

ESPAÑOL/LENGUA EXTRANJERA

Level A1: *Breakthrough*.

Prof. M. García Ramiro / Paloma Puente Ortega.

Number of credits: 6 ECTS.

Number of hours: 60.

Level A1 corresponds to the first level of the so-called Basic User according to the European reference framework. In traditional terms, it corresponds to a beginner Initial level.

LANGUAGE AND COMMUNICATION

According to what is stated in the official document of the European reference framework, at level A1 a student must:

- Being able to understand and use very frequently used everyday expressions, as well as simple phrases aimed at satisfying immediate needs.
- Being able to introduce yourself and others, ask for and give basic personal information about your address, your belongings and the people you know.
- Being able to interact in an elementary way as long as your interlocutor speaks slowly and clearly and is willing to cooperate.

In accordance with the lines established in the curricular design of the Cervantes Institute, at this level the student will learn to:

- Greet and say goodbye
- Asking for and giving personal information and interacting in presentations
- Describe people by their physique and character
- Make comparisons
- To make suggestions
- Talk about physical and emotional states
- Express the cause
- Interact in bars, shops, markets and restaurants
- Locate objects and give directions to a place
- Describing places: houses, neighborhoods and cities
- Getting around in urban transport

- Ask and give the time and talk about schedules
- Talk about habits and their frequency
- Talk about likes and dislikes
- Express agreement and disagreement
- Propose activities, make invitations and react
- Talking on phone
- Make appointments

Breaking down the objectives into skills, at the end of level A1 the student must:

Listening comprehension	Recognize very basic words and expressions that are commonly used, related to himself, his family and his immediate environment when spoken slowly and clearly.
Reading comprehension	Understand familiar words and names and very simple phrases, for example those on signs, posters and catalogues.
Oral interaction	Being able to participate in a simple conversation as long as the other person is willing to repeat what you have said or say it in other words and at a slower speed and help you formulate what you want to say. Ask and answer simple questions on topics of immediate need or very common matters.
Speaking	Use simple expressions and phrases to describe the place where you live, the people you know and everyday actions.
Writing	Being able to write short and simple messages and texts, for example, to send congratulations or describe very basic aspects of daily life. Fill in forms with personal data such as name, nationality and address.

The specific contents of the subject are detailed below.

Grammatical contents
• Personal subject pronouns • Reflexives pronouns • Verbs in the present indicative: regular, irregular forms and reflexive verbs. • Agreement of gender and number

- Demonstrative determiners
- Possessive determiners
- Comparative forms
- Present continuous: *be + gerund*
- Verb like
- Contrast between *very / much*
- Contrast between *ser / estar / tener*
- The impersonal verb *hay*
- Some, some / none, none
- General uses of the prepositions *a, en, de* and *con*
- Verb to hurt / have pain
- Periphrasis *tener + que + infinitive* and *deber + infinitive*

Lexical contents

- International words
- Alphabet
- Numbers from 0 to 1000
- Greetings and farewells
- Countries and nationalities
- Colors
- Days of the week and months of the year
- Family
- Professions
- Verbs of everyday actions
- Frequency expressions
- Free time activities
- Food
- Expressions of place
- Parts and objects of the house
- Body parts
- Actions with parts of the body
- Health and illness
- Moods and basic sensations

- Seasons of the year and climate

Metodology: Theory combined with communicative activities such as interactive games, simulations, discussions about texts and various tangible objects, debates, songs, audiovisual, materials, etc.

Evaluación

Participation in the subject: 10%

Written tasks: 10%

Oral Exam: 30%

Written exam: 50%

ESPAÑOL / LENGUA EXTRANJERA.
UNIVERSIDAD FRANCISCO DE VITORIA.
Descriptor de nivel A2: Plataforma (Waystage).
60 horas lectivas. 6 ECTS.

El nivel A2 corresponde al nivel más alto del llamado Usuario básico según el marco de referencia europeo. En términos tradicionales abarca **desde el nivel elemental hasta el preintermedio.**

Los objetivos que se deben alcanzar en este nivel son:

Lengua y comunicación

Según lo expuesto en el documento oficial del marco de referencia europeo, en el nivel A2 un alumno debe:

- Ser capaz de **comprender frases y expresiones de uso frecuente** relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.)
- Saber **comunicarse** a la hora de llevar a cabo **tareas simples y cotidianas** que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales.
- Saber **describir en términos sencillos** aspectos de **su pasado** y su entorno, así como cuestiones relacionadas con sus **necesidades inmediatas.**

Conforme a las líneas establecidas en el diseño curricular del Instituto Cervantes, en este nivel el alumno aprenderá a:

- Hablar del pasado:
 - hablar de acciones del pasado en relación con el presente
 - hablar de acciones habituales en el pasado
 - describir en el pasado experiencias, personas y lugares
 - escribir historias en pasado
 - contar cuentos en pasado
 - contar experiencias del pasado y relacionarlas entre sí
- Valorar actividades y trabajos
- Expresar distintos grados de preferencia
- Expresar cualidades en grado superlativo
- Hablar de la vida profesional
- Describir objetos
- Hablar de ropa y moda e interactuar en una tienda de ropa
- Expresar necesidad
- Ofrecer y pedir ayuda
- Relacionar elementos y partes del discurso
- Hablar de planes y proyectos
- Expresar condiciones
- Hablar del tiempo meteorológico y su predicción
- Expresar obligación, necesidad, prohibición, posibilidad, finalidad
- Pedir, dar y denegar permiso
- Hacer recomendaciones y dar consejos e instrucciones
- Pedir y dar opinión sobre personas, objetos o acontecimientos
- Introducir ideas

- Hablar de sentimientos y estados de ánimo
- Ordenar el discurso
- Interrumpir el discurso
- Expresar y preguntar por el grado de seguridad
- Formular hipótesis
- Llamar la atención sobre algo
- Mostrar interés, desinterés e indiferencia
- Expresar contrariedad

Desglosando los objetivos en destrezas, al término del nivel A2 el alumno debe:

Comprensión auditiva	Comprender frases y el vocabulario más habitual sobre temas de interés personal (información personal y familiar muy básica, compras, lugar de residencia, empleo). Ser capaz de captar la idea principal de avisos y mensajes breves, claros y sencillos.
Comprensión de lectura	Ser capaz de leer textos muy breves y sencillos. Saber encontrar información específica y predecible en escritos sencillos y cotidianos como anuncios publicitarios, prospectos, menús y horarios. Comprender cartas personales breves y sencillas.
Interacción oral	Poder comunicarse en tareas sencillas y habituales que requieren un intercambio simple y directo de información sobre actividades y asuntos cotidianos. Ser capaz de realizar intercambios sociales muy breves, aunque, por lo general, no pueda comprender lo suficiente como para mantener la conversación por sí mismo.
Expresión oral	Utilizar una serie de expresiones y frases para describir con términos sencillos a su familia y otras personas, sus condiciones de vida, su origen educativo y su trabajo actual o el último que tuvo.
Expresión escrita	Ser capaz de escribir notas y mensajes breves y sencillos relativos a sus necesidades inmediatas. Poder escribir cartas personales muy sencillas, por ejemplo, agradeciendo algo a alguien. Escribir sobre la familia, la casa, las rutinas. Escribir textos sencillos en pasado.

Competencia formal.- Contenidos de gramática:

- Presente de indicativo regular e irregular.
- Verbos tipo gustar.
- Determinantes y pronombres posesivos.
- Ser y Estar: Usos generales.
- El futuro: formación y uso.

- Los pronombres de objeto directo e indirecto. Orden de los pronombres en frases simples.
- El imperativo: formación y usos.
- Los tiempos del pasado: Pretérito Perfecto, Pretérito Indefinido, Pretérito Imperfecto. Morfología regular e irregular. Uso de los tiempos y contraste entre ellos.
- Preposiciones: Usos generales. Por y para.

Contenido léxico:

• Objetos y acciones cotidianas • La familia • El carácter • Las profesiones • La comida, tiendas • La descripción física	• La ropa • El cuerpo humano • Salud y enfermedad • Los deportes • Emociones y sensaciones • Los animales
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Metodología:

Teoría combinada con actividades comunicativas como juegos interactivos, simulaciones, debates sobre textos orales y escritos, canciones, materiales audiovisuales, etc.

Evaluación:

Participación activa: 10% (Cuestionario de autoevaluación)
Tareas: 10% (Prácticas de expresión escrita en Canvas)
Examen escrito: 50% (Test de gramática y vocabulario y expresión escrita)
Examen oral: 30%

UNIVERSIDAD FRANCISCO DE VITORIA

Prof. Maite García Ramiro / Paloma Puente Ortega
Descriptor de nivel B1: Umbral (*Threshold*)

El nivel B1 corresponde al primer nivel del llamado Usuario independiente según el marco de referencia europeo. En términos tradicionales abarca **el nivel intermedio**.

Los objetivos que se deben alcanzar en este nivel son:

LENGUA Y COMUNICACIÓN

Según lo expuesto en el documento oficial del marco de referencia europeo, en el nivel B1 un alumno debe:

- Ser capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio.
- Saber desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua.
- Ser capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal.
- Poder describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.

Desglosando los objetivos en destrezas, al término del nivel B1 el alumno debe:

Comprensión auditiva	Comprender las ideas principales cuando el discurso es claro y normal y se tratan asuntos cotidianos que tienen lugar en el trabajo, en la escuela, durante el tiempo de ocio, etc. Comprender la idea principal de muchos programas de radio o televisión que tratan temas actuales o asuntos de interés personal o profesional, cuando la articulación es relativamente lenta y clara.
Comprensión de lectura	Comprender textos redactados en una lengua de uso habitual y cotidiano o relacionada con el trabajo. Comprender la descripción de acontecimientos, sentimientos y deseos en mensajes personales.
Interacción oral	Saber desenvolverse en casi todas las situaciones que se me presentan cuando se viaja donde se habla esa lengua. Poder participar espontáneamente en una conversación que trate temas cotidianos de interés personal o que sean pertinentes para la vida diaria (por ejemplo, familia, aficiones, trabajo, viajes y acontecimientos actuales).
Expresión oral	Saber enlazar frases de forma sencilla con el fin de describir experiencias y hechos, mis sueños, esperanzas y ambiciones. Poder explicar y justificar brevemente opiniones y proyectos .

	Saber narrar una historia o relato, la trama de un libro o película y poder describir reacciones.
Expresión escrita	Ser capaz de escribir textos sencillos y bien enlazados sobre temas que son conocidos o de interés personal . Poder escribir mensajes personales que describen experiencias e impresiones.

Competencia formal- Contenidos de gramática:

1. Presente de Indicativo irregular. Verbos tipo gustar.
2. El género gramatical: normas y excepciones.
3. Verbos en futuro simple.
4. Los pronombres de objeto directo e indirecto. Estructuras reflexivas, transitivas y ditransitivas. Orden de los pronombres en frases simples y perífrasis verbales.
5. Ser y Estar: Usos generales y léxicos. La expresión del lugar. Voz pasiva de acción y de resultado.
6. Los tiempos del pasado: Pretérito Perfecto, Pretérito Indefinido, Pretérito Imperfecto y Pretérito Pluscuamperfecto. Morfología regular e irregular. Uso de los tiempos y contraste entre ellos.
7. Preposiciones: Usos generales. Por y para. Verbos y adjetivos con régimen preposicional
8. Subjuntivo básico: Morfología de verbos regulares e irregulares en presente. Usos generales: Cuando + subjuntivo con sentido de futuro, expresiones de certeza, expresiones de valoración, verbos de opinión, creencia, influencia y voluntad, oraciones de relativo. El subjuntivo en la formación del imperativo.
9. Cambios morfosintácticos: Prefijos de negación y sufijos para expresar posibilidad. Sufijos propios de sustantivos abstractos. Modificación categorial. Reglas del género gramatical en los sustantivos abstractos.

Contenidos léxicos y discursivos

- Verbos de acciones cotidianas y tiempo libre
- Tareas de la casa
- Expresiones de frecuencia
- Adjetivos de carácter

- La comida
- Cuerpo humano, estado de ánimo, salud y enfermedad
- Los deportes
- Objetos y lugares de la ciudad
- Marcadores temporales
- Conectores
- Expresiones de la vida cotidiana
- Frases hechas básicas

Metodología:

Teoría combinada con actividades comunicativas como juegos interactivos, simulaciones, debates sobre textos orales y escritos, canciones, materiales audiovisuales, etc.

Criterios de evaluación:

Participación activa en la asignatura: 10%

Entrega de tareas: 10%

Examen de contenidos: 40%

Examen de redacción: 20%

Examen oral: 20%

Tarea opcional:

- Entrevista a un español (+0.2-0.3)

Calificaciones:

Nota numérica (0-10)	Nota cualitativa
9-10	SOBRESALIENTE
7-8,9	NOTABLE
5-6,9	APROBADO
0-4,9	SUSPENSO
NO PRESENTADO	

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UNIVERSIDAD FRANCISCO DE VITORIA.
DESCRIPTOR DE NIVEL B2+C1
60 horas lectivas. 6 ECTS.
Prof. Maite García Ramiro.

El diseño de la asignatura de Español / Lengua Extranjera para el grupo B2+C1 está concebido para servir a las necesidades cotidianas, académicas y certificativas de alumnos de ambos niveles. Aunque se estudian con más profundidad los contenidos gramaticales del nivel B2 para consolidar la base, también se trabajan aspectos léxicos, gramaticales y comunicativos del nivel C1.

Nivel B2

El nivel B2 corresponde al nivel más alto del llamado *Usuario independiente* según el marco de referencia europeo.

Los objetivos que se deben alcanzar en este nivel son:

LENGUA Y COMUNICACIÓN

Según lo expuesto en el documento oficial del marco de referencia europeo, en el nivel B2 un alumno debe:

- Ser capaz de **entender las ideas principales de textos complejos** que traten de temas tanto concretos como abstractos, incluso si son de carácter técnico siempre que estén dentro de su marco de especialización.
- Poder relacionarse con hablantes nativos con un **grado suficiente de fluidez** y de naturalidad de modo que la **comunicación** se realice **sin gran esfuerzo** por parte de ninguno de los interlocutores.
- Ser capaz de **producir textos claros y detallados** sobre temas diversos, así como **defender un punto de vista** sobre temas generales indicando los pros y los contras de las distintas opciones.

