

2016

SPAN 300-01-02 Advanced Spanish I

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SPANISH 300: ADVANCED SPANISH I (Fall 2016)

Class Meetings: T/TH
Professor: José María Mantero
Office Hours: T/TH: 9.00-9.45; 11.30-12.45
Also by appointment

Room: ALT105
Office: Schott 806
Campus phone: x4395
Email: mantero@xavier.edu

Required Texts: Blanco, José A. *Enfoques*. 4th ed. Boston, MA: Vista Higher Learning, 2016.
Supersite access (including online Student Activities Manual)

Recommended: A Spanish dictionary

Course Description: This is a third-year language development course for majors, minors, and for students wishing to continue their Spanish studies after their last language requirement course, SPAN 202, or have placed in an upper level course. It is designed to emphasize the development of language proficiency and to meet the National Standards for Foreign Language Education. Through community-based themes and connections to the Spanish-speaking community, students will review grammatical concepts, expand their vocabulary, and increase their communication strategies and communication skills. The students will also increase their knowledge and understanding of Hispanic cultures through readings, discussions and required community-engaged work. Classroom instruction and discussions will be exclusively in Spanish. Whenever necessary, supplementary materials will be incorporated into the curriculum of the class.

Course Objectives: The principal goal of this class is to offer students the opportunity to communicate in Spanish – to speak with others, to express ideas in writing, to read and understand what others have written. Practice in class is essential to achieve the goals of the class. By the end of the semester the student will have:

- *acquired a higher degree of proficiency in all modes of communication;
- *reinforced their knowledge of grammar and vocabulary through discussions and specific reading and writing exercises;
- *acquired knowledge, awareness and respect for Spanish-speaking cultures and societies, as well as a deeper understanding of his/her own culture by being exposed to authentic historical, cultural and literary texts written by and for heritage speakers of Spanish;

These objectives prepare students to meet standard 2b of the XU Modern Language Standards.

As a student attending a Jesuit Institution whose motto includes “men and women for others,” you should strive to become a responsible global citizen. Language and culture are inextricably connected, and therefore the geography, history and language of a society shape its culture. At some point during your first two or three years at Xavier, you will immerse yourself in a culture and language other than your own through intermediate-level study of a language, which will lead to greater cross-cultural competency, language proficiency, sensitivity, appreciation, and engagement.

Office of Student Success

Location: 514 Conaton Learning Commons

Phone: 513.745.3036

Email: studentretention@xavier.edu

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

This course addresses the following core learning objective(s):

GOAL 1: Students will be effective communicators in writing and orally

1. Students will organize and express their ideas in writing and orally
2. Students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources
3. Students will utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards

GOAL 2: Students will be critical thinkers

1. Students will describe the historical, cultural, mythological, and social contexts of texts, works of art, and theories

GOAL 3: Students will be creators of new knowledge and expression

1. Students will utilize their imagination and creativity, individually and collectively, to innovate and generate new perspectives to problems
2. Students will create, perform, and produce work that synthesizes technical execution and expressively communicates to its audience

GOAL 4: Students will be able to understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies

1. Students will engage in critical, theological reflection by the method developed in Jesuit and Catholic practice, using human experience and religious traditions as resources to address issues or questions arising in today's world
2. Students will recognize and interpret artistic and literary expression

GOAL 5: Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it

1. Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today's world
2. Students will utilize intellectual, moral, and spiritual tools and sensibilities to engage faithfully and responsibly in the world for the promotion of peace, social justice, and ecological sustainability

GOAL 6: Students will be aware global citizens

1. Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national, and global communities
3. Students will consider perspectives of diverse groups when making decisions
4. Students will interact with sensitivity as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own
5. Students will engage Catholic, ecumenical, cross-cultural, and inter-religious perspectives in reflecting upon contemporary issues of significance
6. Students will communicate in a foreign language and to read and interpret cultural materials related to the language studied

Responsibilities of students:

* Attend and participate in class regularly. Failure to attend or to participate in class will affect your class participation final grade. You will earn a grade for your **active** participation at each class that includes your preparation (**Attendance Policy** and **Class Participation Criteria** are included).

