Intensive Elementary Spanish

Class code: SPAN-UA 9010.002

Instructor Details
Carmen Campanario  
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Office hour by appointment

Class Details
Intensive Elementary Spanish

Mon to Thu 9:00 am – 11:00 am

Room: TBA

Prerequisites
Students must have taken the online Placement Test (score under 430)

Class Description
This course completes the equivalent of a year's elementary course in one semester and focuses on the development of communication language skills: listening, speaking, reading and writing. These four skills will be approached and practiced in order to help students immerse and interact in a Spanish language context. Grammar will be taught through a communicative approach; classroom activities will integrate the language skills mentioned above. Classes will be conducted in Spanish. Students will also attend some conferences on local current issues, and will learn behind the classroom, taking part in cultural activities such a visit to two neighborhoods well known by their street art, and art museum, and others that will be announced at the beginning of the semester, through which students will be provided with more resources to integrate the learning of language and culture.

Desired Outcomes
The primary aim of this course is that students will be able to communicate in basic communicative situations. This course also aims at developing their knowledge of the local culture, as well as their intercultural competence.

Assessment Components
- Participation, preparation, and homework: 15%
- Quizzes (three, 5% each): 15%
- Oral Presentations (two, 7.5% each): 15%
- Compositions (two, 10% each): 20%
- Midterm: 15%
- Final Exam: 20%
Class participation is a key element in language learning, and is also a very important factor in your grade. If you are absent, you cannot participate and your grade will be lowered.

Regardless of the nature of their absences, students will be held responsible for all work missed as well as for that which is due the following class (including preparation for exams). This means that if you are absent, it is your responsibility to show your instructor the homework due on the day(s) that you missed as well as the one due on the day you are in class.

Participation and preparation refer to your attendance and contribution to class activities. Participation means voluntary contribution to the class—do not wait to be asked. Your contributions should be informed and reflect the fact that you have studied the material. The grade will also respond to questions such as: Do you take part in the various exercises? Do you attempt to correct your own errors when using the language? Do you consistently speak Spanish in class? English is not allowed in this course.

Classes will be conducted in Spanish. You are required to bring to every class the Aula del Sur book or any other material required by your instructors. Since there will be little formal presentation of the grammar in class, students are expected to read each lesson carefully, learn the vocabulary for each chapter and do the grammar exercises listed in the course schedule as homework before coming to class. The instructors will be counting on this, and their main job will be to clarify doubts, exceptions and difficult cases. There will be a large amount of homework and preparation each day, so make sure to keep up with all assignments. You will have to spend a minimum of 2 hours per day in order to keep up with the fast pace of the class.

Assignments

WORKBOOK/ MATERIAL COMPLEMENTARIO
Workbook assignments will be checked for completion on a daily basis. The exercises in the workbook should be self-corrected in a contrasting ink color using the key. Note that for some of the exercises, answers are not included in the key.

NYU CLASSES (ex Blackboard) HOMEWORK:
Occasionally, students will be provided with additional homework uploaded on NYU Classes. NYU Classes homework should be printed and prepared for the dates marked on the course schedule, and it will be checked in class.

QUIZZES:
Quiz days are marked on the course schedule, but your instructors may assign additional ones as they see fit.

TWO ORAL PRESENTATIONS:
There will be two 5-7 minutes long oral presentations. They can be individual or in pairs. For each presentation, students must prepare three questions for their classmates. The first week of classes, professors will hand in a list of topics.
TWO COMPOSITIONS:
There will be two compositions of 150 and 200 words respectively. The first version will be written in class. The second and revised version will be typed written at home. Students will receive guidelines for error correction. They need to revise each composition and hand in the revision accompanied by the first draft. Compositions will be typed, Times New Roman 12, double-spaced.

MIDTERM AND FINAL EXAM: Both exams will be two-hour long. They will include grammar and vocabulary exercises, and a composition. No dictionaries will be allowed.

Assessment
Expectations

Grade A:
All requirements are met. Interesting content and presentation; ideas developed with sufficient examples; substantive, thorough development of thesis, relevant to assigned topic. Supports ideas with specific, appropriate evidence. The student writes comprehensive essays / exam questions and his /her work shows strong evidence of critical thought and reading.
Appropriate level of complexity in syntax with very few errors, if any. Excellent use of preterit/imperfect, indicative/subjunctive, verb/subject agreement, verb sequence, number and gender agreement, prepositions, etc.
Logical progression of ideas with well-executed transitions, fluent expression, ideas clearly stated, succinct, cohesive. The writer arranges the details supporting the topic sentences and the paragraphs supporting the thesis in a logical and orderly sequence. Sentence structure is fluid.
Uses appropriate and varied vocabulary, sophisticated range, effective word/idiom choice and usage, English influence not apparent.
Written works: Correct spelling (including accents) and punctuation. Composition typed with correct format as specified.
Oral: Fluent according to the level.