Conforme a las líneas establecidas en el diseño curricular del Instituto Cervantes, en este nivel el alumno trabaja funciones como:

- Expresar gustos y preferencias
- Expresar sentimientos ante las cosas: pena, alegría, decepción, disgusto, temor, preocupación...
- Hablar de acciones pasadas, presentes y futuras
- Expresar la perspectiva en términos espaciales
- Hablar del aprendizaje y la enseñanza de lenguas
- Organizar artículos informativos breves
- Emitir juicios y valoraciones y expresar, justificar y argumentar una opinión
- Argumentar los pros y los contras

- Hacer reclamaciones
- Interrumpir a otra persona para introducir una opinión
- Expresar probabilidad y diferentes grados de seguridad
- Expresar condiciones
- Dar ánimos a alguien
- Dar instrucciones para realizar un trabajo
- Escribir notas o mensajes, transmitir lo dicho por otros y pedir que se transmitan mensajes
- Mostrar que se está siguiendo la intervención de otra persona
- Hablar de realidades socioculturales
- Resumir lo dicho por otros
- Hablar de relaciones personales y de cambios en las personas
- Expresar sensaciones
- Utilizar recursos para contraargumentar
- Recibir a alguien, hacer cumplidos y regalos y reaccionar al recibirlos
- Expresar necesidad y conveniencia
- Comprobar que se ha entendido algo
- Dar consejos y recomendaciones
- Relacionar partes de un discurso
- Expresar ventajas e inconvenientes
- Expresar acuerdo, desacuerdo y duda ante opiniones ajenas
- Expresar finalidad

Desglosando los objetivos en destrezas, al término del nivel B2 el alumno debe:

Comprensión auditiva	Comprender discursos y conferencias extensos e incluso seguir líneas argumentales complejas siempre que el tema sea relativamente conocido . Comprender casi todas las noticias de la televisión y los programas sobre temas actuales. Comprender la mayoría de las películas en las que se habla en un nivel de lengua estándar.
Comprensión de lectura	Ser capaz de leer artículos e informes relativos a problemas contemporáneos en los que los autores adoptan posturas o puntos de vista concretos. Comprender la prosa literaria contemporánea.
Interacción oral	Poder participar en una conversación con cierta fluidez y espontaneidad, lo que posibilita la comunicación normal con hablantes nativos. Poder tomar parte activa en debates desarrollados en situaciones cotidianas explicando y defendiendo sus puntos de vista .
Expresión oral	Presentar descripciones claras y detalladas de una amplia serie de temas relacionados con su especialidad. Saber explicar un punto de vista sobre un tema exponiendo las ventajas y los inconvenientes de varias opciones.
Expresión escrita	Ser capaz de escribir textos claros y detallados sobre una amplia serie de temas relacionados con sus intereses. Poder escribir

	redacciones o informes transmitiendo información o proponiendo motivos que apoyen o refuten un punto de vista concreto. Saber escribir textos que destacan la importancia que le da a determinados hechos y experiencias.
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Nivel C1

El nivel C1 corresponde al primer nivel del llamado Usuario competente según el marco de referencia europeo.

Los objetivos que se deben alcanzar en este nivel son:

LENGUA Y COMUNICACIÓN

Según lo expuesto en el documento oficial del marco de referencia europeo, en el nivel C1 un alumno debe:

- Ser capaz de comprender una **amplia variedad de textos extensos** y con cierto nivel de exigencia, así como reconocer en ellos sentidos implícitos.
- Saber **expresarse de forma fluida y espontánea** sin muestras muy evidentes de esfuerzo para encontrar la expresión adecuada.
- Poder hacer un **uso flexible y efectivo del idioma** para fines sociales, académicos y profesionales.
- Poder producir **textos claros, bien estructurados y detallados sobre temas de cierta complejidad**, mostrando un uso correcto de los mecanismos de organización, articulación y cohesión del texto.

Conforme a las líneas establecidas en el diseño curricular del Instituto Cervantes, en este nivel el alumno aprenderá a:

- Hablar sobre terceras personas: comentar parecidos y hacer comparaciones
- Hablar de aficiones, estudios y trabajos desempeñados en el pasado
- Valorar momentos o épocas del pasado
- Hacer descripciones en pasado
- Expresar sentimientos sobre el pasado
- Contrastar el pasado y el presente de una persona
- Hablar de acciones habituales en el pasado y en el presente
- Organizar relatos
- Reaccionar a relatos e informaciones desconocidas
- Relatar sucesos y acontecimientos históricos
- Hablar de la historia y de la situación socio-política de un país: narraciones, descripciones, valoraciones y comparaciones
- Situar acontecimientos cronológicamente
- Anunciar y predecir hechos futuros
- Hablar de planes personales, académicos y profesionales: las fiestas familiares y nacionales, las carreras de estudios, el mundo de la empresa...
- Expresar condiciones probables e improbables para la realización de hechos en el futuro
- Expresar deseos
- Hablar sobre hechos irreales o situaciones hipotéticas en el presente y en el futuro

- Hablar de un pueblo o ciudad: características, recursos, tradiciones, leyendas, cambios socio-económicos...
- Describir paisajes y expresar las impresiones que producen
- Expresar el desconocimiento de algo con unas características determinadas y negar o afirmar su existencia
- Solicitar y hacer valoraciones y juicios sobre algún hecho, y justificarlos
- Dar ejemplos
- Aludir a temas presupuestos en una conversación
- Hacer incisos y cambiar de tema en una conversación
- Hablar de viajes
- Comentar noticias
- Expresar duda y reserva ante la opinión de otra persona
- Clarificar el significado o la intención de las palabras de otra persona
- Exponer hechos y situaciones y expresar actitudes
- Expresar las causas y consecuencias de un hecho, una situación o una actitud y argumentarlas
- Contrastar ideas
- Reformular lo dicho y añadir información
- Hacer escritos formales
- Invitar a formular y formular, con diferentes grados de probabilidad, hipótesis sobre hechos del presente y del pasado
- Reaccionar afirmativa, negativa y reservadamente ante hipótesis de otras personas y argumentar a favor o en contra de ellas
- Hablar de las tareas domésticas
- Describir un espacio con detalle
- Elogiar a alguien y reaccionar a elogios
- Pedir y dar consejo o ayuda para solucionar un problema
- Solicitar, conceder y negar permiso
- Pedir un favor, ofrecerse para hacerlo y aceptar o rechazar la ayuda de alguien
- Expresar una dificultad
- Solicitar y dar información sobre una palabra o expresión
- Referir informaciones, consejos, peticiones y sugerencias transmitidas por otras personas
- Hablar de relaciones personales y de sentimientos
- Comentar y juzgar el comportamiento o la actitud de una persona
- Hablar de música: expresar gustos, hacer descripciones y críticas de canciones y cantantes, comentar habilidades musicales...
- Relacionar dos acciones temporalmente
- Hablar de una persona en términos profesionales: sus logros, su carrera, sus cualidades...
- Hablar de actores: hacer comparaciones, comentar su aspecto, discutir sobre su forma de actuar...
- Expresar condiciones y hacer hipótesis irreales sobre el pasado y el presente
- Lamentarse por algo
- Matizar y corregir informaciones o mensajes previos y hacer referencia a ellos
- Comunicarse formalmente: solicitar reservas, agradecer servicios y despedirse formalmente de forma oral y escrita
- Protestar, exigir o quejarse de algo: reiterar una queja, justificarla...
- Hablar de experiencias y gustos culinarios: describir platos con detalle, solicitar información sobre platos desconocidos...
- Hablar de alimentación: definir las características y componentes de un alimento, sus propiedades terapéuticas, sus usos...

- Hablar de recetas: dar instrucciones y consejos, organizar acciones en el tiempo...
- Formar grupos: definir sus características, intereses y temas de discusión, hablar de prohibiciones, requisitos y condiciones...
- Hacer propuestas y sugerencias
- Expresar condiciones más o menos probables e impedimentos para que algo se cumpla
- Hablar de juegos: describir el objetivo y las funciones de los jugadores, explicar las instrucciones...
- Expresar condiciones, obligaciones y prohibiciones

Desglosando los objetivos en destrezas, al término del nivel C1 el alumno debe:

Comprensión auditiva	Comprender discursos extensos incluso cuando no están estructurados con claridad y cuando las relaciones están sólo implícitas y no se señalan explícitamente. Comprender sin mucho esfuerzo los programas de televisión y las películas.
Comprensión de lectura	Comprender textos largos y complejos de carácter literario o basados en hechos, apreciando distinciones de estilo. Comprender artículos especializados e instrucciones técnicas largas, aunque no se relacionen con su especialidad .
Interacción oral	Expresarse con fluidez y espontaneidad sin tener que buscar de forma muy evidente las expresiones adecuadas. Utilizar el lenguaje con flexibilidad y eficacia para fines sociales y profesionales. Formular ideas y opiniones con precisión y relacionar sus intervenciones hábilmente con las de otros hablantes.
Expresión oral	Presentar descripciones claras y detalladas sobre temas complejos que incluyen otros temas, desarrollando ideas concretas y terminando con una conclusión apropiada.
Expresión escrita	Ser capaz de expresarse en textos claros y bien estructurados exponiendo puntos de vista con cierta extensión . Poder escribir sobre temas complejos en mensajes, redacciones o informes resaltando lo que considera que son aspectos importantes. Seleccionar el estilo apropiado para los lectores a los que van dirigidos sus escritos.

GRAMÁTICA

De los contenidos gramaticales que se detallan a continuación, se estudian en el curso los ocho primeros y se seleccionan del resto aquellos que más necesita el grupo de alumnos.

Contenidos gramaticales de los niveles B2 y C1:

1. Repaso de los tiempos del pasado.
2. Verbos con régimen preposicional.
3. Verbos de cambio. Contraste entre volverse, ponerse, hacerse, convertirse en, llegar a ser, quedarse.
4. Repaso del imperativo.
5. Indicativo y subjuntivo en oraciones sustantivas:

- Con verbos de sentimiento, voluntad o influencia
- Con verbos de pensamiento, comunicación o percepción
- 6. Contraste entre valoraciones y expresiones de certeza.
- 7. Indicativo y subjuntivo en las oraciones de relativo.
- 8. La expresión de la duda y la probabilidad.
- 9. La expresión del deseo.
- 10. Oraciones temporales: uso de indicativo y subjuntivo. Conectores.
- 11. Oraciones finales: uso de indicativo y subjuntivo. Conectores.
- 12. Oraciones concesivas: uso de indicativo y subjuntivo. Conectores.
- 13. Oraciones condicionales: uso de indicativo y subjuntivo. Conectores.
- 14. Oraciones causales: uso de indicativo y subjuntivo. Conectores.
- 15. Oraciones consecutivas: uso de indicativo y subjuntivo. Conectores.
- 16. Oraciones modales: uso de indicativo y subjuntivo. Conectores.
- 17. Verbos que cambian de significado según lleven indicativo o subjuntivo.
- 18. Ser y estar:
 - Repaso de los usos generales.
 - Ser y estar con adjetivos: Usos exclusivos, cambios de significado y cambios de matiz.
 - Construcción pasiva.
- 19. El estilo indirecto: Transformaciones cuando el verbo principal está en pasado.
- 20. Verbos introductores de estilo indirecto.
- 21. Usos de se y dativo ético. Verbos con cambio de significado en forma pronominal.

LÉXICO

Además del vocabulario general de aspectos diversos que se trabaja a partir de las actividades comunicativas e interactivas en el aula, se trabaja el léxico específico que se detalla a continuación:

- Adjetivos de carácter. Cualidades y defectos.
- Los verbos y expresiones de emoción y sentimiento.
- Los sustantivos abstractos de adjetivos.
- Colores aproximados y frases hechas con colores.
- Los adjetivos de los cinco sentidos: olfato, gusto, tacto, vista y oído.
- Palabras que cambian de significado según el género.
- Vocabulario de la casa y las tareas del hogar.
- La ley: crímenes y criminales, procesos legales, castigos y profesionales de la justicia.
- Los animales: vocabulario de animales, partes del cuerpo, acciones y sonidos y frases hechas.
- Vocabulario relacionado con tradiciones.
- Vocabulario sobre gastronomía y modismos con comidas.
- Vocabulario de partes del cuerpo, anatomía y frases hechas asociadas a este campo semántico.

CONTENIDOS DISCURSIVOS

En el curso se estudian y trabajan los marcadores del discurso con las siguientes funciones:

Introducir Estructurar y ordenar Opinar Relacionar	Reformular y explicar Reformular y distanciar Añadir Contrastar	Reforzar un argumento Hacer una digresión Recapitular y concluir
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METODOLOGÍA

Teoría combinada con actividades comunicativas como juegos interactivos, simulaciones, debates sobre textos orales y escritos, canciones, materiales audiovisuales, etc.

EVALUACIÓN

- Participación activa en la asignatura: 10%
- Examen de contenidos. Gramática, vocabulario y uso de la lengua: 40%
- Examen de expresión escrita: 20%
- Examen oral: 20%
Tarea 1-Monólogo y conversación sobre diferentes propuestas para resolver un problema.
Tarea 2-Descripción de una foto.
- Entrega de tareas: 10%

Otras actividades opcionales para subir la calificación final:

Dependiendo de la calidad, longitud y originalidad del trabajo, cada una de estas opciones puede subir entre 0.1 y 0.2 puntos la nota final.

1. La mejor foto de Madrid: sube tu mejor foto de Madrid a Canvas y escribe un texto que la explique.
2. Escribe una ficha sobre tu restaurante o bar favorito de Madrid y súbela a Canvas.
3. Elige una noticia y realiza un análisis comparativo de la misma en dos periódicos.
4. Escribe un cuento.
5. Entrevista a un español.