* Prepare assignments before class. It is imperative to keep up with the schedule of the assigned material and the written exercises. The time in class will be devoted to discuss the readings and cultural aspects and to the review/clarification of grammatical concepts and exercises in the textbook and *Manual de actividades* and any other

supplemental materials. You are expected **to turn in assignments on time**. **No late assignments will be accepted.**

- *We expect you to **actively seek the help of the professor** when having problems with any aspect of the course.
- *Take all quizzes and complete in-class compositions at scheduled dates and times. You are responsible for all material covered in class and in the text. There will be no make-ups given.
- *Failure to do assignments will affect your class participation and final grade.
- *Electronic devices **should be turned off** during class.
- *Exhibit appropriate and respectful classroom behavior. Eating, sleeping, reading the paper, laughing at other students, and negative attitudes and actions are all inappropriate classroom behaviors. Should you exhibit rude, disruptive or disrespectful behavior, you will be asked to leave the classroom and will be referred to the appropriate administrator.
- *Please use the lavatory facilities PRIOR to arriving to class, unless, of course, it is an emergency, as entering and leaving are disruptive and distracting to both the instructor and classmates.
- *Please do not start packing up before the end of the official class period as others are trying to hear what the instructor or another classmate is trying to say.
- *Please do not participate in side discussions during classroom presentations by the instructor or other students. It is considered rude and disrespectful, not to mention you may be missing important information that is being conveyed.
- *Please schedule your appointments, expected phone calls, flights, etc., around your courses. If a family member or another person is scheduling a flight for you, be sure that person has a copy of your class schedule. If a given class time is not convenient for you, you should either choose another course or time block or adapt to the time you have chosen.
- *Please respect the questions and opinions expressed by other students in the class.

In turn, you can expect me to be professional, objective, well prepared, and ready for every single class session. You can expect me to be fully available to meet with you during my office hours and on special appointed times, and to give you implicit and explicit corrective feedback.

Evaluation:

***Chapter quizzes:** There will be five short quizzes over the course of the semester. There are no make-up quizzes. The quizzes will take approximately 25 minutes and they will test specific themes, grammatical concepts, vocabulary, and readings from a particular chapter.

***Vocabulary presentation:** You (and another student, if you wish) will be responsible for presenting vocabulary from a specific chapter/lesson to the class. You may use any media you wish, as long as there is an explicit connection between your activity and the vocabulary. Some examples include: summarizing a news article from a Spanish-language newspaper (make sure we have the article the day before your presentation so that we may prepare); introducing us to a work of Spanish-language literature (poem, novel, short story, essay or play) that touches on the topic or that uses it as its principal theme; using music or a song; offering a biography of someone from a Spanish-speaking nation that illustrates much of the vocabulary and proceeding to establish explicit parallels between her/his life and the concepts; and organizing an interactive game, among others. If you would like additional suggestions or would like to suggest another creative alternative, I am more than happy to listen and help. You will have a maximum of ten minutes to complete the presentation/activity and will be graded individually on the following criteria: Effectiveness of presentation (40%), Oral exposition (30%), Preparation (30%).

***Composiciones:** You will write **two** compositions dealing with the cultural aspects of a specific chapter discussed in class and following **some** of the guidelines suggested in the textbook. Detailed guidelines for this requirement will be provided.

***Final Project:** You are expected to watch one Spanish-language film and write a *critical* analysis of a film in Spanish of three complete pages (minimum) to five pages (maximum) (between 900 and 1500 words) that explores one specific theme or topic that you find to be of interest (a list of films is provided at the end of the syllabus).

