

MEMORIA ACADÉMICA DE EJECUCIÓN DEL PROYECTO DE INNOVACIÓN Y MEJORA DOCENTE

DENOMINACIÓN DEL PROYECTO:
DISEÑO DE ESTRATEGIAS DOCENTES PARA LA ADQUISICIÓN DE COMPETENCIAS TRANSVERSALES DIRIGIDAS A LA PRESENTACIÓN ORAL DE ARGUMENTOS CRÍTICO-LITERARIOS
ID2015/0105

Cantidad concedida: 0.00 €

MODALIDAD (indicar sólo una):	
<input checked="" type="checkbox"/> D. Proyectos impulsados por un profesor y/o vinculados a un grupo de profesores	Asignaturas a las que se dirige:
	Globalización y diáspora en las literaturas en lengua inglesa Lengua Inglesa IV (ambas troncales de 2º del Grado en Estudios Ingleses)

COORDINADOR DEL PROYECTO:			
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LINEA DE ACTUACIÓN	III. Implantación de metodologías docentes y de evaluación		

MIEMBROS DEL EQUIPO DE TRABAJO (sin incluir al coordinador):			
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MEMORIA ACADÉMICA DE EJECUCIÓN DEL PROYECTO DE INNOVACIÓN Y MEJORA DOCENTE

Diseño de estrategias docentes para la adquisición de competencias transversales dirigidas a la presentación oral de argumentos crítico-literarios ID2015/0105

ACTUACIONES REALIZADAS

El objetivo fundamental de este proyecto de innovación docente es la adquisición por parte del alumno de **destrezas transversales** para poder presentar un discurso oral en lengua inglesa argumentado, crítico, bien estructurado e informado, capaz de interactuar con el interlocutor y de defender el punto de vista propio, de refutar o de aceptar la contra-argumentación ofrecida por el interlocutor, siempre desde el respeto y el análisis empírico de los datos manejados. El proyecto presentado coordina dos asignaturas troncales de 2º curso del Grado en Estudios Ingleses pertenecientes a dos materias diferentes de este plan de estudios que engloban la enseñanza-aprendizaje de la lengua extranjera, por un lado, y el estudio de las literaturas en esa lengua, por otro:

Globalización y diáspora en las literaturas en lengua inglesa (102852)

Lengua Inglesa IV (102506)

Para el desarrollo de estas destrezas transversales los profesores implicados en la enseñanza de estas dos asignaturas durante el segundo cuatrimestre de 2016, hemos llevado a cabo las siguientes actividades de carácter práctico:

1. Sincronización de los programas (contenidos temáticos y actividades) y calendarios de las dos asignaturas.
2. Acuerdo de criterios comunes para la elaboración de las presentaciones orales por parte de los estudiantes.
3. Acuerdo de criterios comunes para la evaluación de las presentaciones orales.
4. Estructuración del grupo de clase en subgrupos dirigidos a las presentaciones orales ante el profesorado y parte del alumnado en cada caso.
5. Creación de sendas páginas de las asignaturas en *Studium*, organizadas en torno a un esquema semanal de contenidos.
6. Sincronización de las págs. de *Studium* en cuanto al calendario de unidades y actividades. En la plataforma virtual hemos hecho accesibles a todos los alumnos matriculados:
 - Apuntes del profesor
 - Selección de textos fuentes primarias
 - Selección de textos de fuentes secundarias
 - Material audiovisual en la forma de presentaciones Powerpoint y vídeos (incluyendo, por ejemplo,
 - Academic presentations: teaching presentation skills to foreign students: <https://www.llas.ac.uk/resources/mb/2722>
 - Oral presentations: signposting (BBC Learning English): http://www.bbc.co.uk/worldservice/learningenglish/business/talkin_gbusiness/unit3presentations/expert.shtml
 - How to give a presentation in English: <https://www.youtube.com/watch?v=fXVoT7VMCpM>
 - <http://www.etsu.edu/scitech/langskil/oral.htm>

Se ha cumplido rigurosamente el **calendario** previsto y nuestra **evaluación** del trabajo realizado es positiva: Los profesores hemos visto reforzada nuestra labor con los contenidos y actividades prácticas desarrolladas simultáneamente en ambas asignaturas, y creemos que al aunar enfoques, metodologías, recursos y materiales docentes, así como criterios de evaluación, los alumnos asimilan antes los objetivos propuestos.