Calificaciones:

Nota numérica (0-10)	Nota cualitativa
9-10	SOBRESALIENTE
7-8,9	NOTABLE
5-6,9	APROBADO
0-4,9	SUSPENSO
NO PRESENTADO	



SYLLABUS

Name of the course: Digital Media

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd year

Code: 88063

Semester: Fall

Teaching: Presential

Language: English

Number of contact hours: 60

Teacher: Marta Molina Díez

E-mail: marta.molina@ufv.es

COURSE DESCRIPTION

The Digital Media course brings together key interdisciplinary topics relevant to the field of communication, focusing on contemporary communicative practices. It explores concepts such as creativity and innovation in relation to new narratives designed for the social web, personal branding in digital environments, media convergence, and the dynamics of the social media ecosystem, with particular emphasis on mobile communication.

The course delves into the broad concept of digital communication and the evolving habits of information consumption. Unexpected content formats, narrative trends, the future of the social web, and the power of language —especially persuasion as a communicative tool— are addressed alongside the use of collaborative tools and an analysis of the role of the digital community manager or social media manager.



PRE-REQUISITES

To ensure students can make the most of this course, it is recommended (not mandatory) that they have:

- **Basic knowledge of communication theories and models.**

Understanding key concepts such as sender-receiver dynamics, semiotics, narrative structures, and audience analysis provides a useful foundation.

- **Familiarity with digital environments.**

Experience using social media platforms, content management systems (e.g., WordPress), or digital collaboration tools (e.g., Google Workspace, Trello) will support practical tasks.

- **Critical thinking and media literacy skills.**

- The ability to analyze messages, identify biases, and evaluate sources is important for engaging with digital content and platforms critically.

- **Basic writing and storytelling skills.**

Being able to structure a message clearly and creatively is essential for developing effective digital narratives.

- **Interest in emerging technologies and innovation in communication.**

A curious and proactive attitude toward exploring new tools, platforms, and formats is encouraged throughout the course.

COURSE SYLLABUS

1. The New Information Paradigm

- Communication in a globalized world
- Democratization of information
- Citizen journalism: boundaries and potential
- Agenda-setting in the digital era

2. Mobile Journalism

- Definition, scope, and significance
- News gathering in digital environments
- Native genres and mobile-first storytelling
- Tools and mobile apps for content production



3. Verification and Advanced Search Techniques

- Verifying digital content: images, videos, and metadata
- Source verification and credibility assessment
- Advanced search strategies on the web and social platforms

4. Digital Content Creation

- Key characteristics of digital journalism
- The role of social websites and networks
- Types of digital narratives and formats
- Tools and apps for content creation and publishing

5. Social Media Management Platforms and Tools

- Overview of major platforms for communication professionals
- Tools for scheduling, analytics, and audience engagement
- Strategies for community management and brand presence

WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90

EVALUATION SYSTEM

- Class participation and practical exercises: 20%
- Final projects of Social Media Content: 40%
- Final Exam: 40%

BIBLIOGRAPHY

Bhaskar, M., & Suleyman, M. (2023). *The coming wave: Technology, power, and the 21st century's greatest dilemma*. Hachette.

Montgomery, R. (2025). *Mobile journalism: University edition*. Visual Editors / Routledge.

Silverman, C. (Ed.). (2024). *Verification handbook 2.0: Digital content verification in the age of deepfakes*. European Journalism Centre.
<https://verificationhandbook.com/>

Ball, C. E., & Arola, K. L. (2022). *Writer/designer: A guide to making multimodal projects* (3rd ed.). Bedford/St. Martin's.

Casey, M. (2023). *The social media strategist: Build a successful program from the inside out*. Routledge.



SYLLABUS

Name of the course: Drama for Communication

International Program

Vice Rectorate for Internationalization

ECTS credits: 3

Year: Transversal program, no specific academic year

Code: 88057

Semester: Fall

Teaching language: English

Number of contact hours: 39

Teacher: Ms. Carla Vilallonga

E-mail: c.vilallonga@ufv.es

Target students: Open to both international and full-degree students from all disciplines

COURSE DESCRIPTION

Communication through Drama is a practical and interactive course that uses theatrical techniques to enhance communication skills, self-awareness, and personal development. Students will engage in a variety of dynamic activities that foster self-expression, collaboration, and creative spontaneity. Through improvisation, group exercises, and the preparation and performance of monologues, participants will learn to use drama as a powerful tool for connection and public speaking.

The course is open to both international and full-degree students, fostering meaningful interaction and intercultural exchange within the classroom. It provides a safe and supportive environment in which students can take creative risks, build confidence, and grow both individually and as part of a team. Emphasis is placed on active participation, experiential learning, and reflection, making this course ideal for students who wish to develop their presence, voice, and interpersonal abilities in a diverse academic setting.

PRE-REQUISITES

No previous acting experience or formal training in drama is required. Likewise, there is no minimum level of English formally required to enroll. However, students should feel reasonably comfortable using English, as all activities, reflections, and performances will take place in that language.



Many students find that their spoken English improves naturally throughout the course, thanks to the interactive and immersive nature of the sessions.

Students are also expected to:

- Be open to creative risk-taking and personal expression.
- Engage actively in group collaboration.
- Commit to full attendance and participation, as the course relies on continuous, hands-on learning.

COURSE SYLLABUS

1. Course description:

Communication through Drama is a fully practical and interactive course designed to enhance students' communication skills, self-awareness, and creativity through theatrical techniques. It offers a safe space for students to explore expression, spontaneity, and connection in a multicultural environment. The course includes improvisation, group work, body-based exercises, and the preparation and performance of individual monologues.

2. Objectives:

- To strengthen key communication and collaboration skills.
- To foster self-expression, confidence, and creativity.
- To explore drama as a tool for public speaking and intercultural connection.
- To encourage personal growth through performance.
- To develop body awareness and the use of non-verbal communication.

3. Teaching methodology:

The course is based on experiential learning, with dynamic in-class activities, peer interaction, physical expression, and a final monologue project. Students are required to complete weekly practical assignments that reinforce the skills worked on in class and prepare them progressively for the final performance. All students participate in a supportive environment where feedback and experimentation are key. No acting background is required.

4. Competences developed:

- Verbal and non-verbal communication.
- Teamwork and interpersonal skills.
- Emotional self-awareness and self-confidence.
- Creative thinking and adaptability.
- Public speaking and stage presence.
- Body awareness and physical expressiveness.
- Intercultural openness and collaboration.

5. Main tools used: Improvisation, movement and body work, practical assignments, and feedback sessions.

WORK TIME

1. **Contact hours:** 39
2. **Independent work** / Out-of-classroom: 36
 - Approx. 16 hours of individual preparation (e.g., monologue rehearsals, script memorization, personal exploration)
 - Approx. 10 hours of weekly practical tasks submitted through Canvas.
 - Approx. 6 hours of group rehearsal outside the regular schedule
 - Approx. 2 hours of optional peer feedback or self-directed practice
3. **Total workload:** 75 hours

EVALUATION SYSTEM

1. **Class attendance and participation: 10%**

Regular attendance is mandatory. Although this represents 10% of the final grade, full attendance is required to pass the course, except in the case of duly justified absences (e.g., medical certificates). Active and respectful participation in class activities is also essential.
2. **Individual and team work: 50%**

This includes weekly practical assignments and collaborative exercises. Tasks must be submitted on time and meet the stated requirements. Late or incomplete submissions will be penalized or rejected, as detailed in the course guidelines.
3. **Presentations: 40%**

This refers to the preparation and performance of the final monologue, which is mandatory. The grade will reflect both the creative process (20%) and the final performance (20%). Presence and active participation in the final performance class are required to pass.
4. **Tests: 0%**

There are no written tests in this course.
5. **Final exam: 0%**

There is no final written exam. The final monologue performance serves as the culminating project.

BIBLIOGRAPHY

There is no mandatory textbook for this course. However, students are encouraged to explore the following reference works and methodologies, which inspire many of the exercises and approaches used in class:

- Stanislavski, Konstantin. *An Actor Prepares*. Routledge, 2008.
- Chekhov, Michael. *To the Actor: On the Technique of Acting*. Routledge, 2002.
- Bogart, Anne & Landau, Tina. *The Viewpoints Book: A Practical Guide to Viewpoints and Composition*. Theatre Communications Group, 2005.
- Suzuki, Tadashi. *The Way of Acting: The Theatre Writings of Tadashi Suzuki*. Theatre Communications Group, 1990.
- Close, Del & Halpern, Charna. *Truth in Comedy: The Manual of Improvisation*. Meriwether Publishing, 1994.



SYLLABUS

Name of the course: ECONOMICS INTRODUCTION

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd year

Code: 88052

Semester: Fall semester

Teaching: Presential

Language: English

Number of contact hours: 60

Teacher: Prof. Jorge López-Cifre, PhD

E-mail: j.lcifre.prof@ufv.es

COURSE DESCRIPTION

The course deals with basic economic principles that help us understand the process of decision making by individuals and societies. We analyze the fundamental economic activities of production, distribution, exchange, and consumption. Besides developing an understanding of the functioning of a free market system, we also critically examine the controversies that surround the use of public policies for the greater common good.

PRE-REQUISITES

None



COURSE SYLLABUS

- 1- **Most Basic Economic Concepts:** Scarcity, Opportunity Cost, Value, Price, Barter, Money, Gresham's law
- 2- **Supply and Demand:** Market Equilibrium, Shifting the supply curve, Tilting the supply curve, Shifting and Tilting the demand curve, Price elasticity of Demand, Price elasticity of supply, SAY's law
- 3- **Supply and Demand:** Market Equilibrium, Shifting the supply curve, Tilting the supply curve, Shifting and Tilting the demand curve, Price elasticity of Demand, Price elasticity of supply, SAY's law
- 4- **Productivity:** Cost, Marginal utility, Comparative advantage
- 5- **Market structures & phenomena:** Competitive markets, Monopolies and Oligopolies, economic pyramids, economic bubbles.
- 6- **Banks & Money:** Fractional Reserve, Central Banks, monetary policies.
- 7- **Government Interventions:** Fiscal policies, Phillips curve, Menger's imputation principle.
- 8- **Behavioral Economy & Game Theory:** Irrational behavior, Heuristics, choice with risk, Imperfect information.
- 9- **Firms:** Profits, Costs and Factors of production, short run & long run cost curves, Economies of Scope, Externalities
- 10- **Risk Analysis & finance:** Breakeven, ROI, interest rates, currencies exchange rates.
- 11- **Economic Indicators:** Inflation, Deflation, GDP, employment rate
- 12- **Economic Ideas evolution:** Feudalists, Mercantilists, Salamanca School, Classic, Neoclassic, Marxists, Keynesians, Chicago School, Austrian School

WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90

EVALUATION SYSTEM

Class attendance and participation 20%

Individual and team work 40%

Presentations 20%

Final exam 20%

BIBLIOGRAPHY

Murphy, R. P. (2012). *Lessons for the young economist*. Ludwig von Mises Institute



SYLLABUS

Name of the course: Entrepreneurship

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd year

Code: 88054

Semester: Fall

Teaching: Presential

Language: English

Number of contact hours: 60

Teacher: Juan A. Latasa

E-mail: juanantonio.latasa@ufv.es

COURSE DESCRIPTION

The student will learn to develop innovative ideas and build a comprehensive entrepreneurship plan, gaining a broad set of tools and a conceptual framework for creating solid companies with distinctive competitive advantages and scalable business models. This is especially important today for international students, regardless their official studies, particularly considering the significant impact of Artificial Intelligence across all areas of entrepreneurship.

This course, both in its structure and through the experience of the instructor (**Juan A. Latasa, who brings over 30 years of experience in the world of tech entrepreneurship and investment**, and currently serves as an advisor to several AI startups, as well as an investor, lecturer, and President of the MIT Alumni Entrepreneurship Forum Spain Foundation), offers students **direct exposure to real-world business environments, ensuring the course is practical and valuable for future entrepreneurs.**



To achieve this, the course uses the highly recognized **“Disciplined Entrepreneurship” methodology from the Massachusetts Institute of Technology (MIT)** as a framework for startup creation. This methodology breaks down the process of building a company into **24 clear and actionable steps**. It starts with ideation activities, followed by identifying markets, segments, and target customers; it then addresses challenges in product design, value proposition and competitive differentiation, business models, profitability, go-to-market strategies with a focus on sales and marketing, and future growth—culminating in a comprehensive **Investor Pitch** exercise.

This is a hands-on, project-based course designed not only for traditional entrepreneurship (building a startup from scratch) but also for **intrapreneurship** within corporate environments, a common way of working in large companies today—through innovative projects that evolve in pursuit of maximum impact.

Therefore, the course is aimed at **International students** who either have a strong entrepreneurial drive or an innovative idea they wish to bring to life, or those who may not yet have a concrete idea but want to learn the necessary steps and tools to do so in the future—whether to launch their own business or to innovate within a larger organization.

PRE-REQUISITES

While **no prior knowledge is strictly required**, this is an elective course intended for **international students at UFV**, and it is assumed that their current fields of study in their home countries, with a broad exposure, and particularly those with background in business or management, as well as creative fields, is a good enough foundation for the course.

Additionally, it is helpful if students to have a basic understanding of fundamental business concepts and the financial tools commonly used in the field (although these will also be covered during the course). This includes familiarity with **financial statements, profit and loss accounts, and cash flow analysis**. Prior coursework or experience in **Digital Marketing** would also be advantageous.