Please keep in mind that this is a critical paper, not a movie review or summary. You will also provide a bibliography of a minimum of *five scholarly articles and studies in Spanish* that relate directly to your movie and thesis, that assisted you in viewing and analyzing the movie, and that you will be citing / quoting in your paper. You must use the research databases that are accessible through the Xavier Library's web site. If you use a web page, please consult me before you do so as many of these are not considered academic research sites. If you use an unapproved web page for your research, it will not count toward your final count of five scholarly articles in Spanish. I recommend that you begin the process soon, as all movies may not be readily available or may have been chosen by another student. In choosing a film, consider one that you have not seen before and may be of personal interest to you (filmed in a particular country, during a specific time period, about an interesting topic, etc.). Keep in mind you will have to watch the movie a number of times to look for possible themes, take notes, etc.

You will turn in the title of the movie on Sept. 13th to ensure that you have plenty of time to watch the movie and research it and that no two students are studying the same film. **On Oct. 11th you will turn in an outline** of your paper that will include your thesis, introduction, principal points, and conclusion (Please remember that some of the films are rated R or NC-17, which signals that they may contain disturbing images, scenes of violence, strong language, profanity, nudity, explicit sex scenes, drug abuse.) The grade of the thesis will be determined by the thoroughness of the outline, the clarity of the thesis, your preliminary bibliography, and the extent to which the outline effectively organizes your ideas. To watch the movie, you may request it through or use a number of different platforms: OhioLink, the Cincinnati Public Library, Netflix, etc. Please let me know if you have difficulties locating your movie. It may seem common sense, but you should watch your movie before you choose it for your final project.

The grade will be determined in the following manner: Thesis (10%), Outline (10%), Grammar (10%), Vocabulary (10%), Organization (10%), Research (10%), and Analysis (40%). *Please include the word count at the end of the document. I will deduct 10% from the final grade of those research papers that fall below the 900-word minimum or exceed the 1500-word maximum.*

***Class participation, attendance, homework:** As always, class participation and attendance are essential in a language class. Your homework, active participation, progress, effort, and general attitude toward language learning will be evaluated. The participation criteria and points are offered in greater detail below. As should be self-evident, if you are not in class to participate it will affect your final grade.

***Final oral interview:** Each student will meet with the instructor, outside of class during the last two weeks of the semester. The interview will last approximately 10-15 minutes. **Failure to keep the assigned time of the interview will result in a 0.**

Evaluation:

| | | | |
|----------------------|-----|--------------------------------------|-----|
| Quizzes (5) | 30% | Participation/Preparation/Attendance | 15% |
| Final Quiz | 10% | Composiciones | 10% |
| Final Project | 15% | Oral presentation (vocabulary) | 5% |
| Homework (Supersite) | 10% | Final oral interview | 5% |

| | | | | |
|----------------------|----------|----|--------------|----|
| Grading Scale | 100%-93% | A | 76%-73% | C |
| | 92%-90% | A- | 72%-70% | C- |
| | 89%-87% | B+ | 69%-67% | D+ |
| | 86%-83% | B | 66%-63% | D |
| | 82%-80% | B- | 62%-60% | D- |
| | 79%-77% | C+ | 59 and below | F |

Calendario:

Agosto 23: Introducción; **Capítulo 1:** pp. 1-9
25: pp. 10-17

| | |
|---------------------------------------|--|
| Septiembre | 30: pp. 18-25 |
| | 1: pp. 26-34 |
| | 6: pp. 35-40 |
| | 8: Prueba 1; Capítulo 2: pp. 41-49 |
| | 13: pp. 50-57 |
| | Entregar título de película |
| | 15: Composición 1; pp. 58-65 |
| | 20: pp. 66-74 |
| | 22: Prueba 2; Capítulo 3: pp. 75-80 |
| | 27: pp. 81-89 |
| | 29: pp. 90-97 |
| Octubre | 4: pp. 98-105 |
| | 6: No hay clase |
| | 11: pp. 106-114 |
| | Entregar tesis y esquema para el proyecto final |
| | 13: pp. 115-120; Prueba 3 |
| 18: Capítulo 4: pp. 121-129 | |
| 20: pp. 130-139; Composición 2 | |
| 25: pp. 140-147 | |
| 27: pp. 148-156 | |
| Noviembre | 1: pp. 157-162; Prueba 4 |
| | 3: Capítulo 5: pp. 163-171 |
| | 8: pp. 172-179 |
| | 10: pp. 180-187 |
| | 15: pp. 188-196 |
| Entregar proyecto final | |
| 17: pp. 197-202; Prueba 5 | |
| 22: Capítulo 6: pp. 203-211 | |
| 24: No hay clase | |
| Diciembre | 29: pp. 212-219 |
| | 1: pp. 220-227 |
| | 6: pp. 228-237 |
| | 8: pp. 238-242 |