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Diseño de estrategias docentes para la adquisición de competencias transversales dirigidas a la presentación oral de argumentos crítico-literarios ID2015/0105

En los anexos que siguen a continuación presentamos algunas evidencias que demuestran la creación y coordinación de contenidos y metodologías entre ambas asignaturas:

- **Anexo I:** Planificación temporal de las asignaturas por contenidos temáticos y actividades de evaluación
- **Anexo II:** Temas e instrucciones para las presentaciones orales
- **Anexo III:** Instrucciones para la evaluación de las presentaciones orales
- **Anexo IV:** Muestra de calendario de las presentaciones llevadas a cabo por alumnos concretos y los temas elegidos para las mismas.

ANEXO I

Globalización y Diáspora en las Literaturas en Lengua Inglesa 102852

Oral Presentations 2015-2016

WEEK		Analysis of Primary sources	Academic Writing Workshop	Film Screening Thursdays 13:00	Oral Presentation Student's Name (Please, include your e-mail address)
1 st 8-14 Feb	Globalization & Diaspora in the Literatures in English: Canada as Case Study	<i>From Strange Things</i> <i>Jeannette Armstrong</i> . "This Is a Story"	Reading: Reading Log, exploring initial reactions—to a passage, to the whole work Keeping a literary journal		
2 nd 15-21 Feb	Narratives of Encounter / Contending narratives	Susanna Moodie: from <i>Roughing It in the Bush</i> <i>Margaret Atwood</i> . <i>Susana Moodie poems</i>	Main Elements in a work of fiction: Plot Setting Character Point of View	<i>The Book of Negroes</i>	
3 rd 22-28 Feb	Black Diaspora, in Canada?	Lawrence Hill from <i>The Book of Negroes</i>	Imagery Symbolism	<i>The Stone Angel</i>	
4 th 1-6 March	Canadian Nationalism	Margaret Laurence. "To Set Our House in Order"	Tone Irony Speech Structure Foreshadowing Researching elements outside a story. Placement in: • History • Literature	<i>Rare Birds</i> or <i>Shipping News</i>	
5 th 7-13 March	Challenging Canadian Nationalism: Regionalism	Alistair MacLeod. "As Birds Bring Forth the Sun"	Link to Biography Discovering Themes: • Theme vs. Subject • Theme vs. Topic • Theme vs. Moral		
6 th 14-20 March	Canada vis-à-vis the U.S. & the First Nations	Margaret Atwood. "Death by Landscape"	Writing a paper: Format Title Introduction		
21-30 March					

ANEXO I

Globalización y Diáspora en las Literaturas en Lengua Inglesa 102852

Oral Presentations 2015-2016

8 th 31 March 3 April	Canada vis-à-vis the U.S. & the First Nations	Thomas King. "Borders"	Linking ideas, developing an argument	<i>Snow Falling on Cedars</i>	
9 th 4-10 April	Redefining national/cultural identity	Multiculturalism Act Joy Kogawa. from <i>Obasan</i>	Concluding		
10 th 11-17 April			Working on your essay	<i>Life of Pi</i>	
11 th 18- 24 April	Going Global: Moving beyond the Nation	<i>Life of Pi</i>	Quoting and documenting sources		
12 th 25-30 April	The Poetics and Politics of the Trans-	Fred Wah. from <i>Diamond Grill</i>			
13 th 2-8 May		Bissoondath. "On the Eve of Uncertain Tomorrows"			
14 th 9-14 May	Moving beyond the Human into the Posthuman	Nalo Hopkinson. "A Habit of Waste"			