Grade B:
The student shows a good understanding. Interesting content; adequate range. Could improve with the addition of several sentences or paragraphs.
Effective but simple syntax, minor problems in complex constructions, several errors of agreement, tense, mood, word order, but meaning seldom obscured.
Logical progression of ideas but often lacks transitions. Loosely organized but many ideas stand out, logical but incomplete sequencing.
Vocabulary: Adequate range with some variety; occasional errors of word, form, choice, usage, but meaning not obscured.
Written works: Occasional errors of punctuation, capitalization, paragraphing, spelling.
Oral: Errors of pronunciation don't affect comprehensibility.

Grade C:
Work is acceptable and shows a basic grasp of the research problem.
Errors frequently affect comprehensibility. Problems in complex constructions, tense, agreement, word order, articles, pronouns and prepositions. Some control of basic structures, tense, agreement, word order, articles, pronouns, and prepositions.
Grade D:
The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research. Inadequate development of topic, redundancy, shift in point of view, points not sustained or not fully developed. Details do not support ideas. Short. Errors affect comprehensibility. Very little control of basic structures, frequent problems in simple and complex constructions, tense, agreement, word order, articles, pronouns, and prepositions. Gaps in logic or no transitions, somewhat choppy; illogical sentence structure, ideas disorganized; examples, details, explanation follow an illogical order. Lack of variety in word choice, frequent errors of word, form, choice, usage, meaning confused or obscure. Problems with ser/estar, por/para, false cognates, etc. Literal translations. Numerous errors of punctuation, capitalization, paragraphing. Numerous English spelling. Numerous errors of pronunciation affect comprehensibility.

Grade F
Cursory; gives the impression of writing just to complete the assignment. Little substance, no development of topic, directions not followed. Too short.
Message is largely incomprehensible due to inaccurate grammar, which alters or obscures it. Reader must know English to comprehend much of the message. Disorganized; appears to have been written as thoughts occurred to the writer, non-fluent, ideas confused or disconnected, lacks logical sequencing and development. Few, if any logical connections.
Only elementary vocabulary. Use of words in English.
Numerous and serious errors of pronunciation affect comprehensibility.

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Exams and Submission of work
Midterm and final exams dates cannot be changed under any circumstance.
Midterm exam dates will be scheduled with each professor and it must be before the break. Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from examination (with authorization, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, or an increased weighting on an alternate assessment component, etc.).
Written work due in class must be submitted during the class time to the professor.
NYU Buenos Aires has a **strict policy about course attendance**. Students should contact their class teachers to catch up on missed work but should NOT approach them for excused absences.

Absences due to illness must be discussed with the Assistant Director for Academics Affairs, Maria Pirovano Peña **within one week** of your return to class. A doctor note excusing your absence is mandatory.

**The date on the doctor's note must be the date of the missed class or exam**

Absence requests for non-illness purposes must be discussed with the Assistant Director for Academics Affairs, Maria Pirovano Peña prior to the date(s) in question. If students have more than two unexcused absences they will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade.

If students have more than four unexcused absences they will fail the course.

**Intensive Languages Courses:** students who have more than three unexcused absences will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade. Those students who have more than five unexcused absences will fail the course.

Each class has a duration of two hours. **Missing one class represents one absence. Occasionally a class can have a duration of four hours (field trips, for example). In this case missing the class represents two absences.**

Students are responsible for making up any work missed due to absence. NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or earlier departures (10 minutes after the starting time or before the ending time) will be considered one absence.

Please note that for classes involving a **field trip or other external visit**, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion. Holidays’ make up classes are mandatory as regular scheduled classes.

**Late Submission of Work**

Late work should be submitted **in person** to the Assistant Director for Academics Affairs **during office hours** (Mon – Fri, 9.30 am to 5 pm), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academics Affairs and will write the date and time of submission on the work, as above.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale.

Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.

**Please note** end of semester essays must be submitted on time.

**Plagiarism Policy**

The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

All your written work must be submitted as a hard copy AND in electronic form to the
It is expected that students follow the rules on academic honesty and intellectual integrity established by NYU University.