I. ACADEMIC HONESTY (*Student Handbook*, 107-8)

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of standards of ethical behavior

will not be tolerated at Xavier University. These include but are not limited to cheating, plagiarism, unauthorized assistance in assignments and tests, and the falsification of research results and material.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include, but are not limited to, one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from Xavier. The Academic Dean of the college in which the student is enrolled is to be informed in writing of all acts of academic dishonesty, although the faculty member has authority to assign the grade for the assignment, test, or course. If disputes regarding the applicability or enforcement of this policy arise, the student, faculty member and department chair should attempt to resolve the issue. If this is unsatisfactory, the Academic Dean of the college will rule on the matter. As a final appeal, the Provost will call a committee of tenured faculty for the purpose of making a final determination.

II. DEPARTMENT OF CLASSICS AND MODERN LANGUAGES ATTENDANCE POLICY

The Department of Modern Languages at Xavier University strives to increase the student's fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is **regular class attendance**.

The entire range of the students' skills can be evaluated only if they are in class. *Therefore, we will allow **NO** absences without penalty. Any absence is a 0 for the day's participation and will not be dropped.* Attendance will be accurately documented to ensure fairness in enforcement. If a student is more than **5 minutes late, he/she will be COUNTED AS ABSENT**. If a student enters after the class has begun but sooner than then five minute limit, that student will be considered tardy. Two tardies are equal to one absence, so it is recommended that you arrive in class punctually. If you have a class or circumstances that will affect your arriving on time, please let me know. Students are **strongly discouraged** to schedule appointments or interviews during class time.

There is a strict **NO MAKE-UP POLICY**. A grade of zero will be given for any missed work.

III. CRITERIA FOR CLASS PARTICIPATION

0: absence/no participation; the student did not prepare the material for the day.

60-69: the student makes little effort to participate in class; participation is limited to monosyllables; there is a clear lack of participation and comprehension of the day's material; the Spanish that is evidenced is clearly below the expected level; there are clear indications that the student did not prepare the material for the day.

70-79: the student shows minimal effort to participate; a lack of participation is shown by a lack of preparation, assimilation and reflection; the student offers a basic understanding of the day's material but still commits frequent grammatical and lexical errors that may interfere with participation; it is evident that the student prepared the material quickly and superficially.

80-89: the student participates adequately in class; the student demonstrates a good comprehension of the material as well as the capacity to formulate and execute a plan for effective class participation. The quality of the participation could improve and may be limited to commenting on superficial aspects of the material; it is evident that the student read the material well once;

90-100: the student participates consistently in each class activity; critical thinking and extensive preparation is evident in every phase of the class; the student contributes individually to class discussions and demonstrates a knowledge and preparation of the material. In class discussions, the student may exhibit a vocabulary that is more advanced than other students. It is clear that the student prepared extensively for class and applied notes from the previous class.

IV: COMPOSICIONES

Las composiciones deben ser escritas a computadora a *dobles espacios*, contener **un mínimo de cuatrocientas (400) palabras** y **un máximo de seiscientas (600) palabras** y **estar bien organizados** con un título, una introducción, un cuerpo y una conclusión. Al final del texto, debes indicar el número de palabras que contiene el ensayo. Las composiciones se escribirán fuera de clase o en clase según la profesora/el profesor de la clase.