PLANNING 2015-2016

ALL GROUPS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Week 1 (08-14 Feb)	INTRODUCTION UNIT 1 - Freshers' Week	LC 1	RC 1	RC 1
			REGISTRATION PLAN A / PLAN B	
Week 2 (15-21 Feb)	W 1	W 1	UoE1	UoE1
Week 3 (22-28 Feb)	SP 1	SP 1	TEST 1 (PLAN B)	UNIT 2 - Biographies LC2
		REGISTRATION CLASS PRESENT.		
Week 4 (29 Feb-6 Mar)	RC2	RC2	W2	W2
Week 5 (7-13 Mar)	W2	W2	UoE2	UoE2
Week 6 (14-20 Mar)	SP2	SP2	TEST2 (PLAN B)	UNIT 3 - Migrations LC3 / RC3
Week 7 (21-27 Mar)	EASTER BREAK			
Week 8 (28 Mar-3 Apr)	EASTER BREAK			W3
Week 9 (4-10 Apr)	HOLIDAY ("Lunes de aguas")	W3	UoE3	UoE3
Week 10 (11-17 Apr)	SP3	SP3	TEST3 (PLAN B)	UNIT 4 - Foreign languages teaching LC4 / RC4
		REGISTRATION FINAL PRESENT. (PLAN B)		
Week 11 (18-24 Apr)	RC4	W4	W4	W4
Week 12 (25 Apr-1 May)	W4	HOLIDAY (Fiesta Facultad)	UoE4	UoE4
Week 13 (2-8 May)	HOLIDAY (1 st of May)	TEST 4 (PLAN B)	SP4	SP4
Week 14 (9-15 May)	FINAL ORAL PRES. (PLAN B)	FINAL ORAL PRES. (PLAN B)	FINAL ORAL PRES. (PLAN B)	FINAL ORAL PRES. (PLAN B)
	DEADLINE FINAL PAPER (PLAN B)			
Week 15 (16-23 May)	FINAL ORAL PRES. (PLAN B)	FINAL ORAL PRES. (PLAN B)	FINAL ORAL PRES. (PLAN B)	FINAL ORAL PRES. (PLAN B)
Week 16 (23-27 May)	TUTORIALS	TUTORIALS	TUTORIALS	TUTORIALS

FINAL EXAMS

30 MAY 2016 (PLAN A):

Academic paper (30 May) + Academic oral presentation (from 31 May)

28 JUNE 2016 (ALL):

Academic paper (28 June) + Academic oral presentation (from 29 June)

PRACTICE AND FINAL PRESENTATION: TOPICS & INSTRUCTIONS

SPEAKING

In the Speaking Sessions along this course you are expected to participate in two different ways: 1) as a PRESENTER of one topic that you will have prepared in advance, and 2) as a MEMBER OF THE AUDIENCE of the presentations given by your classmates.

PRESENTATION (SPEAKING SESSIONS IN CLASS)

As a PRESENTER, you will prepare and give a presentation on ONE of the topics from the list below. This list includes topics covered in *Literatura Norteamericana hasta finales del Siglo XIX* (Code 102505) as well as in *Globalización y Diáspora en las Literaturas en Lengua Inglesa* (Code 102852). Please note that the topics on the list below are general, and that your presentation must revolve around a specific and clear thesis statement / claim connected with the topic you choose. As a result, the title of your presentation should reflect that thesis / claim. Thus, titles like “Joy Kogawa’s *Obasan*” will not be acceptable. You are expected to produce a title like, for example, “The Dichotomy between Speech and Silence in Joy Kogawa’s *Obasan*”.

PURPOSE: The main aim of these class presentations is that you can gain some practical experience to prepare your final oral presentation. Therefore, the advantages of this practice lie mainly in receiving feedback about your presentation, as well as in learning how to present information before an academic audience.

DURATION: 5 minutes for presenting + 5 minutes for answering questions from the audience

ADDITIONAL MATERIAL REQUIRED: List of References

ADDITIONAL MATERIAL ACCEPTED: Only a short OUTLINE can be used during the presentation

WHO CAN PRESENT? All those students who have chosen to be evaluated according to Plan B MUST prepare an oral presentation to be given in class. REGISTRATION will open in the Speaking Session on Tuesday, 23 February (Week 3). (CHECK THE PLANNING OF THE COURSE TO SEE WHEN THE SPEAKING SESSIONS HAVE BEEN SCHEDULED). If you fail to register by then, you will be transferred to Plan A (do please read the Planning of the course and the FAQs).

WHAT AM I EXPECTED TO DO AS A PRESENTER? The idea is that you practice what you have learnt about academic presentations, according to the models seen in class. Therefore, you are expected to prepare not only the contents of your presentation, but also the formal aspects involved.

