fernando León, Iciar Bollaín.
19. Presentation Talk with a documentary maker. Creation documentary. Joaquín Jordá, José Luis Guerín.
20. Viewing of *Las horas del día* (Jaime Rosales, 2003)
21. Independent production. Jaime Rosales, Marc Recha.
22. Conclusions. Students hand in final papers.

Topics:

1. The years of transition (1977-1982). The end of censorship and the appearance of new filmmakers. Realist film, social film, vanguard film, and the comedy at the beginning of the 80's.
2. The socialist period (1982-1995): The new legislation, new visions of the war and post-war, "recuperated" and new filmmakers.
3. Film in the recent years (1995-2003): The definitive generational renovation. The consecration of Spanish cinema on an international level. Present-day situation.
4. Genres and their development in Spain: the comedy, the melodrama, social film, avant-garde film, horror film and their representative authors.
5. Films from the different autonomies of Spain: Catalunya, Basque Country, and others.
6. The most significant Spanish filmmakers: Pedro Almodovar
7. Other writers and their influences: Fernando Trueba.
8. Other writers: José Luís Garci, Víctor Erice.
9. The most recent Spanish films: Alejandro Amenábar, Fernando León de Aranoa, Isabel Coixet, Alex de la Iglesia y otros.
10. The documentary film in Spain: consecration and most important authors

Grading:

Each student will choose the work of one author to analyze in an essay, in which the student should give a general review of the author's works and a more detailed analysis of one of his/her films.

Bibliography:

- *CUADERNOS DE LA ACADEMIA: Un siglo de cine español*. Academia de las Artes y las ciencias cinematográficas de España, septiembre, 2000
- *Historia del cine español*. Romà Gubern. Ed Cátedra
- *Diccionario de cine español*. Jose Luís Borau. Ed Alianza
- *El cine español*. Varios autores. Ed Larousse, 2003
- *Pedro Almodovar* Antonio Holguin. Ed Cátedra
- *Victor Erice*. Carmen Arocena. Ed Cátedra
- *20 nuevos directores del cine español*. Carlos F. Heredero. Ed Alianza
- *Hipótesis de la realidad*. El cine de Fernando León de Aranoa. Paula Ponga, M.A. Martín, Mirito Torreiro.

Arte y artistas (Contemporary Spanish Art and Artists), Intermediate Level

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered during the regular semester only and not as an intensive course.

Professors: Anna Pujadas (Group 1)

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Eduard Cairol (Group 2)

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Description:

The focus of this course will be exploring Spanish art through the Barcelona Art Collections.

This is an introduction course for students who:

- Desire to obtain a broad overview of Spanish art
- Have the necessity of a survey of the cultural background of Barcelona
- Wish to have a live approach to Barcelona's art works

Students do not need to have any specific background in Spanish art or in art history to take this course.

In-Class, Out-Class

This course is primarily a lecture course, presented in module form, supplemented with discussion, films, and online materials. There are classes outside of the University building: visits to the Museums. These visits are made during the class time and they are equivalent to a usual in-class, with the exception of Dalí's Museum, which is a non-compulsory visit. In any case, students should understand that during an out-class occasional events may occur.

Content:

The course proposes to complement a theoretical overview of Spanish art with a practical approach to the works of art. Barcelona has a great art variety and richness, but there are some artists who have their main museum in the city, and who have an international

prestige. These artists are: Gaudí, Picasso, Miró, Dalí and Tàpies. They are the main subjects of this course.

1. Antoni Gaudí

Organicism and Gaudinism. The European Art Nouveau architecture. The Art Nouveau in Barcelona. The new middleclass society. Eusebi Güell, the best client of Gaudí. The new architecture. The new geometry. The searching for the artistic form. The nature as inspiration. The "mozárabe" influence. The new Gaudinian style. The Mediterranean in his works. His collaboration with Jujol

Visit to the Sagrada Família and to the Pedrera

2. Pablo Picasso

Picasso & Barcelona. The works of adolescence. The first trip to Paris. The works of "feelings". Painting without eyes. Living in France. The nudes of Fernande. The formal experiments. Geometry. The "Démoeiselles d'Avignon". Pre-cubism in Horta d'Ebre. Braque and the cubism. Abstraction. The "great" Picasso and the "Meninas" series.

Visit to the Picasso Museum

3. Joan Miró

His studies and his first works. The meaning of Montroig in his paintings. "La masia" and the beginning of the Mironian universe. The first trip to Paris and the first contacts with the vanguard. The surrealism and the "painting-poetry". The searching for a spontaneous style. Primitivism and childhood. The European wars. The exile in Mallorca. The Mediterranean root. The universe of Miró. Textile works and sculpture.

Visit to the Miró Foundation

4. Salvador Dalí

The childhood in Figueres and Cadaqués. The Academy of Fine Arts and the University Residence of Madrid. Meeting Lorca and Buñuel. Lorquian style. Freud and narcissism. The films with Buñuel. Trip to París and contact with the surrealism. Reality and surreality. Gala is there. Living in France and breaking with Surrealist Group. Exile in U. S. A.. Fame and success. The new physics and the philosophy of truth. The intuitive and spiritual world. Religion and Metaphysics.