La nota se divide en tres secciones: 1) Comunicación efectiva de los puntos principales (30%); 2) Uso correcto y variado de vocabulario (35%); y 3) Uso correcto y variado de estructuras gramaticales (35%).

Las siguientes características se considerarán con respecto a la nota:

| | Comunicación 30 pts posibles | Vocabulario 35 pts posibles | Estructuras 35 pts posibles |
|--------------------------------------|--|--|--|
| Excelente (90-100 points) | Cumple y excede requisitos; es especialmente claro, organizado y original; incluye información detallada | Usa vocabulario preciso y variado | Usa una variedad de estructuras para el tópico |
| Bien (80-89) | Cumple requisitos; es claro y organizado; incluye algo de detalle | Usa vocabulario correcto con alguna variedad | Usa una o más estructuras apropiadas |
| Aceptable (70-79) | Cumple requisitos; Intenta organización y claridad; incluye información correcta | Usa algo de vocabulario correcto, pero poca variedad | Usa una estructura apropiada; puede intentar otras |
| Bajo expectativas mínimas (60-69) | No cumple todos los requisitos, pero demuestra intentar la organización; incluye poca información | A veces usa vocabulario correcto | Se ven intentos de usar estructuras correctas |
| Problemas serios (menos de 60) | No cumple los requisitos; no intenta organizar; incluye poca o ninguna información correcta | Frecuentemente, el vocabulario es incorrecto | No intenta usar estructuras correctas |

Corrección de ensayos

Después de la primera versión, tendrás la oportunidad de corregir, re-entregar tu composición y recibir un **máximo** de diez puntos adicionales (si se han corregido todos los errores correctamente). Si no se entrega una versión revisada, recibirás como nota final la primera nota de la composición.

- CG: Cambiar el género (de masculino a femenino, o vice versa). / Change gender agreement (from masculine to feminine, or vice versa).
- CN: Cambiar el número (de singular a plural, o vice versa). / Change number agreement (from singular to plural, or vice versa).
- CO: Cambiar el orden de la estructura de la oración. / Change the order of the structure of the sentence.
- FA: Falta el acento. / The accent mark is missing.
- FP: Falta una palabra. / A word is missing.

| | |
|------|-------------|
| Conj | Conjunción |
| Prep | Preposición |
| V | Verbo |
| Adj | Adjetivo |
| Pron | Pronombre |
| Art | Artículo |
| Sust | Sustantivo |

- OFV: Otra forma verbal: Otro tiempo y/o conjugación. / Different verb tense and/or conjugation.
- OP: Otra palabra. / Another word.
- OF: Otra frase / Another sentence.
- ORT: Error de ortografía. / Spelling mistake.
- OV: Buscar otro verbo. / Find another verb.
- : Invertir el orden. / Swap the words.
- ? ¿Qué? Re-escibe la frase. / What? Re-write the phrase.

V: GRADING CRITERIA

A. VERY GOOD TO EXCELLENT

Very good to excellent command of the language AT THIS LEVEL.
 Meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail.
 Ease of expression.
 Makes every effort to use the target language in class.
 Very good command of conventions of written language (orthography, sentence structure, paragraphing and punctuation). Few word-order errors.
 Virtually free of significant errors in syntax and good use of verbs.
 Wide range of vocabulary, including idiomatic usage.
 High level of fluency with strong attempts at more complicated structures.
 High level of comprehension in listening and reading activities.
 Good intonation and largely accurate pronunciation with slight accent.
 Demonstrates understanding of and appreciation for cultural differences.