AM I BEING ASSESSED WHEN DOING THIS PRACTICE? Yes, you are. You will be able to get up to 2 points of your final mark (20%). The main aim of this practice is to get useful feedback and practical experience.

PRACTICE AND FINAL PRESENTATION: TOPICS & INSTRUCTIONS

MEMBER OF THE AUDIENCE (PRACTICE SESSIONS)

As a MEMBER OF THE AUDIENCE, when your classmates give their presentations you are expected to do the following:

- To take notes about the claim presented and other relevant information
- To use those notes to produce questions about the claim, the argument given, the support, etc.
- To ask relevant questions to the presenters
- To be ready to give feedback to your classmates if asked (to describe what was done well as well as how the presentation could improve)

By participating actively as a member of the audience you will improve mainly in two ways: 1) in lecture-note taking (thus you will practice your listening comprehension and summarising skills), 2) in helping your classmates prepare their presentations better, and 3) in becoming more aware of how to improve your own presentations too.

PRESENTATION (FINAL)

PURPOSE: The main aim is to show what you have learnt about how to present your thesis or claim orally to an audience, according to the models seen in class, both in terms of content and formal aspects.

DURATION: 5 minutes for presenting + 5 minutes for answering questions from the audience

TOPIC: It must be chosen from the list below. The topic you choose for your final presentation must be different from those you work on for your class presentation and final academic paper.

ADDITIONAL MATERIAL REQUIRED: List of References

ADDITIONAL MATERIAL ACCEPTED: Only a short **OUTLINE** can be used during the presentation

WHO PRESENTS? All students registered in this course have to do a presentation at the end of the course which will be assessed as follows: 20% (Plan B), 50% (Plan A) of the total mark.

WHEN TO PRESENT? Final presentations are scheduled in the last two weeks of the course (check the Planning of the Course). In the 3rd Speaking Session (Week 10, April 12), REGISTRATION for the final presentation will OPEN. That is when you must tell your Lecturer the topic you have chosen for your final presentation as well as when you would like to present. Students who, for whatever reason, fail to register by then will be transferred to Plan A.

[FOR ALL THE DETAILS NOT MENTIONED HERE, PLEASE ASK YOUR LECTURER]

PRACTICE AND FINAL PRESENTATION: TOPICS & INSTRUCTIONS

TOPIC LIST:

[Contents from *Literatura Norteamericana hasta finales del Siglo XIX*]

1. W. Irving, "Rip van Winkle" (1819)
2. E. A. Poe, "The Fall of the House of Usher" (1839)
3. E. A. Poe, "The Cask of Amontillado" (1846)
4. N. Hawthorne, "Young Goodman Brown" (1835)
5. H. Melville, *Moby Dick* (1851), chapters I, XXVIII
6. M. Twain, *Huckleberry Finn* (1884), chapters I, XV
7. S. O. Jewett, "A White Heron" (1886)
8. M. W. Freeman "A New England Nun" (1891)
9. K. Chopin, "The Story of an Hour" (1894)
10. Stephen Crane, "The Open Boat" (1897)
11. K. Chopin, "The Storm" (1898)
12. W. D. Howells, "Editha" (1905)
13. J. London, "The Law of Life" (1901)

[Contents from *Globalización y Diáspora en las Literaturas en Lengua Inglesa*]

16. S. Moodie, *Roughing It in the Bush* (1852)
17. J. Armstrong, "This is a Story" (1990)
18. L. Hill, *The Book of Negroes* (2007)
19. M. Laurence, "To Set our House in Order" (1970)
20. A. Macleod, "As Birds Bring forth the Sun" (1986)
21. M. Atwood, "Death by Landscape" (1990)
22. Th. King, "Borders" (1993)
23. Y. Martel. *Life of Pi* (2001)
24. Y. Martel, *The High Mountains of Portugal* (2016)
25. J. Kogawa, *Obasan* (1981)
26. F. Wah, *Diamond Grill* (1996)
27. N. Bissondath, "On the Eve of Uncertain Tomorrows" (1990)
28. N. Hopkinson, "A Habit of Waste" (1999)

PRACTICE AND FINAL PRESENTATION: TOPICS & INSTRUCTIONS

Sources of reference

The following are scholarly sources that might help you prepare your presentation(s), but you can also use others.