COURSE SYLLABUS (Example for Fall 2025):

Course Syllabus: Entrepreneurship		LEGENDS:	Regular Classes
EPS UFV: Sept.- Dec.2025		Group Tutoring + Visits	Holidays / Xmas Dinner
Prof. Juan A. Latasa (juanantonio.latasa@ufv.es)		Guest Speakers	Final Presentations
Weeks (2 Classes per Week)	Class Lecture / Topic (Dates and topics may vary depending on progress)	Reading (before the class)	Deliverables / Comments
Week 1			
Thursday, 18 Sept	Introduction to the Class:		
1st hour	MIT & Entrepreneurship		
	Housekeeping: Logistics, Grading, Syllabus etc		
	Intros of all		
2nd hour	Overview of 24 steps for Disc.Eship.		
	Ideation Exercise		
	Team formation		
Week 2			
Thursday, 25 Sept	Filtering Ideas & Team Speed Dating	Disc.Eship book intro	Bring 3 ideas to start a company: After class, teams formed
1st hour	(Cont'd) Overview of 24 steps for Disc.Eship.		
2nd hour			
Week 3			
Thursday, 2 Oct	Step 1: Market Segmentation	Chapter 1+2	Send Executive Summary per team (over weekend)
1st hour	Step 2: Select a Beachhead Market		
	Step 3: Build an End-User Profile	Chapter 3+4	
2nd hour	Step 4: Calculate TAM		
	Step 5: Profile the "Persona"	Chapter 5	
Week 4			
Thursday, 9 Oct	Review		
1st hour	Step 6: Full Life Cycle	Chapter 6	Do Primary Market Research (PMR)
2nd hour	Step 7: High level product specification	Chapter 7	Select Beachhead, calculate TAM, etc.
Week 5			
Thursday, 16 Oct	Day at the Fab Lab: Hands-on Innovation		Come with an open mind, ready to learn!
Week 6			
Thursday, 23 Oct	(JAL's trip USA / Harvard / MIT)		
	Success and Failure: Startup Stories	Guest Entrepreneur / Investor Speaker	TBC -- JM Rosado
Week 7			
Thursday, 30 Oct	Review		
1st hour	Step 9: Next 10 Customers	Chapter 9	Bring PERSONA (from previous Homework)
2nd hour	Step 8: Quantify Value Proposition	Chapter 8	PMR - Bring 10-12 customer I+Os (from previous Homework)
	(Step 10: Skip)	Chapter 9 + 10	
	Step 11: Chart your Competitive Position	Chapter 11	
Week 8			
Thursday Nov 6th	Step 12: How does your customer acquire your product?	Chapter 12	Bring HLPS + QVPI!
1st hour	Step 13: Map the process to acquire a paying customer	Chapter 13	Bring Competition Matrix
2nd hour	Step 14 Calculate Total TAM size	Chapter 14	
Week 9			
Thursday, 13 Nov.	Homework Review: Q&A - Pending issues		Bring ALL HOMEWORK:
1st hour	Step 15: Business Model	Chapter 15	
2nd. Hour	Step 16: Set your pricing framework	Chapter 16	
	Step 18: Map the Sales Process to acquire a Customer	Chapter 18	
Week 10			
Thursday, 20 Nov	Step 17: Calculate LTV of acquired customer	Chapter 17	Bring explanation on Business Model and Pricing
1st hour	Step 19: Calculate Cost of Acquisition (COCA)	Chapter 19	
2nd hour	Practice LTV+COCA + Group Exercise: Start-up Storming		Tutoring by Groups
Week 11			
Thursday, 27 Nov	(MIT 14th Investor's Forum on Nov. 27-28th).		
	Basic concepts in a Digital Marketing Plan	Guest Speaker Marketing Dir.	TBC -- JM Rosado
Week 12			
Thursday, 4 Dic.	Steps 20-21: Identify and Test Key Assumptions	Chapters 20 & 21	Bring Initial LTV + COCA
	Step 22: Define the Min. Viable business Product (MVBp)	Chapter 22	
	Step 23: Show that the dogs will eat the dog food	Chapter 23	
	Step 24: Develop Product Plan	Chapter 24	
Week 13			
Thursday 11 Dic.	"Step 25": Investor Pitch + Team (by JAL)		Send Prod. Plan (MVBp + tested Key Assumptions)
1st hour	"Buffer" for delayed / skipped material / Wrap-up		Bring ALL Homework (Steps 1-24)
2nd hour	TUTORING BY GROUPS (1/2 hour each group)		(Note: Only for the teams required -- could change the day)
Week 14			
Thursday 18 Dic.			Send Prod. Plan (MVBp + tested Key Assumptions)
WEEK OF DEC 15-19th	FINAL EXAM (GROUP PRESENTATIONS) TBC		



WORK TIME (See Syllabus)

CONTACT (CLASS) HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90 (aprox).

EVALUATION SYSTEM

Individual class attendance and participation (including Tests) = 30%

Team work (mostly Deliverables) = 30%

Final exam (both oral presentation and written report) = 40%

BIBLIOGRAPHY

Mandatory:

- Prof. Bill Aulet, MIT Entrepreneurship Center Director Disciplined Entrepreneurship 2013 Wiley&Sons.

Complementary:

- Guy Kawasaki: "The Art of Starting Up", Chapter 1 (Available to read on Amazon. Also see: <https://guykawasaki.com/the-meaning-ofmeaning/>) 2015.
- Amar Bhidé: "The Questions Every Entrepreneur Must Answer" by Amar Bhidé, HBR R 96603, Nov-Dec 1996.
- Amar Bhidé: "How Entrepreneurs Craft Strategies That Work" by Amar Bhidé, HBR R94202, March-April 1994.
- Christoph Zott & Raphael Amit: "Successful entrepreneurs design innovative business models" by Christoph Zott and Raphael Amit, European Business Forum, 15, 2003.



SYLLABUS

Name of the course: Global Leadership & Innovation

International Program

Vice Rectorate for Internationalization

ECTS credits: 4

Year: Transversal program, equivalent to 2nd year

Code: 2526-VI-1-88076-A INGLÉS

Semester: Second quarter

Teaching: ONLINE twice a week

Language: English

Number of contact hours: 35

Teacher: Georgina Barquin Rotchford

E-mail: Georginabarquin@ufv.es

COURSE DESCRIPTION

This course is designed to equip future leaders with the mindset and tools needed to navigate the complexities of global management. In class, students will dive deep into intercultural management models, explore cutting-edge leadership practices, and examine the latest trends in innovation and organizational transformation.

Through a practical, hands-on approach, students will learn how cultural contexts shape leadership styles, decision-making, and team dynamics across borders. From individual behavior to group interaction and organizational strategy, we'll uncover the powerful influence of culture on global business performance.

This course is designed to be **highly practical, interactive, and immersive**, reflecting the dynamic realities of global leadership. With a diverse classroom made up of students from a wide range of cultural, professional, and academic backgrounds, discussions are enriched by a wealth of perspectives, making every session a unique learning experience. Beyond gaining knowledge, students build a **global network of peers**—often forming lasting friendships along the way.

The course follows a **flipped classroom model**, where students engage actively through applied exercises rather than passive lectures. You'll work hands-on with



proven intercultural frameworks, explore your personal leadership style, and craft a tailored strategy for your professional growth. A central focus of the course is deep **self-exploration and personal insight**: students engage with **over seven powerful tools**—including profiling tests, reflection exercises, and branding workshops—to better understand their strengths, values, and leadership identity.

Activities include case studies, simulations, communication labs, personal branding design, and team challenges. This course doesn't just teach intercultural leadership—it helps you **discover the leader within and adapt to a global and intercultural context**.

As a bonus we will delve into the ethical use of AI. You will develop the skills to **prompt and critique AI**, strengthening your critical thinking and adaptability to fast-evolving global trends.

By the end of the course, participants will be able to:

- Analyze and apply key intercultural management frameworks in real-world scenarios – both at a professional and at a personal level.
- Understand how history, culture, and geography influence leadership and communication styles globally.
- Develop adaptive leadership skills for managing diverse teams across cultures.
- Integrate innovation and emerging management trends into culturally intelligent strategies.

This is not just a course on theory — it's a leadership toolkit for the global stage.

PRE-REQUISITES

NONE

COURSE SYLLABUS

TOPIC	CONTENTS	EXERCISES
1. INTRODUCTION	Introduction and overview – expectations, course goals, syllabus. The Fundamentals of Culture. Understanding perception and mindset.	Group work Theory Video
2. CULTURAL FRAMEWORKS	Culture as an explanatory factor. Concept of “National Culture”. Typologies of Hofstede & Lewis, Relationship vs Task orientation cultures .	Group work and presentations on dimensions Watching a film and analyzing it
3. ORGANIZATIONAL CULTURES	Schein Model Ethics, Transparency, corruption and gender equality explained through cultural models	4 case studies Video
4. INTERCULTURAL COMMUNICATION AND EMOTIONAL INTELLIGENCE	Ladder of inferences, Johari window, communication styles, 16 personalities test, active listening, managing intercultural conversations, managing conflict & difficult conversations, intercultural negotiations, emotional intelligence applied to intercultural work settings	2 profiling tests Pair work Role plays Watching videos
5. GLOBAL LEADERSHIP	Future trends and global implication for professionals and leaders Defining different leadership styles Use of AI	Statistics Group research Video
6. YOUR PROFESSIONAL IDENTITY AND LEADERSHIP SIGNATURE IN A GLOBAL & INTERCULTURAL CONTEXT	Tests to help you understand your strengths: Anchors, Leadership wheel, 9 roles in a team	Developing a professional profile based on the results from all the tests
8. PREPARING FOR FINAL EXAM	Reviewing for the exam	Group work Collaborative review



WORK TIME

CONTACT HOURS: 35 Online

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 45

Independent work includes making summaries, preparing presentations, reading up, watching videos, group work.

EVALUATION SYSTEM

Class attendance and participation 20%

Individual and team work in class 20 %

Final exam 60%

Final exam:

- The exam will be done using UFV platform tools and students should have access to a microphone and camera.

Attendance and daily group work and presentations account for 40% of the grade. Final Exam accounts for 60% of the grade. A minimum mark of 5/10 will be required to pass the course. Attendance is mandatory unless student has a formal medical excuse. The final EXAM will only be given on the day of the exam. If you were to miss the exam you would go to retake.

Copying a text partially or completely is considered plagiarism and the student who does it will be granted a NOT PASS grade.

If a student is suspected to have used AI to deliver content his/her grade may be revised. AI may be used but must be referenced.

BIBLIOGRAPHY

Core Literature:

Hofstede, G. (2010): *Cultures and Organizations: Software of the Mind*. 3rd edition. McGraw-Hill. ISBN: 978-0071664189

Class Handouts: various readings

Further Reading:

Lewis, R. D. (2005): *When Cultures Collide: Leading Across Cultures*. Nicholas Brealey Publishing. 3rd edition. ISBN: 978-1904838029

Hall, E. (1976): *Beyond Culture*. Anchor Books. ISBN: 978-0385124744

Hampden-Turner, C.; Trompenaars, F. (1997): *Riding the Waves of Culture: Understanding Cultural Diversity in Business*. 2nd edition. Nicholas Brealey Publishing. ISBN: 978-0786311255

Hofstede, G. (2002): *Exploring Culture: Exercises, Stories and Synthetic Cultures*. Nicholas Brealey Publishing. ISBN: 978-1877864902

Livermore, D. (2011): *The Cultural Intelligence Difference: Master the One Skill You Can't Do Without in Today's Global Economy*. AMACOM. ISBN: 978-0814417065

Mead, R. (2000): *Cases and projects in international management: cross-cultural dimensions*. 1st edition. Wiley-Blackwell. ISBN: 978-1557868497

Meyer, E (2022): *Culture Map*

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ISBN: 978-1856179232. Unit 2: Regional Cultural Specifics.



SYLLABUS

Name of the course: GLOBAL LEADERSHIP AND INNOVATION

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd / 3rd year

Code: 88080

Semester: This course is taught in both semesters

Teaching: Presential

Language: English

Number of contact hours: 60

Teacher: Georgina Barquin

E-mail: georgina.barquin@ufv.es

COURSE DESCRIPTION

This course is designed to equip future leaders with the mindset and tools needed to navigate the complexities of global management. In class, students will dive deep into intercultural management models, explore cutting-edge leadership practices, and examine the latest trends in innovation and organizational transformation.

Through a practical, hands-on approach, students will learn how cultural contexts shape leadership styles, decision-making, and team dynamics across borders. From individual behavior to group interaction and organizational strategy, we'll uncover the powerful influence of culture on global business performance.



By the end of the course, participants will be able to:

- Analyze and apply key intercultural management frameworks in real-world scenarios – both at a professional and at a personal level.
- Understand how history, culture, and geography influence leadership, innovation and communication styles globally.
- Develop adaptive leadership skills for managing diverse teams across cultures.
- Integrate innovation and emerging management trends into culturally intelligent strategies.
- Implement Interdisciplinary Approaches to Problem Solving.
- Critically Assess Interdisciplinary Innovation Models.
- Evaluate the Ethical and Sustainable Scope of Problem Solutions.

This is not just a course on theory. It's a leadership toolkit for the global stage.

PRE-REQUISITES

None

COURSE SYLLABUS**TOPICS & CONTENTS**

TOPIC	CONTENTS	EXERCISES
1. INTRODUCTION	Introduction and overview – expectations, course goals, syllabus. The Fundamentals of Culture. Understanding perception and mindset.	Group work Theory Video
2. CULTURAL FRAMEWORKS	Culture as an explanatory factor. Concept of “National Culture”. Typologies of Hofstede & Lewis, Relationship vs Task orientation cultures .	Group work and presentations on dimensions Watching a film and analyzing it
3. ORGANIZATIONAL CULTURES	Schein Model Ethics, Transparency, corruption and gender equality explained through cultural models	4 case studies Video
4. INTERCULTURAL COMMUNICATION AND EMOTIONAL INTELLIGENCE	Ladder of inferences, Johari window, communication styles, 16 personalities test, active listening, managing intercultural conversations, managing conflict & difficult conversations, intercultural negotiations, emotional intelligence applied to intercultural work settings	2 profiling tests Pair work Role plays Watching videos

TOPIC	CONTENTS	EXERCISES
5. GLOBAL LEADERSHIP	Future trends and global implication for professionals and leaders Defining different leadership styles Use of AI	Statistics Group research Video
6. ETHICS,ESG & SCR	Understanding the principles of ESG, UN Mission Goals and SCR All previous material will be brought together in this section: Leading with a global mindset in alignment with ethical, ESG and SCR frameworks.	Group research to develop interdisciplinary projects, use innovation models and solve a corporate challenge
7. INTERDISCIPLINARY APPROACHES TO PROBLEM SOLVING & INNOVATION MODELS	5 Interdisciplinary approaches to problem solving: Systems thinking, stakeholders thinking, Burke & Litwin model, 5 why and fishbone 10 interdisciplinary innovation models will be addressed and students will learn 3 in depth: Design thinking, Systems innovation, Human Centered model, Transdisciplinary model	Group research on tools and models and presentations 4 case studies of current global interdisciplinary challenges
8. YOUR PROFESSIONAL IDENTITY AND LEADERSHIP SIGNATURE IN A GLOBAL & INTERCULTURAL CONTEXT	Tests to help you understand your strengths: Anchors, Leadership wheel, 9 roles in a team	Developing a professional profile based on the results from all the tests. 4 case studies and group presentations
9. SPAIN IN CONTEXT	Brief look at Spanish history and link to current cultural dimensions.	Group work and group presentations
10. PREPARING FOR FINAL PRESENTATIONS and the FINAL EXAM	Speaking in public tips Reviewing for the exam	Group work Collaborative review



WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90

EVALUATION SYSTEM

Students will be evaluated on three concepts:

- Continuous evaluation system 20%
- Final group presentations 20%
- Final Exam 60%

Continuous evaluation system (CES) via the following tools:

- Attendance and continuous evaluation by the teacher of active participation in individual & group exercises in class and the on-line campus forums.
- Group presentations. Research, development and presentations on different topics. Level of concepts understanding and capacity to apply them.