B - GOOD

Clearly demonstrates competence AT THIS LEVEL.
 Meaningful, appropriate responses orally and in writing with sufficient detail
 Good command of the language.
 Makes a good effort to use the target language; avoids using English in class.
 Conventions of the written language generally correct. Loosely organized, but main ideas present with some word-order errors.
 Few errors of syntax and appropriate use of verbs.
 Above-average range of vocabulary.
 Good idiomatic usage and little awkwardness of expression.
 Good level of comprehension in listening and reading activities.
 Good fluency with some attempts at more complicated structures.
 Acceptable intonation and pronunciation with distinctive accent.
 Demonstrates strong understanding of and appreciation for cultural differences.

C - ACCEPTABLE

Suggests competence AT THIS LEVEL.
 Appropriate but limited oral and written responses with reliance on simple structures.
 Speaks and writes with some detail, but not sufficient.
 Comprehensible but strained expression; halting, may self-correct.
 Makes some effort to use the target language in class.
 May have frequent errors in orthography and other conventions of the written language.
 Many word-order errors. Some attempts at organization, but with confused sequencing.
 Some serious errors in syntax and some successful correction. Frequent errors in complex structures.
 Some fluency but hesitant. Pronunciation does not interfere with communication.
 Understands main elements when listening and reading.
 Moderate range of vocabulary and idiomatic usage. Few anglicisms.
 Errors in intonation and pronunciation with heavy accent.

Demonstrates some understanding and of appreciation for cultural differences.

D - WEAK TO POOR

Suggests incompetence AT THIS LEVEL.

Oral and written responses force interpretation of appropriateness and/or meaning.

Attempts to translate or use English; avoids using or speaking in the target language.

Poor command of the language marked by frequent serious errors of syntax even in the most elementary structures. Limited grammatical structures and lack of organization.

Unfinished answers due to lack of resources. Generally, narrow responses.

Limited fluency. Poor pronunciation and it interferes with communication.

Narrow range of vocabulary and of idiomatic usage.

Pervasive errors of orthography may be present. Excessive word-order errors.

Little control of syntax and frequent anglicisms.

Occasional redeeming features such as correct advanced structure.

Very little understanding when listening and reading.

Errors in intonation and pronunciation that interfere with listener's comprehension.

Demonstrates very little understanding of and appreciation for cultural differences.

F - UNACCEPTABLE

Demonstrates incompetence AT THIS LEVEL.

Irrelevant or incomprehensible answers orally and in writing.

Unacceptable from almost every point of view.

Glaring weakness in syntax and pronunciation. Constant grammatical errors impede communication.

Few vocabulary resources. Little or no sense of idiomatic usage.

Practically no understanding of target language when listening and reading.

Severe problems with orthography that may interfere with written communication.

Demonstrates practically no understanding of and appreciation for cultural differences.

(These standards or interpretations of the grading scale 0-100 are applied to the goals and objectives of each level i.e. SPAN 101, 102, 201 etc.)

Calendario de presentaciones orales

Agosto 30: **Presentación de vocabulario (pp. 2-3):**
Capítulo 1: _____ y _____

Septiembre 1: **Presentación de vocabularios (pp. 11 y 13):**
Capítulo 1: _____ y _____

6: **Presentación de vocabularios (pp. 31 y 35):**
Capítulo 1: _____ y _____

15: **Presentación de vocabularios (pp. 51 y 53):**
Capítulo 2: _____ y _____

20: **Presentación de vocabularios (pp. 71 y 75):**
Capítulo 2: _____ y _____

27: **Presentación de vocabulario (pp. 82-83):**
Capítulo 3: _____ y _____

29: **Presentación de vocabularios (pp. 91-93):**
Capítulo 3: _____ y _____

| | |
|-----------|---|
| Octubre | 18: Presentación de vocabulario (p. 122-123): Capítulo 4: _____ y _____ |
| | 20: Presentación de vocabularios (p. 130, 133): Capítulo 4: _____ y _____ |
| | 27: Presentación de vocabularios (p. 153, 157): Capítulo 4: _____ y _____ |
| Noviembre | 3: Presentación de vocabulario (p. 163): Capítulo 5: _____ y _____ |
| | 8: Presentación de vocabularios (pp. 173, 175): Capítulo 5: _____ y _____ |
| | 15: Presentación de vocabularios (pp. 188, 192): Capítulo 5: _____ y _____ |
| | 22: Presentación de vocabulario (p. 204-205): Capítulo 6: _____ y _____ |
| | 29: Presentación de vocabularios (pp. 213-215): Capítulo 6: _____ y _____ |