**Required Text(s)**

Textbooks

**Supplemental Texts(s)**

- Workbook and *Material Complementario* in MasCopies Centro de Copiado, Av. Santa Fe 2653 - Local 3 subsuelo, Tel 4821-2127.

**Note: This syllabus is subject to change**

**Week 1**

Feb. 13, 14, 15
- Feb.11, 12: Holidays
- Feb.15: make up for Feb 11

Textbook: *Aula del Sur 1*

**Unidad 1**

- Personal pronouns. Tú and vos.
- Gender. Singular and plural nouns.
- Request and give personal information.

*Conocer: Argentina y South America*

**Week 2**

Feb.18-22
- Feb 19: Faculty networking activity for Feb 20
- Feb 22: make up for Feb 12

Textbook: *Aula del Sur 2*

**Unidad 2**

- Prepositions: some uses of a, con, de, por y para. Personal pronouns. Articles and adjectives.
- Language functions: expressing interests, wishes, intentions and purposes. Talk about yourself and other persons.
- Lexical contents: free time activities, hobbies; places and events in Buenos Aires.

*Conocer: "El español en el mundo"*

Field Trip: Graffiti tour (street art in Villa Crespo and Colegiales neighborhoods)

**Week 3**

Feb.25-28

Unidad 3 (Unidad 8: selection)

- Interrogative words: “Who, what, when, where, how, how much, how many” questions.
- Language functions: finding and describing places and landscapes; describing and defining places, objects and persons; expressing location; describing the weather. Asking for location and directions, giving directions.

Conocer: The city of Buenos Aires and the neighbourhoods.

Quiz 1

Week 4

Unidad 4
Language functions: expressing needs and preferences; identifying objects; asking about products and prices; buying clothes and everyday items.
Lexical contents: Clothes, everyday items, colours. Numbers since 100. Habitual expressions and phrases for shopping.

Conocer: Typical clothes in Argentina.

Unidad 5
Language functions: describing a person; talking about appearance and personality; expressing likes and dislikes; contrasting likes and dislikes; asking about likes and preferences; talking about family relationship.
Lexical contents: habits and routine; the families; moods and feelings; meals and restaurants.

Conocer: Cultural activities en South America and Argentina.

Week 5

Unidad 6
Grammar contents: irregular verbs in present tense; reflexive verbs; yo también/tampoco, yo sí/no, adverbs for frequency. Direct and Indirect objects. The future (periphrastic form): ir a + infinitive.
Language functions: talking about habits and routines; contrast habit and routines; asking and answering about the time; expressing frequency for habits. Talking about plans and projects.
Lexical contents: habits and routines; adverbs for frequency; the time; the parts of the day.
Conocer: Routines and everyday life in Buenos Aires.

Oral presentation 1
Quiz 2

Unidad 7
Grammar contents: irregular verbs in Present Tense. Object direct; object direct pronouns. Impersonal "Se"
Language functions: interacting in a restaurant; asking and giving information about food and meals.
Lexical contents: food and meals.
Conocer: latin, argentine and porteño cuisine

Week 6

Unidad 9
Grammar contents: past tense (regular and irregular verbs); present tense. Object pronouns.
Language functions: talking about life experiences; asking about past events.
Lexical contents: adverbs of frequency; discourse markers.
Conocer: Significant persons in Argentina; significant past events.
Midterm: March 21

**March 25-28**

Spring Break

**Week 7**

- **Apr. 3-4,5**
  - Textbook: Aula del Sur 2
  - Unidad 1. Unidad 2. Unidad 3 (selection)
  - Review: Present and Past Tenses. Verb *gustar*
  - Grammar contents: "parecerse"; demonstratives; conditional for courtesy; *estar* + gerund; adjectives
  - Language functions: interacting in codified social situations; describing physical appearance; asking for favors and for permission; requesting and giving permission; accepting and declining invitations.
  - Lexical contents: habitual phrases and expressions for language functions mentioned above; formal and informal expressions.

- **Apr. 1, 2:** Holidays

- **Apr. 5** make up for Apr. 1

(U nidad 4: not included)

**Unidad 5**

- Language functions: telling stories and anecdotes; talking about plans and projects; talking about free-time activities.
- Lexical contents: free time; trips and vacations; places and landscapes.