Final presentations:

- 1 team project to be presented in class. Level of concepts understanding and capacity to apply them correctly. Also of importance will be the attitude and the formal abilities / skills developed for presentation. The grade for each student will be composed of two individual and 2 team grades: Personal in depth understanding, Personal presentation skills, Team work and Creativity and audience engagement

Final exam:

- The exam will be done using UFV platform tools and students should **bring their computers**. NO telephones allowed to do the test. Only Ipads/tablets that have a support system to prop them up

Attendance and daily group work and presentations account for 20% of the grade. Final Presentations account for 20% of the grade. Final Exam accounts for 60% of the grade. A minimum mark of 5/10 will be required to pass the course. Attendance is mandatory unless student has a formal medical excuse. The final EXAM will only be given in the Campus on the day of the exam.

Copying a text partially or completely is considered plagiarism and the student who does it will be granted a NOT PASS grade.

If a student is suspected to have used AI to deliver content his/her grade may be revised



BIBLIOGRAPHY

Core Literature:

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Schein, E.H. (2017) *Organizational Culture and Leadership*. 5th edn. Hoboken, NJ: Wiley.

Class Handouts: various readings

Further Reading:

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ISBN: 978-1856179232. Unit 2: Regional Cultural Specifics.



PROFESSOR GEORGINA BARQUIN ROTCHFORD

Georgina is bilingual in English and Spanish, with three nationalities and a rich integration of three cultures. Having lived in four countries and worked across three continents, she has collaborated with a wide range of profiles - from prisoners and elite soccer players to C-suite executives.

Her passion for learning and constant self-improvement - reflected in her habit of reading 40 books a year, perfectly complements her role as a Specialist in Cultural Change Management and Diversity Management. Over the years, she has accumulated more than 20.000 hours of experience, training over 7,000 executives and senior managers, including 1.500 hours delivered online.

Georgina has designed and delivered programs for more than 20 Master's degrees, MBAs, undergraduate programs and multinational corporations, in both English and Spanish. Her entrepreneurial mindset and deep business acumen, combined with her dedication to training and professional development, have consistently earned her an impressive average satisfaction rating of 9.3 across all client levels.



SYLLABUS

Name of the course: ICARUS: Immersion in Spanish Culture through History, Social Action and Personal Growth

International Program

Vice Rectorate for Internationalization

ECTS credits: 3.

Year: Transversal program, open to all years.

Code: (to be assigned).

Semester: Fall.

Teaching: In-person.

Language: English.

Number of contact hours: 60.

Teacher: Ms. Carla Vilallonga.

E-mail: c.vilallonga@ufv.es.

COURSE DESCRIPTION

ICARUS is a 3 ECTS experiential and interdisciplinary course that supports incoming international students in their integration into the Universidad Francisco de Vitoria (UFV) and Spanish culture at large. The course combines historical and cultural immersion, social engagement, personalized mentoring, and self-reflection to promote intercultural competence and personal development.

Its core aim is to foster students' intercultural competence so that their exchange semester becomes a truly transformative learning experience, both personally and academically.

Through site visits, workshops, mentoring sessions and active participation in volunteering programs, students will reflect on their adaptation process using the U-Curve theory of cultural adjustment (Lysgaard), and develop deeper connections with both their peers and the host culture. Local students may also join as part of UFV's "internationalization at home" strategy.

Please note: While most sessions will take place on Wednesday afternoons, some activities may be scheduled outside this time slot. A detailed calendar will be shared during the month of July to allow students to plan accordingly.

PRE-REQUISITES

No academic prerequisites are required. A strong interest in intercultural exchange, Spanish culture, and personal growth is expected. Minimum B1 English level recommended.

COURSE SYLLABUS



- **Module 1: Spanish History and Culture** (26 hours)
Contextual sessions, cultural visits (art exhibition, theater) and two educational excursions to: Alcalá de Henares, birthplace of Cervantes and home to one of Europe's oldest universities (UNESCO World Heritage Site); and Salamanca, location of Spain's oldest university and a historical center of humanist learning.
- **Module 2: Social Action** (16 hours)
Monthly volunteering with local organizations, coordinated with UFV's Office of University Extension.
- **Module 3: Personal and Intercultural Growth Workshop** (18 hours)
Group sessions focusing on identity, intercultural communication, values, and adaptation processes.
- **Module 4: Mentoring Program** (3 hours)
One-to-one meetings with intercultural mentors to support students' personal development and reflection.
- **Module 5: Independent work** (12 hours)
Readings, personal reflection and final portfolio creation.

WORK TIME

CONTACT HOURS: 31.

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 54.

Estimated breakdown:

- 8 h – Cultural context sessions (in class).
- 18 h – Personal and Intercultural Growth Workshop (in class).
- 3 h – Individual mentoring sessions.
- 18 h – Cultural excursions and visits.
- 14 h – Volunteering with local organizations.
- 12 h – Personal reflection, readings and completion of small tasks related to the mentoring process (e.g., self-assessment, short reflection exercises).

EVALUATION SYSTEM

Evaluation criteria:

- Active participation and attendance in workshops and mentoring sessions: 25%.
- Engagement and reflection in volunteering and cultural activities: 25%.
- Final reflective portfolio (integration of learning across all modules): 40%.
- Quality of preparation and completion of short tasks: 10%.

Minimum requirement:

- Attendance to at least 80% of contact hours.
- Submission of the final reflective portfolio.
- Each of the four evaluation components must be fulfilled to obtain a passing grade, regardless of the final average score.

BIBLIOGRAPHY



- Selected UFV Planet materials (internal).
- Spanish cultural and historical resources provided throughout the course.
- Additional texts and case studies will be shared during the workshop sessions.

PROGRAMA DEL CURSO DE INMERSIÓN LINGÜÍSTICA Y CULTURAL Grupo B1+B2

Profesora	Maite García Ramiro
Créditos	4 ECTS
Fecha	del 24 de agosto al 4 de septiembre de 2026
Duración	2 semanas

Descripción:

El diseño del curso responde a un concepto de trabajo fundamentalmente práctico, enfocado en las habilidades comunicativas necesarias en el día a día y en la comprensión y consciencia de la España actual.

Debido a su duración, no se persigue la superación de niveles.

El curso abarca desde el nivel B1 en fase de consolidación hasta el nivel B2 en fase de profundización. Al inicio del curso se ajustará el nivel en función de la realidad y necesidades de los estudiantes.

A continuación, se detalla una descripción general de ambos niveles.

Descriptor de nivel B1: Umbral (*Threshold*)

El nivel B1 corresponde al primer nivel del llamado Usuario independiente según el marco de referencia europeo.

Los objetivos que se deben alcanzar en este nivel son:

LENGUA Y COMUNICACIÓN

Según lo expuesto en el documento oficial del marco de referencia europeo, en el nivel B1 un alumno debe:

- Ser capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio.
- Saber desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua.
- Ser capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal.
- Poder describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.

Conforme a las líneas establecidas en el diseño curricular del Instituto Cervantes, en este nivel el alumno aprenderá a:

- Controlar la comunicación oral: preguntar si se sabe algo, animar a que alguien continúe, reaccionar ante una información...
- Relacionar acciones del pasado y del presente: compararlas, contrastarlas...
- Transmitir lo dicho por otros y repetir lo dicho
- Contar experiencias y noticias

- Hablar de acciones pasadas previas a otro pasado
- Relacionar información mediante la expresión de causa y consecuencia
- Hablar del futuro
- Hacer hipótesis sobre el presente
- Organizar el discurso
- Hacer valoraciones y expresar grados de necesidad de forma impersonal
- Expresar la opinión, acuerdo o desacuerdo
- Hablar de libros, de ciencia y de nuevas tecnologías
- Establecer comparaciones
- Dar consejos y recomendaciones de forma personal e impersonal
- Expresar sensaciones y estados físicos
- Ofrecer, aceptar y rechazar algo
- Describir productos o comidas
- Pedir y dar información sobre la ubicación de un objeto o un lugar
- Expresar dudas, compartirlas y tomar una decisión
- Expresar la intención de hacer o no hacer algo
- Sugerir actividades y hacer planes
- Expresar deseos
- Preguntar, hablar, prevenir y advertir sobre situaciones futuras
- Pedir servicios u objetos a un empleado de un establecimiento público
- Describir lugares

Desglosando los objetivos en destrezas, al término del nivel B1 el alumno debe:

Comprensión auditiva	Comprender las ideas principales cuando el discurso es claro y normal y se tratan asuntos cotidianos que tienen lugar en el trabajo, en la escuela, durante el tiempo de ocio, etc. Comprender la idea principal de muchos programas de radio o televisión que tratan temas actuales o asuntos de interés personal o profesional, cuando la articulación es relativamente lenta y clara.
Comprensión de lectura	Comprender textos redactados en una lengua de uso habitual y cotidiano o relacionada con el trabajo. Comprender la descripción de acontecimientos, sentimientos y deseos en mensajes personales.
Interacción oral	Saber desenvolverse en casi todas las situaciones que se presentan cuando viaja donde se habla esa lengua. Poder participar espontáneamente en una conversación que trate temas cotidianos de interés personal o que sean pertinentes para la vida diaria (por ejemplo, familia, aficiones, trabajo, viajes y acontecimientos actuales).
Expresión oral	Saber enlazar frases de forma sencilla con el fin de describir experiencias y hechos, sueños, esperanzas y ambiciones. Poder explicar y justificar brevemente opiniones y proyectos. Saber narrar una historia o relato, la trama de un libro o película y describir reacciones.
Expresión escrita	Ser capaz de escribir textos sencillos y bien enlazados sobre temas conocidos o de interés personal. Escribir mensajes personales que describen experiencias e impresiones.

DESCRIPTOR DE NIVEL B2: Avanzado (*Vantage*).

El nivel B2 corresponde al nivel más alto del llamado *Usuario independiente* según el marco de referencia europeo.

Los objetivos que se deben alcanzar en este nivel son:

LENGUA Y COMUNICACIÓN

Según lo expuesto en el documento oficial del marco de referencia europeo, en el nivel B2 un alumno debe:

- Ser capaz de entender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos, incluso si son de carácter técnico siempre que estén dentro de su marco de especialización.
- Poder relacionarse con hablantes nativos con un grado suficiente de fluidez y de naturalidad de modo que la comunicación se realice sin gran esfuerzo por parte de ninguno de los interlocutores.
- Ser capaz de producir textos claros y detallados sobre temas diversos, así como defender un punto de vista sobre temas generales indicando los pros y los contras de las distintas opciones.

Conforme a las líneas establecidas en el diseño curricular del Instituto Cervantes, en este nivel el alumno aprenderá a:

- Expresar gustos y preferencias
- Expresar sentimientos ante las cosas: pena, alegría, decepción, disgusto, temor, preocupación...
- Hablar de acciones pasadas, presentes y futuras
- Hablar del aprendizaje y la enseñanza de lenguas
- Organizar artículos informativos breves
- Emitir juicios y valoraciones y expresar, justificar y argumentar una opinión
- Interrumpir a otra persona para introducir una opinión
- Expresar probabilidad y diferentes grados de seguridad
- Expresar condiciones
- Dar ánimos a alguien
- Dar instrucciones para realizar un trabajo
- Escribir notas o mensajes, transmitir lo dicho por otros y pedir que se transmitan mensajes
- Mostrar que se está siguiendo la intervención de otra persona
- Resumir lo dicho por otros
- Hablar de relaciones personales y de cambios en las personas
- Expresar sensaciones
- Expresar necesidad y conveniencia
- Comprobar que se ha entendido algo
- Dar consejos y recomendaciones
- Relacionar partes de un discurso
- Expresar ventajas e inconvenientes

- Expresar acuerdo, desacuerdo y duda ante opiniones ajenas
- Expresar finalidad

Desglosando los objetivos en destrezas, al término del nivel B2 el alumno debe:

Comprensión auditiva	Comprender discursos y conferencias extensos e incluso seguir líneas argumentales complejas siempre que el tema sea relativamente conocido.
Comprensión de lectura	Ser capaz de leer artículos e informes relativos a problemas contemporáneos en los que los autores adoptan posturas o puntos de vista concretos. Comprender la prosa literaria contemporánea.
Interacción oral	Poder participar en una conversación con cierta fluidez y espontaneidad, lo que posibilita la comunicación normal con hablantes nativos. Poder tomar parte activa en debates desarrollados en situaciones cotidianas explicando y defendiendo sus puntos de vista.
Expresión oral	Presentar descripciones claras y detalladas de una amplia serie de temas relacionados con su especialidad. Saber explicar un punto de vista sobre un tema exponiendo las ventajas y los inconvenientes de varias opciones.
Expresión escrita	Ser capaz de escribir textos claros y detallados sobre una amplia serie de temas relacionados con sus intereses. Poder escribir redacciones o informes transmitiendo información o proponiendo motivos que apoyen o refuten un punto de vista concreto.

CONTENIDOS ESPECÍFICOS DEL CURSO

A continuación, se detallan los contenidos específicos del curso con respecto a la competencias comunicativa y sociocultural.