POSIBLES PELÍCULAS PARA EL PROYECTO FINAL:

- ¡Bienvenido, Mr. Marshall! (1953): dir. Luis García Berlanga (ESP)
- Marcelino, pan y vino (1955): dir. Ladislao Vajda (ESP/IT)
- El ángel exterminador (1962): dir. Luis Buñuel (ESP/MEX)
- La caza (1965): dir. Carlos Saura (ESP)
- Memorias del subdesarrollo (1968): dir. Tomás Gutiérrez Alea (CUB)
- La tregua (1974): dir. Sergio Renán (ARG)
- El súper (1979): dir. Orlando Jiménez Leal (CUB)
- ¿¡Qué he hecho yo para merecer esto!?! (1984): dir. Pedro Almodóvar (ESP)
- Los santos inocentes (1984): dir. Mario Camus (ESP)
- La historia oficial (1985): dir. Luis Puenzo (ARG)
- La noche de los lápices (1986): dir. Héctor Olivera (ARG)
- El viaje (1991): dir. Fernando "Pino" Solanas (ARG)
- Jamón, Jamón (1992): dir. Bigas Luna (ESP)
- El lado oscuro del corazón (1992): dir. Eliseo Subiela (ARG)
- Belle époque (1992): dir. Fernando Trueba (ESP)
- Un lugar en el mundo (1992): dir. Adolfo Aristarain (ARG)
- Fresa y chocolate (1993): dir. Tomás Gutiérrez Alea y Juan Carlos Tabío (CUB)
- Cronos (1993): dir. Guillermo del Toro (MEX)
- Días contados (1994): dir. Imanol Uribe (ESP)
- Tierra y libertad (1995): dir. Ken Loach (ING/ESP)
- Guantánamera (1995): dir. Tomás Gutiérrez Alea y Juan Carlos Tabío (CUB)
- Tesis (1996): dir. Alejandro Amenábar (ESP)
- Familia (1996): dir. Fernando León de Aranoa (ESP)