Visit to the Dalí Museum in Figueres

5. Antoni Tàpies

The beginnings and his long illness. The first drawings. Meeting "Blau" art group and publishing "Dau al set " review. Joan Brossa and the poetry. The influence of surrealism. The magical style. Sign and symbol. The sacred art. The "materico" style. The informalism. The textile and the prints. The wall. The common objects. The "povera"

arts. Epiphany.

Visit to the Tàpies Foundation

Bibliography:

Antoni Gaudí

MARTINELL, Cèsar, Gaudí. His life, his theories, his work, Editorial Blume, Barcelona, 1975

DALASI, Ricardo, Gaudí furniture & objects, Woodbury, New York, 1980

MOWER, David, Gaudí, London, 1977

SWEENEY, James & SERT, Josep Lluís, Antonio Gaudí, Ediciones Infinito, Buenos Aires, 1961

Pablo Picasso

Chipp, Herschel Browning, Picasso's Guernica history, transformations, Berkeley University, USA, 1988

V. V. A. A. Picasso, Paisages 1890-1912, Ajuntament de Barcelona, 1995 (English translation at the end of the book)

V. V. A. A., Picasso 1905-1906, Ajuntament de Barcelona, Barcelona, 1992 (English translation at the end of the book)

V. V. A. A., Pablo Picasso: sculpture, ceramics, graphic work; Tate Gallery, London, 1967

Warncke, Carsten-Peter, Pablo Picasso 1881-1973, Taschen, 1995

Joan Miró

ERBEN, Walter, Joan Miró 1893-1983, Tachen, 1988

V. V. A. A., Miró escultor, Fundació Joan Miró, Barcelona, 1987

V. V. A. A., Ver Miró, la irradiación de Miró en el arte español, Fundació "La Caixa", Barcelona, 1993 (English translation at the end of the book)

V. V. A. A., Klee, Tanguy, Miró, Fundació Miró, Barcelona, 2000 (English translation at the end of the book)

PENROSE, Roland, Miró, London Thames and Hudson cop. 1985

Salvador Dalí

DALÍ, Salvador, The Secret life of Salvador Dalí, New York Dover, 1993

DESCHARNES, Robert, Salvador Dalí, New York Harry N. Abrams, 1985

GÉRARD, Max, Dalí--Dalí-Dalí, Atlantis cop., 1985

Antoni Tàpies

CIRICI y PELLICER, Alexandre, Tàpies: witness of silence, Tudor, N. Y., 1972

V. V. A. A., Tàpies, the complete works, Köneman, 1997

Cultura en los textos y en los medios audiovisuales (Reading and Listening Comprehension Workshop), Intermediate Level

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered during the regular semester only and not as an intensive course.

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J. Francisco Ruiz Casanova
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Office Hours: To be announced.

Objectives:

Familiarize yourself with the most common references for news in the country.

Develop a cultural and intercultural consciousness.

Develop a learning consciousness and the application of strategies for learning the language and culture.

Perfect your use of the Spanish language; in particular develop it to receptive competencies

Methodology:

The classes are presented and organized around active participation of the students, through both individual and group activities, of two types:

1. Comprehension (reading and listening) of texts, in combination with practical reaction and personal expression (personal and academic writing) and oral interaction.
2. Learning certain linguistic patterns and rules, especially those that are linked the texts.

Grading:

Each student will present the following papers, which will be the basis for the final grade.

1. Two papers during the course, following the instructions of the professor.
2. A final paper at the end of the term over one or various chapters of the texts mentioned below, about the modeled outline previously established by the professor.

Topics:

Sections 1-2: Culture. Introduction to the course. Texts by Gustavo Martín Garzo and Manuel Delgado.

Sections 3-4: Language and Languages. Texts by Gabriel García Marquez, Quim Monzo, Miguel Siguan, José Ramón Lodares, Azorin and Antonio Machado.

Sections 5-6: Communication and Media. Texts: Codigo Deontologico del Colegio de Periodistas de Cataluña, Information about the Spanish media.

Section 7: Analysis and commentary about the first half of the term.

Section 8-9: Social and Political Institutions. Texts by José María Mendiluce, information about the ecological consciousness in Spain. "La Real Academia Española" the academics and their positions. Interview with Antonio Munoz Molina. Examine the web page for the "Real Academia Española" (www.rae.es).

Sections 10-11: Spanish Educational System. Texts: information about the reform of the educational system. Texts by Sami Nair and J. M. Martí Font.

Sections 12-13: Contemporary Spanish History. Historical images: commentary of the texts and images. Texts by Andres de Blas Guerrero, Ramon J. Sender, Antonio Munoz Molina, Juan Pablo Fusi, Pedro Ibarra and Manuel Antonio Rico. Audiovisual document: "La Transición española. Capitulo 11." (RTVE. Directed and Produced by E. Andres).