Competencia comunicativa

SEMANA 1: HABLAMOS EN PRESENTE
○ La información básica personal (nombre, apellido, edad, nacionalidad, lugar de residencia) ○ Formación académica / Experiencia laboral (estudios, idiomas, mundo laboral) ○ Las aficiones y los intereses (verbos tipo gustar, vocabulario del tiempo libre) ○ La expresión del carácter o la personalidad (verbo ser, verbos tipo gustar, expresiones de valoración, vocabulario de los adjetivos de carácter y sustantivos abstractos) ○ La expresión de las habilidades (se me da bien, se me da mal, me cuesta, soy buena...) ○ Contraste de uso de los verbos <i>ser</i> y <i>estar</i>

SEMANA 2: HABLAMOS EN PASADO

- La expresión de la duración: desde, desde que, desde hace, hace que y llevar + gerundio.
- Los tiempos del pasado: Pretérito perfecto, pretérito indefinido, pretérito imperfecto y pretérito pluscuamperfecto. Forma y usos. Contraste entre tiempos.
- Marcadores temporales.

Competencia sociocultural

SEMANA 1

España actual

- Usos y costumbres; fiestas
- Gastronomía
- Geografía
- Datos de población
- Lenguas
- Otros datos de actualidad

SEMANA 2

La ciudad de Madrid

- La ciudad en datos
- Lugares para visitar
- Madrid por barrios
- Moverse por Madrid: mapa de metro y líneas de autobuses
- Comer y salir por Madrid

Multiculturalidad e interculturalidad

- Los estereotipos. Choques culturales.
- El spanglish
- Historia de las civilizaciones en España.

EVALUACIÓN

- Participación en la asignatura: 20%
- Test de gramática y vocabulario: 40%
- Examen de expresión escrita: 20%
- Presentación de un tema de cultura: 20%

SYLLABUS

Name of the course: Intercultural Management (Intercultural Management Leadership & Innovation in Management)

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd year

Code: 88017

Semester: Fall semester

Teaching: Presential

Language: English

Number of contact hours: 60

Teacher: Prof. Georgina Barquin Rotchford

E-mail: Georginabarquin@ufv.es

COURSE DESCRIPTION

This course is designed to equip future leaders with the mindset and tools needed to navigate the complexities of global management. In class, students will dive deep into intercultural management models, explore cutting-edge leadership practices, and examine the latest trends in innovation and organizational transformation.

Through a practical, hands-on approach, students will learn how cultural contexts shape leadership styles, decision-making, and team dynamics across borders. From individual behavior to group interaction and organizational strategy, we'll uncover the powerful influence of culture on global business performance.

This course is designed to be **highly practical, interactive, and immersive**, reflecting the dynamic realities of global leadership. With a diverse classroom made up of students from a wide range of cultural, professional, and academic backgrounds, discussions are enriched by a wealth of perspectives, making every session a unique learning experience. Beyond gaining knowledge, students build a **global network of peers**—often forming lasting friendships along the way.



The course follows a **flipped classroom model**, where students engage actively through applied exercises rather than passive lectures. You'll work hands-on with proven intercultural frameworks, explore your personal leadership style, and craft a tailored strategy for your professional growth. A central focus of the course is deep **self-exploration and personal insight**: students engage with **over seven powerful tools**—including profiling tests, reflection exercises, and branding workshops—to better understand their strengths, values, and leadership identity.

Activities include case studies, simulations, communication labs, personal branding design, and team challenges. This course doesn't just teach intercultural leadership—it helps you **discover the leader within and adapt to a global and intercultural context**.

As a bonus we will delve into the ethical use of AI. You will develop the skills to **prompt and critique AI**, strengthening your critical thinking and adaptability to fast-evolving global trends.

By the end of the course, participants will be able to:

- Analyze and apply key intercultural management frameworks in real-world scenarios – both at a professional and at a personal level.
- Understand how history, culture, and geography influence leadership and communication styles globally.
- Develop adaptive leadership skills for managing diverse teams across cultures.
- Integrate innovation and emerging management trends into culturally intelligent strategies.

This is not just a course on theory — it's a leadership toolkit for the global stage.

PRE-REQUISITES

None

COURSE SYLLABUS

TOPIC	CONTENTS	EXERCISES
1. INTRODUCTION	Introduction and overview – expectations, course goals, syllabus. The Fundamentals of Culture. Understanding perception and mindset.	Group work Theory Video
2. CULTURAL FRAMEWORKS	Culture as an explanatory factor. Concept of “National Culture”. Typologies of Hofstede & Lewis, Relationship vs Task orientation cultures.	Group work and presentations on dimensions Watching a film and analyzing it
3. ORGANIZATIONAL CULTURES	Schein Model Ethics, Transparency, corruption and gender equality explained through cultural models.	4 case studies Video
4. INTERCULTURAL COMMUNICATION AND EMOTIONAL INTELLIGENCE	Ladder of inferences, Johari window, communication styles, 16 personalities test, active listening, managing intercultural conversations, managing conflict & difficult conversations, intercultural negotiations, emotional intelligence applied to intercultural work settings.	2 profiling tests Pair work Role plays Watching videos
5. GLOBAL LEADERSHIP	Future trends and global implication for professionals and leaders. Defining different leadership styles. Use of AI.	Statistics Group research Video
6. YOUR PROFESSIONAL IDENTITY AND LEADERSHIP SIGNATURE IN A GLOBAL & INTERCULTURAL CONTEXT	Tests to help you understand your strengths: Anchors, Leadership wheel, 9 roles in a team	Developing a professional profile based on the results from all the tests
7. SPAIN IN CONTEXT	Brief look at Spanish history and link to current cultural dimensions.	Group work and group presentations
8. PREPARING FOR FINAL PRESENTATIONS and the FINAL EXAM	Speaking in public tips Reviewing for the exam	Group work Collaborative review



WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90

Independent work includes making summaries, preparing presentations, reading up, watching videos, group work

EVALUATION SYSTEM

Class attendance and participation	10%
Individual and team work in class	10 %
Final group Presentation	20%
Final exam	60%

Final presentations:

- 1 team project to be presented in class. Level of concepts understanding and capacity to apply them correctly. Also of importance will be the attitude and the formal abilities / skills developed for presentation. The grade for each student will be composed of two individual and 2 team grades: Personal in depth understanding, Personal presentation skills, Team work and Creativity and audience engagement

Final exam:

- The exam will be done using UFV platform tools and students should **bring their computers**. NO telephones allowed to do the test. Only Ipads/tablets that have a support system to prop them up

Attendance and daily group work and presentations account for 20% of the grade. Final Presentations account for 20% of the grade. Final Exam accounts for 60% of the grade. A minimum mark of 5/10 will be required to pass the course. Attendance is mandatory unless student has a formal medical excuse. The final EXAM will only be given in the Campus on the day of the exam.

Copying a text partially or completely is considered plagiarism and the student who does it will be granted a NOT PASS grade.

If a student is suspected to have used AI to deliver content his/her grade may be revised. AI may be used but must be referenced.

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SYLLABUS

Name of the course: LANGUAGE, REFLECTION AND CREATIVITY

International Program

Vice Rectorate for Internationalization

ECTS credits: 3

Year: Transversal program, equivalent to 2nd year

Code: 88078

Semester: Fall

Teaching: Presential

Language: English

Number of contact hours: 30

Teacher: Julie Ann Marsden

E-mail: julie.ann@ufv.es

COURSE DESCRIPTION

This interdisciplinary course blends English language acquisition with cultural exploration and creative expression. Students will participate in four English language classes focused on developing fluency through opinion-based discussion, Socratic dialogue, grammar review, and vocabulary relevant to cultural conversations. The course also includes two preparatory sessions introducing key Spanish artists, cultural paradigms, and techniques for engaging with visual art, in anticipation of guided visits to Madrid's renowned Prado and Reina Sofía museums. These museum visits will encourage personal reflection on themes such as cultural identity, the origins of creativity, and societal concepts of right and wrong. Each museum visit culminates in two post-visit workshops, where students will create original works inspired by the art they encountered. This course is ideal for students seeking to enhance their English skills while exploring the intersection of language, culture, and creativity.



PRE-REQUISITES

This course recommends students to have a basic English Language level at approximately the B2 equivalent (See: the Common European Framework of References for Languages).

COURSE SYLLABUS

Course Title: *Language, Reflection, and Creativity*

Location: Classroom & Museum Visits (Prado Museum & Reina Sofía Museum)

Language of Instruction: English

This course combines English language development with cultural exploration and creative reflection. Students will build confidence in using English to express opinions, discuss art and culture, and engage in personal and creative expression. Through classroom instruction and visits to the Prado and Reina Sofía museums, students will explore the connections between language, identity, and creativity. The course culminates in student-led presentations inspired by their experiences.

Course Components:

English Language Development

- **Focus:**
 - Expressing personal opinions in English
 - Socratic dialogue questions and language
 - Cultural discusión
 - Grammar review and vocabulary for engaging with art and society
- **Objective:** Build strong communication skills for discussing complex cultural topics.

Pre-Visits

- **Focus:**
 - Overview of featured Museum; artists and Works
 - Visual literacy: how to look at classical art
 - Exploring cultural paradigms and historical context

Objective: Prepare students to thoughtfully reflect on art during the museum visit.



Museum Visits

- **Activities:**
 - On-site viewing of selected artworks
 - Reflection on themes such as identity, morality, and history
 - Group discussion and guided interpretation
- **Objective:** Deepen cultural awareness through direct engagement with art.

Post-Visits

- **Focus:**
 - Written and/or artistic reflection inspired by the Prado visit
 - Exploration of creativity and personal identity through art
- **Objective:** Transform observation into original creative expression.

Presentation and Evaluation

- **Activities:**
 - Final presentations of creative/reflection projects
 - Group discussion and feedback
 - Self-assessment and course reflection
- **Objective:** Synthesize learning and share individual perspectives in a collaborative setting

WORK TIME

CONTACT HOURS: 30

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 45

EVALUATION SYSTEM

Class attendance and participation	25%
Individual and team work	25%
Independent Study	25 %
Final project	25 %

Participation and engagement in sessions – Reading, reflective journals and/or discussions - Two creative projects (post-museum visits)- Final presentation and personal reflection based on Post-visit Project.

BIBLIOGRAPHY

LANGUAGE ACQUISITION REFERENCES

MURPHY, R. (2013) *Essential Grammar in Use (Elementary)*. Cambridge: Cambridge University Press.

MANN, M., & TAYLORE-KNOWLES, S. (2011). *Destination B2: Grammar and Vocabulary; [suitable for the updated FCE exam]*. Oxford: Macmillan.

MANN, M., & TAYLORE-KNOWLES, S. (2008). *Destination C1/ C2: Grammar and Vocabulary; with Key [suitable for the updated CAE exam]*. Oxford: Macmillan.

· Additional Recommended Readings will be presented in class.



SYLLABUS

Name of the course: Marketing (Fundamentals of Marketing)

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd year

Code: 88051

Semester: Fall semester

Teaching: Presential

Language: English

Number of contact hours: 60

Teacher: Prof. Jorge López-Cifre, PhD

E-mail: j.lcifre.prof@ufv.es

COURSE DESCRIPTION

In this introduction to marketing management, you will learn how to make effective marketing decisions, including assessing marketing opportunities and developing marketing strategies and implementation plans.

Course topics include: market-oriented strategic planning, marketing research and information systems, buyer behavior, target market selection, competitive positioning, product and service planning and management, pricing, distribution, and integrated communications, including advertising, public relations, Internet marketing, social media and sales promotions.

PRE-REQUISITES

None

COURSE SYLLABUS

- 1- **Customer Relationships:** Customer needs, wants & demands, Products, services & experiences, Customer value & satisfaction, Target customer, Value proposition, Customer loyalty & retention, Market share & customer equity
- 2- **Company & Marketing Strategy:** Defining Mission, Marketing Strategy, Marketing Mix, Marketing analysis, planning, implementation, organization & control
- 3- **Marketing Environment:** Microenvironment, Macroenvironment
- 4- **Marketing Information:** Intelligence, Research objectives & plan, Interpreting & reporting, CRM, Public policy & Ethics, Technology
- 5- **Consumer Buyer Behavior:** Cultural, Social, Personal & Psychological factors, Complex, Dissonance-reducing, Habitual & Variety-seeking buying behavior, Buyer decision process, Adoption process & rate of adoption in new products.
- 6- **Business Buyer Behavior:** Business markets, Major types, Participants, Major influences, Business buying process & over the internet, Institutional & government markets.
- 7- **Segmentation, Targeting & Positioning:** Segmenting markets, Target segment, Positioning maps & strategy, communicating & delivering the chosen position.
- 8- **Products, services & branding:** Product & services classifications & levels. Product mix, Branding, Brand equity, Managing brands, Service marketing.
- 9- **New product development:** Idea generation & screening, Concept development & testing, Test marketing & analysis, commercialization. Introduction, growth, maturity and decline stages. Product life-cycle strategies.
- 10- **Pricing products:** pricing environment, Internal & external factors, cost, value & competition-based pricing, new product pricing strategies, product mix pricing strategies, price adjusted strategies, price changes, channel pricing.
- 11- **Marketing Channels:** How channels add value, channel levels & behavior, Vertical & Horizontal marketing systems, Multichannel distribution, channel objectives. Selecting, managing, motivating, motivating, and evaluating channel members. Major logistic management.
- 12- **Communications Strategy:** Communications environment, Integrated marketing communications, Target audience, Communication objective, Message design, Media selection & message source, Total promotion budget, Communication & promotion mix.
- 13- **Advertising, sales promotion & PR:** Advertising strategy, objectives, budget & evaluation. Sales promotion objectives, tools & programs. Public relation tools & objectives. Marketing Productivity Metrics (PAR & BAR).
- 14- **Competitive advantage:** Identifying & assessing competitors, Competitors to attack or avoid. Competitive intelligence. Competitive strategy and position. Leader & challenger strategies.
- 15- **Digital marketing:** Digitalization & connectivity. Customization. E-Business, E-Commerce & E-Marketing. B2C, B2B, C2C & C2B.
- 16- **Digital Customers:** Online Buying Behavior, Viral Marketing, Advertising Online, Email Marketing, Metrics and analytics
- 17- **Social Media:** Content Plan, what makes people share? How do you get more recommendations? Making a YouTube video, Best Practices, Online advertising and promotions, Measuring Success



WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90

EVALUATION SYSTEM

Class attendance and participation **20%**

Individual and team work **20%**

Presentations **20%**

Final exam **20%**

BIBLIOGRAPHY

Kotler, P., & Armstrong, G. (2010). *Principles of marketing*. Pearson education.