- El abuelo (1998): dir. José Luis Garci (ESP)
- La vendedora de rosas (1998): dir. Jorge Silva (COL)
- Los amantes del círculo polar (1998): dir. Julio Medem (ESP)
- La lengua de las mariposas (1999): dir. José Luis Cuerda (ESP)
- Todo sobre mi madre (1999): dir. Pedro Almodóvar (ESP)
- Solas (1999): dir. Benito Zambrano (ESP)
- Amores perros (2000): dir. Alejandro González Iñárritu (ESP/MEX)
- Plata quemada (2000): dir. Marcelo Piñeyro
- Nueve reinas (2000): dir. Fabián Bielinsky (ARG)
- El bola (2000): dir. Achero Manas (ESP)
- El hijo de la novia (2001): dir. Juan José Campanella (ARG)
- Lucía y el sexo (2001): dir. Julio Medem (ESP)
- Memorias del saqueo (2001): dir. Fernando "Pino" Solanas (ARG)
- El espinazo del diablo (2001): dir. Guillermo del Toro (ESP/MEX)
- Balseiros (2002): dir. Carlos Bosch y Josep Maria Domènech (CUB)
- Historias mínimas (2002): dir. Carlos Sorín
- El crimen del padre Amaro (2002): dir. Carlos Carrera (MEX)
- Habla con ella (2002): dir. Pedro Almodóvar (ESP)
- Los lunes al sol (2002): dir. Fernando León de Araona (ESP)
- Soldados de Salamina (2003): dir. David Trueba (ESP)
- Mi vida sin mí (2003): dir. Isabel Coixet (ESP)
- El milagro de candel (2004): dir. Fernando Trueba
- Machuca (2004): dir. Andrés Wood (CHL)
- María, Full of Grace/ María, llena eres de gracia (2004): dir. Joshua Marston (COL)
- Mar Adentro (2004): dir. Alejandro Amenábar (ESP)
- Crimen Ferpecto (2004): dir. Alex de la Iglesia (ESP)
- Cautiva (2004): dir. Gastón Biraben
- El lobo (2004): dir. Miguel Courtois (ESP)
- La vida secreta de las palabras (2005): dir. Isabel Coixet (ESP)
- Te doy mis ojos (2005): dir. Icíar Bollaín (ESP)
- Princesas (2005): dir. Fernando León de Aranoa (ESP)
- El laberinto del fauno (2006): dir. Guillermo del Toro (MEX/ESP)
- Volver (2006): dir. Pedro Almodóvar (ESP)
- Las trece rosas (2007): dir. Emilio Martínez Lázaro (ESP)
- Siete mesas de billar francés (2007): dir. Gracia Querejeta (ESP)
- Abrazos rotos (2009): dir. Pedro Almodóvar (ESP)
- El secreto de sus ojos (2009): dir. Juan José Campanella (ARG)
- Celda 211 (2009): dir. Daniel Monzón (ESP)
- Sin nombre (2009): dir. Cary Joji Fukunaga
- Chico y Rita (2010): dir. Fernando Trueba (ESP/CUB)
- También la lluvia (2010): dir. Icíar Bollaín (ESP)
- Carancho (2010): dir. Pablo Trapero (ARG)
- Biutiful (2010): dir. Alejandro González Iñárritu (ESP)
- La piel que habito (2011): dir. Pedro Almodóvar (ESP)
- La nana (2011): dir. Sebastián Silva (CHL)
- Un cuento chino (2011): dir. Sebastián Borensztein (ARG)
- Arrugas (2012): dir. Ignacio Ferreras (ESP)
- Elefante Blanco (2012): dir. Pablo Trapero (ESP)

- Operación E (2012): dir. Miguel Courtois (ESP)
- Cabás (2013): dir. Pablo Hernando (ESP)
- Azul y no tan rosa (2013): dir. Miguel Ferrari (VEN)
- Los amantes pasajeros (2013): dir. Pedro Almodóvar (ESP)
- La herida (2013): dir. Fernando Franco (ESP)
- Las brujas de Zugarramurdi (2013): dir. Alex de la Iglesia (ESP)
- Mapa (2014): dir. León Siminiani (ESP)
- Stockholm (2014): dir. Rodrigo Sorogoyen (ESP)
- La jaula de oro (2014): dir. Diego Quemada-Díaz (ESP/MEX)
- La gran familia española (2014): dir. Daniel Sánchez Arévalo (ESP)
- Marsella (2014): dir. Belén Macías (ESP)
- Musarañas (2014): dirs. Juanfer Andrés y Esteban Roel (ESP)
- El niño (2014): dir. Daniel Monzón (ESP)
- Hermosa Juventud (2014): dir. Jaime Rosales (ESP)
- Costa da Morte (2014): dir. Lois Patiño (ESP)
- Carmina y amén (2014): dir. Paco León (ESP)
- La isla mínima (2014): dir. Alberto Rodríguez (ESP)
- Magical Girl (2014): dir. Carlos Vermut (ESP)
- 10,000 km (2014): dir. Carlos Marqués-Marcet (ESP)
- Loreak (2014): dirs. José María Goenada y Jon Garaño (ESP)
- El artista y la modelo (2014): dir. Fernando Trueba (ESP)
- Ocho apellidos vascos (2014): dir. Emilio Martínez Lázaro (ESP)
- Relatos salvajes (2015): dir. Damián Szifron (ARG)
- Truman (2015): dir. Cesc Gay (ESP)
- El clan (2015): dir. Pablo Trapero (ARG)