[19th -century American Literature (102505)]

- Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 2 vols. Fifth Edition. NY: Norton, 1998.
- Bercovitch, Sacvan, ed. *The Cambridge History of American Literature*. (2 vols.) Cambridge: Cambridge UP, 1995.
- Cunliffe, Marcus, ed. *American Literature to 1900*. Vol. 8. Penguin Books, 1993.
- Elliott, Emory, ed. *The Columbia Literary History of the United States*. Columbia: Columbia UP, 1988.
- Ford, Boris, ed. *The New Pelican Guide to English Literature: American Literature*. Vol. 9. London: Penguin Books, 1995.
- Ruland, Richard, and Malcolm Bradbury, eds. *From Puritanism to Postmodernism: A History of American Literature*. London: Penguin Books, 1991.

[Globalización y Diáspora en las Literaturas en Lengua Inglesa (102852)]**

- Coleman, Daniel. *White Civility: The Literary Project of English Canada*. Toronto: U of Toronto P, 2006.
- Hammill, Faye. *Canadian Literature*. Edinburgh: Edinburgh UP, 2007.
- Howells, Coral Ann, and Eva-Marie Kröller, eds. *The Cambridge History of Canadian Literature*. Cambridge: Cambridge UP, 2009.
- Kröller, Eva-Marie, ed. *The Cambridge Companion to Canadian Literature*. Cambridge: Cambridge UP, 2004.
- Moss, Laura, ed. *Is Canada Postcolonial? Unsettling Canadian Literature*. Waterloo, ON: Wilfrid-Laurier UP, 2003.
- Sugars, Cynthia & Laura Moss, eds. *Canadian Literature in English: Texts and Contexts*. Vols I, II. Toronto: Pearson/Longman, 2009.

** Students are advised to use the assigned critical readings for each class of this course, as outlined in the class timetable provided by Dr Ana M. Fraile.

WARNING

Class notes ARE NOT external / academic sources of reference. Nor are websites such as Wikipedia, SparkNotes, GradeSaver, Shmoop, and the like. Students who rely on such electronic materials to support their academic argumentation will be seriously penalized. You are therefore advised to work with reliable sources; i.e., academic journals, book chapters, monographs, etc., which you will be able to find in the Department Library, as well as to access via a series of academic databases subscribed by the University of Salamanca—information about which ones we recommend, and how to access them will be provided in due course.

ANEXO III

ENGLISH LANGUAGE IV ORAL PRESENTATION ASSESSMENT FORM

TOPIC/TITLE:

NAME: _____ GROUP _____

TIMING From: To:	NEGATIVE IF +/- 5; 5 = 0 0 -1 -2 -3 -4 -5	TOTAL:
RANGE & ACCURACY (40%): Displays a wide range and accurate use of grammar and vocabulary → Consistently = 5; Generally = 4; Adequate = 3;		0-1-2-3-4-5
Sufficient only to complete the task in a limited way; basic inaccuracies may impede communication of ideas and achievement of the task = 2; Sufficient to respond to simple prompts but not to complete complex tasks; inaccuracies in grammar and vocabulary limit achievement of the task and restrict coherence and communication of ideas = 1; Range of language limited and inadequate to complete the task; frequent inaccuracies may mean the message is not communicated = 0		
FLUENCY & COMPREHENSIBILITY ('NATIVE' PERCEPTION) (5%)		0-1-2-3-4-5
TOPIC DEVELOPMENT & COHERENCE → CONTENT (15%): Topic contextualization, thesis and support & quoting references		0-1-2-3-4-5
TASK COMPLETION → FORM/STRUCTURE(10%): Introduction, transitions, signposting, conclusion		0-1-2-3-4-5
RELEVANCE OF SOURCES (AT LEAST 2 +1) & MLA (10%)		0-1-2-3-4-5
DISCUSSION PART (20%): INTERACTION → DISCOURSE MANAGEMENT) & AUDIENCE AWARENESS → Visual contact, addressing & COMMUNICATION of ideas		0-1-2-3-4-5

COMMENTS:

ENGLISH LANGUAGE IV ORAL PRESENTATION ASSESSMENT FORM

TOPIC/TITLE:

NAME: _____ GROUP _____

TIMING From: To:	NEGATIVE IF +/- 5; 5 = 0 0 -1 -2 -3 -4 -5	TOTAL:
RANGE & ACCURACY (40%): Displays a wide range and accurate use of grammar and vocabulary → Consistently = 5; Generally = 4; Adequate = 3;		0-1-2-3-4-5
Sufficient only to complete the task in a limited way; basic inaccuracies may impede communication of ideas and achievement of the task = 2; Sufficient to respond to simple prompts but not to complete complex tasks; inaccuracies in grammar and vocabulary limit achievement of the task and restrict coherence and communication of ideas = 1; Range of language limited and inadequate to complete the task; frequent inaccuracies may mean the message is not communicated = 0		
FLUENCY & COMPREHENSIBILITY ('NATIVE' PERCEPTION) (5%)		0-1-2-3-4-5
TOPIC DEVELOPMENT & COHERENCE → CONTENT (15%): Topic contextualization, thesis and support & quoting references		0-1-2-3-4-5
TASK COMPLETION → FORM/STRUCTURE(10%): Introduction, transitions, signposting, conclusion		0-1-2-3-4-5
RELEVANCE OF SOURCES (AT LEAST 2 +1) & MLA (10%)		0-1-2-3-4-5
DISCUSSION PART (20%): INTERACTION → DISCOURSE MANAGEMENT) & AUDIENCE AWARENESS → Visual contact, addressing & COMMUNICATION of ideas		0-1-2-3-4-5

COMMENTS:

ANEXO IV

SPEAKING PRACTICE – ORAL PRESENTATIONS

LENGUA INGLESA IV

GROUP 5.2

**[As announced in class, these sessions will start at 16:00, not at 16:15.
Latecomers will NOT be allowed into the room]**

SESSION	STUDENT	TOPIC
SPEAKING SESSION 2 14 March	Mireia García González	This is a Story
	Martina Gala Sagrera	This is a Story
	Nerea Gómez Hernández	The Storm
	Tamara Estévez Guapo	Death by Landscape
	Alba de la Cruz González	Roughing it in the Bush
	Alberto Iglesias	The Book of Negroes
SPEAKING SESSION 2 15 March	Ángeles Galán Fernández	The Book of Negroes
	Eleonora Giansante	A New England Nun
	Carlos Echarri	Death by Landscape
	Emanuela Iannazzo	Rip van Winkle
	Iván Espinosa Furquet	The Fall of the House of Usher
	Betania García Castillo	The Story of an Hour
SPEAKING SESSION 3 11 April (16:00-17:00)	Álvaro Hernández Araujo	The Story of an Hour
	Cristina Hernández Serrano	The Book of Negroes
	Sara Esteban Alonso	Moby Dick
	Andrea Izquierdo Giménez	Rip van Winkle
	Inmaculada García Hdz	Rip van Winkle
	Gabriela Gracchi	A Habit of Waste

SPEAKING SESSION 3 11 April (17:00-18:00)	Julio Iñesta Mena	The Story of an Hour
	Sheila España Alonso	The Fall of the House of Usher
	M^a Victoria Escorial Esgueva	Death by Landscape
	Silvia Espinosa Gómez	As Birds Bring Forth the Sun
	Patricia Fernández Posado	Life of Pi
SPEAKING SESSION 3 12 April	Ana Hernández Velasco	The Storm
	María Cinta Jeréz Hernández	The Story of an Hour
	Javier Gómez Ventura	The Cask of Amontillado
	Mónica Francisco Delgado	This is a Story
	Alicia Gutiérrez	Life of Pi
	Laura González Diego	Rip van Winkle
SPEAKING SESSION 4 4 May	Beatriz Garrido Martínez	The Story of an Hour
	Sara Fernández Sastre	Editha
	María Encina González	A White Heron
	Cristina González López	The Fall of the House of Usher
	Patricia Herranz	The Cask of Amontillado
SPEAKING SESSION 4 5 May	Alexandra Gallego	Editha
	María Gallego Tena	Moby Dick
	Alejandra Gómez Checa	Young Goodman Brown
	David Herrero Martín	Young Goodman Brown
	Marco Fidalgo Sejas	Diamond Grill