Kotler, P., & Keller, K. L. (2012). *Marketing management: Global edition*. Harlow: Pearson, 56.



SYLLABUS

Name of the course: Media Project (Media and Communication Design Project)

International Program

Vice Rectorate for Internationalization

ECTS credits: 6 ECT

Year: Transversal program, equivalent to 2nd year

Code: 88056

Semester: Fall semester

Teaching: Presential

Language: English

Number of contact hours: 30

Teacher: Dr. Carlos Fernández Castro

E-mail: platadebandeja@gmail.com

COURSE DESCRIPTION

Acquire the fundamental knowledge to understand the link between the deep roots of storytelling (myths, novels, cinema etc.) and brands in order to achieve the technical and organizational skills to understand the creation and mechanism of an audio-visual corporate video. The course is mainly targeted to the screenwriting, starting with the synopsis and look and feel, then the script, later the storyboard + technical script... Tasks that can help the students not only in this kind of projects, but also in general organizational procedures such as congresses, marketing plans, meetings, etc.

PRE-REQUISITES

No pre-requisites are required.

COURSE SYLLABUS

- 1- A myth-critical approach on storytelling
- 2- Propp, Vogler and the hero's journey
- 3- Three act structure
- 4- Structure strategies and structure resources
- 5- The fundamentals of screenwriting rules
- 6- The fundamentals of visual screenwriting
- 7- Synopsis, logline, tagline
- 8- The fundamentals of editing I
- 9- The fundamentals of editing II

WORK TIME

CONTACT HOURS: 30

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 120

- The students will have the opportunity to work on their assignments during several sessions in which the teacher will help them with the orientation of the tasks and the solving of questions that might arise along the way. This won't be enough to do the assignments, but it will help to clear the focus of the tasks assigned.
- In case these sessions aren't enough, there will be a possibility of online tutorials to solve doubts.
- Several movies will have to be watched at home to understand and take advantage of the contents of the course, such as *Back to the Future*, *Breaking Bad's* pilot episode, *Life is beautiful*, *Memento...*
- The reading of *20 Master Plots*, by Ronald B. Tobias, will be mandatory to understand the first lectures. Likewise, the reading of *In the blink of an eye*, by Walter Murch, will also be mandatory to get used to the basics of editing before starting those lectures.
- Several videos and clips will be provided to be watched at home and deepen the content of the topics addressed in class.

EVALUATION SYSTEM (100 points)

At least 80% of attendance will be needed to acquire the possibility of being graded. Those who don't fulfill this requirement will go directly to the extraordinary assessment.

10 points First Exercise: '20 Master Plot' exercise or how a movie is inspired by a pre-existent plot. **Teamwork.**

20 points Final Exercise (Part I): After the warming up, a repetition of the previous exercise but, instead of a movie, with a chosen ad. 1st assignment of the four you will do as **teamwork.**

10 points Mid Exercise: Individual three-act structure exercise with a given short film.

20 points Final Exercise (Part II): Three-act structure exercise but this time with the ad chosen in the first assignment. Structure resources and structure strategies. 2nd **teamwork** with the same group.

20 points Final Exercise (Part III): Editing concepts taught in class applied to the ad chosen in previous exercises. 3rd assignment of the four you will do as **teamwork.**

20 points Final Exercise (Part IV): Video or presentation of the group assignments. **Teamwork.**

BIBLIOGRAPHY

Basic literature:

- "20 master plots and how to build them", Ronald B. Tobias. Penguin Random House 1993
- "In the blink of an eye", Walter Murch



SYLLABUS

Name of the course: Media, Journalism and International Politics

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd year

Code: 88064

Semester: Fall semester

Teaching: Presential

Language: English

Number of contact hours: 60

Teacher: Prof. Belén Palancar

E-mail: belen.palancar@ufv.es

COURSE DESCRIPTION

Media and politics are inextricably intertwined, and their proper functioning is fundamental for a democratic society. Political journalism becomes the channel of communication between politicians and citizens; therefore, the role of the political journalist is to serve as an intermediary between both parties.

This course explores the intricate relationship between media and politics, focusing on the role of mass media in shaping public opinion, political agendas, and the functioning of democratic systems. Through theoretical perspectives and empirical studies, students will examine the development of mass media, the role of political journalists, media influence on elections, policy-making, and the impact of new media technologies.

The student must closely follow current events to be able to assess and interpret the news reality.

PRE-REQUISITES

None



COURSE SYLLABUS

Chapter 1: Development of the Mass Media. Topics:

- Historical evolution of mass media.
- Evolution from print to digital media.
- The role of mass media in modern democracies.

Chapter 2: The Role of the Political Journalist. Topics:

- Responsibilities and ethics of political journalists.
- Challenges in political reporting.
- The impact of investigative journalism on politics: politics, broadcast media and the internet.

Chapter 3: Media Influence on Public Opinion and Political Processes. Topics:

- Agenda-setting and framing theory.
- Media bias and its effects on public perception.
- Case studies of media influence in key political events.

Chapter 4: Digital and Social Media in Political Communication. Topics:

- The rise of social media and its impact on politics.
- The role of digital media in grassroots movements.
- Cyberpolitics and the challenges of misinformation.

WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90

EVALUATION SYSTEM

The course divides learning into theoretical and practical classes. However, given the methodology used, the student will always be an active participant in all sessions. The student's participation and attitude are essential to the working methodology. Similarly, the teacher, through activities and class debates, must maintain the student's interest in the subject. Students will actively participate in classes by asking questions, engaging in discussions, and seeking practical applications for the concepts learned.

Any theoretical lesson will be accompanied by a practical activity, either in groups or individually, to help students consolidate the knowledge acquired in class.



Throughout the course, students will research and analyse the role of the press in a political event that has had consequences. This will be an individual project and we will work on during the entire course. The topic will be approved by the teacher.

The final grade will be based on the following three components:

- Participation, attitude, assistance: 30%.
- Project and presentation in class: 40%.
- Final exam: 30%.

BIBLIOGRAPHY

McChesney, R. W. (2008). *The Political Economy of Media: Enduring Issues, Emerging Dilemmas.* Monthly Review Press.

Curran, J., & Seaton, J. (2018). *Power Without Responsibility: Press, Broadcasting and the Internet in Britain.* Routledge.

Schudson, M. (2008). *Why Democracies Need an Unlovable Press.* Polity.

Starkey, G. (2007). *Balance and Bias in Journalism: Representation, Regulation and Democracy.* Palgrave Macmillan.

McCombs, M. (2014). *Setting the Agenda: Mass Media and Public Opinion.* Polity.

Entman, R. M. (2007). *Framing Bias: Media in the Distribution of Power.* Journal of Communication.

Chadwick, A. (2013). *The Hybrid Media System: Politics and Power.* Oxford University Press.

Tufekci, Z. (2017). *Twitter and Tear Gas: The Power and Fragility of Networked Protest.* Yale University Press.

Castells, M. (2011). *Communication Power.* Oxford University Press.

SYLLABUS

Name of the course: Podcasting and Live Broadcasting Workshop

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd year

Code: 88074

Semester: Fall

Teaching: The course is taught in person and includes basic theoretical sessions and a strong focus on hands-on practice through group work, workshops, and collaborative projects.

Language: English

Number of contact hours: 60

Teacher: PhD. Gabriel López Nieto

E-mail: gabriel.lopez@ufv.es

COURSE DESCRIPTION

This course offers a comprehensive, hands-on approach to podcasting and live broadcasting, designed to immerse students in the full creative and technical process of contemporary audio production. Throughout the semester, students will engage in weekly activities that combine the meticulous craft of producing and editing polished podcast episodes with the dynamic experience of live broadcasting sessions.

By alternating between carefully edited productions and real-time live shows, the course cultivates both precision and spontaneity, encouraging students to develop a versatile skill set that includes scriptwriting, sound design, vocal performance, technical operation, and adaptive problem-solving. This balance prepares students to excel in fast-paced media environments, fostering confidence and professionalism in delivering compelling audio content across multiple platforms.

Students will gain practical expertise in managing all stages of audio production — from conceptualization and recording to post-production and live execution —



while learning to integrate diverse radio formats such as news, interviews, reports, and editorial segments. This immersive experience also emphasizes teamwork and communication, reflecting the collaborative nature of modern podcasting and broadcasting industries.

PRE-REQUISITES

This course does not require any prior knowledge or prerequisites.

COURSE SYLLABUS

- 1. Fundamentals of Radio Language and Genres**
 - Introduction to radio language and its elements.
 - Exploration of different radio genres and formats.
 - Practical scriptwriting exercises.
- 2. Vocal and Production Techniques**
 - Study of vocal and communication techniques for radio.
 - Introduction to radio production tools in the digital age.
 - Practical exercises in vocal and studio production.
- 3. Communication Strategies and Multi-platform Synergies**
 - Analysis of strategies for the dissemination of radio content across different platforms.
 - Creation of multimedia proposals for radio and other media.
 - Practical exercises in adapting radio content to various formats.
- 4. On-air Practices in Radio Studios**
 - Live broadcasting in radio studios.
 - Role rotation among students: presenters, sound technicians, producers, etc.
 - Application of theoretical knowledge in live program production and broadcasting.
 - Continuous assessment and group feedback during practice sessions.

WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90

EVALUATION SYSTEM

- **Participation (10%):**
 - Attendance at classes.
 - Active participation.
 - Collaboration in group activities.
 - Presentation of assigned tasks and projects.

- **Continuous Assessment throughout the Semester (60%):**
 - Tests and practical exercises in and outside the classroom.

- **Final Practice (30%):**
 - Production and execution of a complete radio program, including scriptwriting, presenting, music selection, sound effects, etc.
 - Live presentation of the program, according to the project's characteristics.
 - Evaluation of the content, technical quality, and creativity of the final program.
 - Oral defense of the project, explaining the decisions made during its execution and the key aspects of the project.

BIBLIOGRAPHY

- "The Radio Station: Broadcast, Satellite & Internet" by Michael C. Keith (2018, Routledge).
- "Radio Production" by Robert McLeish (2018, Focal Press).
- "The Radio Handbook" by Carole Fleming (2014, Routledge).
- "Broadcasting in America: A Survey of Electronic Media" by Sydney W. Head (2019, Routledge).
- "The Radio Station: Broadcasting, Podcasting, and Streaming" by John Allen Hendricks and Bruce Mims (2014, Focal Press).
- "Radio Programming: Tactics and Strategy" by Eric Norberg (2006, Focal Press).



SYLLABUS

Name of the course: PROJECT MANAGEMENT (Management Perspectives and Collaboration)

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 4th semester or above

Code: 88053

Semester: This course is taught in both semesters

Teaching: Presential

Language: English

Number of contact hours: 60

Teacher: Prof. Luis Garavito

E-mail: luisjavier.garavito@ufv.es

COURSE DESCRIPTION

Understanding the planning, execution and control of projects in dynamic professional environments. Relevance: 5

The ability to apply structured project management methods to real-world cases and deliverables. Relevance: 5

Self-reflection and judgment to operate effectively in multidisciplinary project teams. Relevance: 4

Objectives: Practical application of project management knowledge to business and organizational contexts. Relevance: 5

Ability to critically process and apply current project management research and frameworks. Relevance: 4

Entrepreneurial orientation and willingness to assume responsibility as a project leader. Relevance: 4



Competences: K1: Professional skills (academic) Role: 4

K2: Professional skills (practical) Role: 2

K3: Methodological skills (academic) Role: 2

K4: Methodological skills (practical) Role: 4

K5: Social skills Role: 3

K6: Personal skills Role: 2

PRE-REQUISITES

No specific background knowledge is required to take this course, as it is designed to be an introductory course for non-technical audiences. This course can be taught as a full quarter for an undergraduate level.

COURSE SYLLABUS

- Introduction to Project Management: concepts, lifecycle and stakeholders.
- Project Initiation and Scope Definition.
- Work Breakdown Structure (WBS) and Activity Planning.
- Scheduling Techniques: Gantt, CPM and Critical Path.
- Resource Allocation and Cost Estimation.
- Risk Identification, Assessment and Mitigation.
- Quality Management in Projects.
- Project Execution, Monitoring and Control.
- Team Leadership and Communication in Projects.
- Case-Based Learning: Cases 1–6 Group Presentations.
- Mentoring and Tutoring After-Class On-Demand Sessions.
- Project Closure, Evaluation and Lessons Learned.

WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90

Lectures + Case-Based Group Work [6 cases] + Mentoring/Tutoring on demand.



EVALUATION SYSTEM

Individual and team work (Group Presentations / class interventions) 25%

2 x Tests 25%

Final exam 25%

BIBLIOGRAPHY

Course handouts and Cases booklet provided by instructor



SYLLABUS

Name of the course: Storytelling

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd year

Code: 81770

Semester: Fall

Teaching: Presential

Language: English

Number of contact hours: 60

Teacher: Silvia Pérez

E-mail:

COURSE DESCRIPTION

The aim of the course is to provide students with tools to develop creativity and communication strategies through storytelling within their field of study. The course integrates interdisciplinary elements, ranging from psychology to marketing, in order to offer a comprehensive view of the practical applications of storytelling.

PRE-REQUISITES

No previous pre-requisites.



COURSE SYLLABUS

- 1- The art of storytelling. Mythology: where stories come from
- 2- Historical overview of storytelling. Rethoric.
- 3- Psychology, Journalism and Business.
- 4- Advertising and Marketing.
- 5- Interviews. The art of conversation
- 6- Radio shows
- 7- Podcast, how to tell stories in sound.
- 8- Writing the feature story.
- 9- Documentary: reporting in film
- 10- Photojournalism: a story in one picture
- 11- Video for social media
12. Transmedia storytelling

WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 20 + 70

Field trips, such as a visit to an exhibition or to a communication company. Practice in teams, mainly producing audiovisual material.