Sections 14-15: Spanish Geography and Sociology. Texts by Amando de Miguel, Luis Sanchez-Mellado, Luisa Castro, Quino. Interviews about immigration. Information about the Spanish family.

Section 16: Analysis and review of the second half of the course.

Sections 17-18: Plastic Arts. Texts by Francisco Calvo Serraller, Valeriano Bozal, Luis Gordillo, Oriol Bohigas, Antoni Tapies. Audiovisual document: "Goya. El capicho y la invencion" (Museo del Prado. Visual Editions).

Sections 19-20: Stage Arts. Information about "el Liceo." Interview with Javier Marias-Woody Allen. Materiales from the Instituto Cervantes.

Sections 21-22: Music: Texts by Antonio Muñoz Molina. Fernando Martín and Jordi Sierra i Fabra. Lyrics to the songs of J.M. Serrat, J.A. Labordeta, L.E. Aute.

Sections 23-24: Science. Texts by Juan Luis Arsuaga, Aldamir de Semir, Fernando Palacio and Juan Delius. Materials from [imim/es/quark](http://imim.es/quark).

Materials:

The professor will assign selected texts for the readings, analysis and commentary. They will be provided in the form of a document and will apply to the aforementioned topics as well as to Spanish current events.

Written texts (taken from the press: reports, editorials and personal articles, interviews, authors' columns, etc.) complete in one document.

Audio-visual documents (television reports and interviews saved on video).

Online materials and electronic resources.

Other textual sources:

- Martínez Montón, Rosa (ed.), Textos periodísticos de opinión 1975-1996. Barcelona, Hermes, 1997.

- Gutiérrez Carbajo, Francisco: Artículos periodísticos. 1900-1998. Madrid, Castalia Didáctica, 1999.

- Sinova, Justino, Un siglo en cien artículos. Madrid, La Esfera de los Libros, 2002

Medios de comunicación y sociedad en España (The Media and Society in Spain), Intermediate Level

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered during the regular semester only and not as an intensive course.

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Office Hours: Thursdays 10:00-11:00

Description:

The course intends to show the functioning and structure of the media in Spain. Class sessions will alternate theory and practice in order to reflect on the general communication system and its peculiarities, and there will be visits to the most important media centers in Barcelona. The course will give a historical and current, critical and reflexive point of view on the role of the communication media in contemporary Spanish society, and future perspectives on the burst of new technologies. The knowledge of the functioning of the media is essential to all citizens in the present-day modern societies.

Methodology:

Sessions will combine theoretical classes with debates, journalistic analysis of the current situation (showing of radio and television news programs, critical review of the newspapers...), viewings of movies related to journalism and communication, visits to the editorial offices of the media and attendance to television programs.

Please note that class will meet twice a week (Mondays and Wednesdays), and we will also have four class field trips, each of which lasts about 2-3 hours: a visit to the *La Vanguardia* newspaper, a visit to the *COM Ràdio* broadcasting station, a visit to *La Malla*, and a visit to TV3 (Catalunya's television station).

Language of Instruction:

The course will be taught in Spanish. The showing of audiovisual documents will also be in Spanish and subtitled in English when possible.

Grading:

The final grade will take into consideration class participation, exercises accomplished, and the final exam.

Content:

*Designates that class session is 2 hours long.

**Designates that class session is 3 hours long.

Session 1: Overview of the course. Syllabus. Objectives and grading method.

Session 2: Press, radio and television models.

Session 3: Current panorama of journalism and communication in Spain.

Session 4: Organization of editorial staffs.

Session 5: Visit to the editorial office of the paper La Vanguardia.*

Session 6: History of journalism in Spain I. Origins, consolidation and fulfillment.

Session 7: Information sources.

Session 8: History of journalism II. Franco's regime and The Transition. The Spain of multiple nations and the communication media.

Session 9: Writing techniques. Selection and organization into hierarchy.

Session 10: Visit to the radio station COM Ràdio.*

Session 11: Writing practices. Structures of news and headlines.

Session 12: Professional routines.

Session 13: Visit to the editing offices of the electronic newspaper La Malla.*

Session 14: Showing of the movie: The Front Page.

Session 15: Genres in communication media (Entertainment, fiction and publicity)

Session 16: Journalistic genres in Spanish media. Models of newspapers.

Session 17: Radio workshop. Writing techniques for radio.

Session 18: Radio workshop. Program production.

Session 19: Radio workshop. Script writing.

Session 20: Visit to Televisió de Catalunya (TV3).**

Session 21: Radio workshop. Elaboration of informative products.

Session 22: Radio workshop. Recording the program.

Session 23: Classification of audiences and measurement systems.

Session 24: Programming: from de paleo-television to the neo-television.

Session 25: Deontology in Spanish communication media (I). Legislation and principles.

Session 26: Deontology (II). Ethical treatment of groups. Practical cases.

Session 27: Final Exam.

Session 28: Comments on the exam and course evaluation.

*This session will last 2 hours.

** This session will last 3 hours.