EVALUATION SYSTEM

Class attendance and participation 50%

Individual and team work (including presentations) 40 %

Final exam 10 %

BIBLIOGRAPHY

- Aristotle. *Poetics*. Translated by Malcolm Heath, Penguin Classics, 1996
- Mark, Margaret, and Carol S. Pearson. *The Hero and the Outlaw: Building Extraordinary Brands Through the Power of Archetypes*. McGraw-Hill, 2001
- Renov, Michael, editor. *Theorizing Documentary*. Routledge, 1993
- Vogler, Christopher. *The Writer's Journey: Mythic Structure for Writers*. 3rd ed., Michael Wiese Productions, 2007



SYLLABUS

Nombre del curso: Teatro y Comunicación

Programa Internacional

Vicerrectorado de Internacionalización

Créditos ECTS: 3.

Curso: Transversal, no vinculado a ningún año académico concreto

Código: 88058

Semestre: 1º semestre (septiembre-enero)

Idioma de impartición: Español

Número de horas presenciales: 39

Docente: Carla Vilallonga

Correo electrónico: c.vilallonga@ufv.es

Estudiantes destinatarios: Abierta tanto a estudiantes internacionales como a estudiantes de grado completo de cualquier disciplina.

DESCRIPCIÓN DE LA ASIGNATURA

Comunicación a través del teatro es una asignatura práctica e interactiva que utiliza técnicas teatrales para potenciar las habilidades comunicativas, la conciencia personal y el desarrollo integral del estudiante. A lo largo del curso, los alumnos participan en una variedad de actividades dinámicas que fomentan la autoexpresión, la colaboración y la espontaneidad creativa. A través de la improvisación, el trabajo en grupo y la preparación y representación de monólogos, los participantes aprenden a utilizar el teatro como una herramienta poderosa para la conexión y la expresión oral en público. Ofrece un espacio seguro para explorar la expresión, la espontaneidad y la conexión en un entorno multicultural. El curso incluye ejercicios de improvisación, trabajo en grupo, dinámicas corporales y la preparación y representación de monólogos individuales.

La asignatura está abierta tanto a estudiantes internacionales como a estudiantes de grado completo, lo que favorece la interacción significativa y el intercambio intercultural dentro del aula. Se ofrece un entorno seguro y de apoyo en el que los alumnos pueden asumir riesgos creativos, ganar confianza y crecer tanto a nivel individual como en el trabajo en equipo. El curso pone especial énfasis en la participación activa, el aprendizaje experiencial y la reflexión, siendo ideal para estudiantes que deseen desarrollar su presencia escénica, su voz y sus habilidades interpersonales en un entorno académico diverso.



REQUISITOS PREVIOS

No se requiere experiencia previa en interpretación ni formación formal en teatro. Del mismo modo, no se exige un nivel mínimo de español para poder matricularse. No obstante, se recomienda que los estudiantes se sientan razonablemente cómodos utilizando el español, ya que todas las actividades, presentaciones y dinámicas del curso se desarrollarán en este idioma.

Muchos estudiantes experimentan una mejora natural en su expresión oral en español a lo largo del curso, gracias al carácter interactivo e inmersivo de las sesiones.

También se espera que los estudiantes:

- Estén abiertos a asumir riesgos creativos y a la expresión personal.
- Participen activamente en el trabajo colaborativo en grupo.
- Se comprometan con la asistencia y participación continuas, ya que el curso se basa en el aprendizaje práctico constante.

PLAN DE ESTUDIOS

Objetivos:

- Fortalecer habilidades clave de comunicación y colaboración.
- Fomentar la autoexpresión, la confianza y la creatividad.
- Explorar el teatro como herramienta para hablar en público y conectar interculturalmente.
- Estimular el crecimiento personal a través de la representación escénica.
- Desarrollar la conciencia corporal y el uso de la comunicación no verbal.

Metodología de enseñanza:

La asignatura se basa en el aprendizaje experiencial, con actividades dinámicas en el aula, interacción entre compañeros, expresión corporal y un proyecto final de monólogo. Se requiere la realización de tareas prácticas semanales que refuercen las habilidades trabajadas en clase y preparen de forma progresiva al estudiante para la presentación final. Todos los alumnos participan en un entorno de apoyo, donde el feedback y la experimentación son fundamentales. No se necesita experiencia previa en interpretación.

Competencias desarrolladas:

- Comunicación verbal y no verbal.
- Trabajo en equipo y habilidades interpersonales.
- Conciencia emocional y confianza en uno mismo.
- Pensamiento creativo y adaptabilidad.
- Expresión oral en público y presencia escénica.
- Conciencia corporal y expresividad física.
- Apertura y colaboración intercultural.



Principales herramientas utilizadas: Improvisación, trabajo corporal y de movimiento, tareas prácticas y sesiones de retroalimentación

TIEMPO DE TRABAJO

Horas presenciales: 39

Trabajo independiente / fuera del aula: 36

- Aproximadamente 16 horas de preparación individual (por ejemplo, ensayos de monólogos, memorización del texto, exploración personal).
- Aproximadamente 10 horas dedicadas a tareas prácticas semanales entregadas a través de Canvas.
- Aproximadamente 6 horas de ensayo en grupo fuera del horario habitual.
- Aproximadamente 2 horas de retroalimentación entre compañeros o práctica autónoma.

Carga lectiva total: 75 horas.

SISTEMA DE EVALUACIÓN

Asistencia y participación en clase: 10%

La asistencia regular es obligatoria. Aunque representa un 10% de la nota final, se requiere asistencia completa para aprobar la asignatura, salvo en el caso de ausencias debidamente justificadas (por ejemplo, mediante justificante médico). También se valora la participación activa y respetuosa en las actividades de clase.

Trabajo individual y en equipo: 50%

Incluye las tareas prácticas semanales y los ejercicios colaborativos realizados durante el curso. Las tareas deben entregarse a tiempo y cumplir con los requisitos establecidos. Las entregas tardías o incompletas serán penalizadas o rechazadas, según lo indicado en las normas del curso.

Presentaciones: 40%

Hace referencia a la preparación y representación del monólogo final, que es obligatoria. La calificación se divide entre el proceso creativo (20%) y la actuación final (20%). La presencia y participación activa en la clase final de presentación son requisitos indispensables para aprobar.

Pruebas: 0%

Esta asignatura no incluye pruebas escritas.

Examen final: 0%

No hay examen escrito final. La representación del monólogo constituye el proyecto final del curso.

BIBLIOGRAFÍA

No se requiere un manual obligatorio para esta asignatura. No obstante, se anima a los estudiantes a explorar las siguientes obras y metodologías de referencia, que inspiran muchos de los ejercicios y enfoques utilizados en clase:

- Stanislavski, Konstantin. *Un actor se prepara*. Routledge, 2008.
- Chéjov, Michael. *Al actor: sobre la técnica de la actuación*. Routledge, 2002.
- Bogart, Anne & Landau, Tina. *El libro de los Viewpoints: una guía práctica para la composición y los puntos de vista*. Theatre Communications Group, 2005.
- Suzuki, Tadashi. *El camino de la actuación: escritos teatrales de Tadashi Suzuki*. Theatre Communications Group, 1990.
- Close, Del & Halpern, Charna. *La verdad en la comedia: manual de improvisación*. Meriwether Publishing, 1994.



SYLLABUS

Name of the course: TV COMMUNICATION

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd year

Code: 88065

Semester: Fall

Teaching: Presential

Language: English

Number of contact hours: 60

Teacher: Marta García Bruno

E-mail: marta.garcia@ufv.es

COURSE DESCRIPTION

This course explores the role of television as a medium of mass communication and as a tool of cultural, political, and social influence. Students will learn about television genres, formats, and the ways in which news is translated into audiovisual language. They will also understand how television can contribute to transforming society in constructive, collaborative, and human-centered ways. Through theoretical frameworks and case studies, the course analyzes the communicative strategies employed in television programming—from news broadcasts and talk shows. Emphasis will be placed on visual storytelling, audience engagement and media convergence. The course also encourages critical reflection on television's role in contemporary society and its power to inform, entertain, and persuade.



PRE-REQUISITES

Familiarity with audiovisual language and interest in critical analysis of tv media content will be helpful for active participation. Basic knowledge of audiovisual communication or media production is desirable, also technical production skills as editing programs as AVID or Premiere.

COURSE SYLLABUS

1- Creating TV news: organization chart

1.1 Principal roles

1.2 An approximation of contemporary informative programs

1.3 The importance of audience charts

1.4 Will IA transform TV news?

2- Television genres

2.1 Writing for television

2.2 The Voice Over

2.3 The Package

2.4 Interviews

3- How to create a newscast

3.1 The rundown

3.2. Presenting the weather forecast

3.3. The Videowall

4- Other programs

4.1 The Talk Show

4.2 Breaking news program

WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90

EVALUATION SYSTEM

Class attendance and participation 10%

Practical exercises 10%

Tests 10%

Final task 30%

Final exam 40%

BIBLIOGRAPHY

Alexander, S., & Stewart. (2020?). *Broadcast Journalism: Techniques of Radio and Television News* (8^a ed.). Routledge

Baran, S. J., & Davis, D. K. (2015). *Mass communication theory: Foundations, ferment, and future* (7^a ed.). Cengage Learning.

Biswal, S., & Kulkarni, S. (2024). *Exploring the intersection of artificial intelligence and journalism: The emergence of a new journalistic paradigm*. Routledge.

Cushion, S. (Ed.). (2012). *Television Journalism*. SAGE Publications.

Feng, D. (2016). Identifying the participants: Reference in television news. *Visual Communication*, 15(4), 419–442. <https://doi.org/10.1177/1470357216654585>

Levy, N. (2025). Artificial intelligence and media. In *The Cambridge handbook of the law, ethics and policy of artificial intelligence* (pp. 283–305). Cambridge University Press

Lotz, A. D. (2018). *We now disrupt this broadcast: How cable transformed television and the Internet revolutionized it all*. MIT Press.

Marconi, F. (2023). *Newsmakers: Artificial intelligence and the future of journalism*. Columbia University Press.

McLuhan, M. (1964). *Understanding media: The extensions of man*. McGraw-Hill.

Mittell, J. (2015). *Complex TV: The poetics of contemporary television storytelling*. NYU Press.

Morley, D. (1992). *Television, audiences and cultural studies*. Routledge.

Shanahan, J., & Morgan, M. (1999). *Television and its viewers: Cultivation theory and research*. Cambridge University Press.

Wunsch, B. D. (2024). *From broadcast to algorithm: The evolution of TV news and its AI future*. Independently published

SYLLABUS

Name of the course: Visual Impact Lab: Studio Lighting for Media Creators

International Program

Vice Rectorate for Internationalization

ECTS credits: 6

Year: Transversal program, equivalent to 2nd year

Code: 88075

Semester: First / Second

Teaching: The course is taught in person and includes basic theoretical sessions and a strong focus on hands-on practice through group work, workshops, and collaborative projects.

Language: English

Number of contact hours: 60

Teacher: PhD. Gabriel López Nieto

E-mail: gabriel.lopez@ufv.es

COURSE DESCRIPTION

- **Visual Impact Lab** is a hands-on, practical course for students who want to learn how to tell powerful visual stories using light.
- Whether you're creating content for social media, shooting a short film, or just want your videos to look more professional, this course will teach you how to use lighting as a creative and expressive tool. You'll start with the basics—understanding light, shadows, color, and temperature—and quickly move on to experiment with real equipment in the studio.
- Most of the class happens on set, working in groups and trying things out: from dramatic scenes and moody interviews to bright, clean commercial looks. You'll learn how to plan lighting setups, work with others like on a real crew, and adapt lighting for different moods, genres, and platforms.
- By the end of the course, you'll know how to make your videos *look* the way you want them to *feel*—with intention, style, and a personal touch.

PRE-REQUISITES

This course does not require any prior knowledge or prerequisites.

COURSE SYLLABUS

- 1. Introduction to Lighting**
 - Basic principles of lighting: direction, intensity, color, and light temperature.
 - Practical exercises with basic lighting equipment.
- 2. Types of Lighting and Accessories**
 - Description and operation of different types of lights: Fresnel, PAR, LED, etc.
 - Practical exercises: using accessories such as diffusers, reflectors, and color gels.
- 3. Planning and Designing Lighting Schemes**
 - Introduction to lighting planning in audiovisual productions.
 - Practical exercises in designing lighting schemes for different types of scenes and genres.
- 4. Light Control and Visual Effects**
 - Creating visual effects with lighting: chiaroscuro, silhouettes, light and shadow effects, candlelight, interior day/night lighting, etc.
- 5. On-set Practice**
 - Practical sessions in the recording studio.
 - Performing practical lighting exercises for various scenes and audiovisual genres.
 - Experimenting with different lighting equipment and techniques.
 - Continuous assessment of student performance during on-set practices.

WORK TIME

CONTACT HOURS: 60

INDEPENDENT WORK/OUT-OF-CLASSROOM ACTIVITIES: 90

EVALUATION SYSTEM

- **Participation (10%):**
 - Attendance at theoretical classes and on-set practices.
 - Active participation.
 - Collaboration in the planning and execution of lighting exercises in class.

- **Assessment throughout the semester (60%):**
 - Assessment of practical exercises performed during on-set sessions.
 - Review and analysis of the planning and execution of lighting schemes for different types of scenes.
 - Evaluation of participation and collaboration in group projects related to lighting.
 - Written and/or practical tests on the theoretical and technical concepts of audiovisual lighting.

- **Final project (30%):**
 - Completion of a final lighting project on set.
 - Design and execution of a complete lighting scheme for a specific scene, demonstrating technical and creative skills.
 - Presentation of the final project, explaining the decisions made and the impact on the atmosphere and visual narrative of the scene.

BIBLIOGRAPHY

- "Cinematography: Theory and Practice" by Blain Brown (2016, Routledge).
- "The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition" by Gustavo Mercado (2010, Focal Press).
- "Set Lighting Technician's Handbook: Film Lighting Equipment, Practice, and Electrical Distribution" by Harry Box (2020, Routledge).
- "Masters of Light: Conversations with Contemporary Cinematographers" by Dennis Schaefer (2013, University of California Press).
- "Film Lighting: Talks with Hollywood's Cinematographers and Gaffers" by Kris Malkiewicz (2012, Simon & Schuster).