Conocer: Places and travel destinations in Argentina and South America

**Week 8**

- **Apr. 8-12**
  - Unidad 6
  - Grammar contents: Impersonal "se"; more uses of *ser* and *estar*; conjunctions: *y*/*pero*/*además*. *Se puede* + infinitive. Direct and indirect objects.
  - Language functions: talking about food and meals; explaining how to prepare a recipe; talking about eating habits; organizing a dinner.
  - Lexical contents: food and meals; weight and measure.

Conocer: Sabores del Sur (regions and food in Argentina).

- **Apr. 12** make up for Apr. 2

**Unidad 7 - Unidad 8 (selection)**

- Grammar contents: uses of *Pretérito* and *Pretérito Perfecto* (review). Use of Conditional: *me/te/le/nos/les gustaría* + infinitive; uses of *deber*: *debe/debés* + infinitive, *debía* / *debías* + infinitive. Verbs *parecer, caer bien/mal*
- Verb *doler*, uses of *ser* and *estar*. *Lo mejor es* / *tener que* + infinitivo.
- Language functions: talking about past experiences; expressing wish to do something; describing physical symptoms; giving advice and recommendations.
- Lexical contents: places and events; parts of the body; gestural language.

Conocer: Images of beauty. Gestural language.

Composition 1 (first version)

**Week 9**

- **Apr. 15-18**
  - Unidad 9 - Unidad 10
  - Grammar contents: *Preterito* and *Pretérito Imperfecto*. Uses of *Pretérito Imperfecto*.
description and habitual actions in the past. Temporal markers in the present and in the past (antes, ahora, ya no/todavía + present; en aquella época, en esos años; cuando era chico/a, etc.). Comparatives. Contrast: Preterito / Pretérito Imperfecto. Estar + Gerund in the past.

Language functions: talking about habits and routines in the past; locating actions and events in the past and in the present; telling about stories and real or fictional anecdotes; debating and discussing.

Lexical contents: the past and recent events in Argentina.

Conocer: Recent and past events in Argentina history.

Oral presentation 2
Quiz 3
Composition 1 (second version)

Week 10
Apr.22-26
Apr. 26: make up for May 1

Unidad 11

Language functions: giving advice and recommendations; giving instructions.

Lexical contents: advertising, announcements

Conocer: Advertising in Argentina.

Unidad 12
Grammar contents: Futuro Simple. Temporal markers for the future: el mes que viene, el año que viene, dentro de diez años, etc. Uses of Futuro Simple. Conditional Clauses: Si + Presente / Futuro. Expressions for hypothesis and suppositions about the future: seguramente, probablemente, posiblemente, seguro que, supongo que.

Language functions: Telling about future actions and situations; expressing conditions and suppositions about the future.

Lexical contents: Environment.

Conocer: Environment issues.

Excursion: Xul Solar Museum

Week 11
Apr.29- 30
May 1: Holiday
May 2 - 4: NYU BA Field Trip

Textbook: Aula del Sur 3 or Material Complementario (TBA)

Grammar contents: Present Subjunctive (regular and irregular) in Nominal Clauses. Subjunctive after expressions of volition, influence and emotion.

Language functions: Expressing wishes, emotions; expressing advice, suggestions, recommendations, prohibitions, commands; expressing expectations.

Lexical contents: Relationships. Expressions for social occasions.

Conocer: Social occasions (birthdays, weddings, etc.)

Week 12
May 6-10
May 10: make up for May 2


Language functions: telling about the future, expressing future conditions

Lexical contents: the professions, the working world

Conocer: The working world in Argentina.

Indicative after expressions with verb “ser”. Doubt, possibility. Opinion.  
Language functions: introducing opinions; expressing assessments and evaluations; expressing possibility. Expressing agree and disagree.
Lexical contents: expressions for doubt, possibility, assessments, opinion.
Conocer: Media. Social issues.

Composition 2 (first version)

**Week 13**  
May 13-16  
Grammar contents: Present Subjunctive and Indicative in Relative Clauses.  
Language functions: describing objects, uses and functions; defining persons and places.  
Lexical contents: Home design  
Conocer: Designers and designs in Latin America and Argentina.

Review: uses of Subjunctive.

**Week 14**  
May 20-23  
Review  
Language functions: telling stories and anecdotes; expressing opinions, expectations, assessments, emotions.  
Lexical contents: Living and studying abroad.

Composition 2 (second version)

**Week 15**  
May 27-30  
FINAL EXAM

Classroom Etiquette  
The use of BlackBerrys, phones and IPods in class is forbidden, as well as computer for non-academic purposes.  
To eat in class is not allowed.

Required Co-curricular Activities  
Field Trips: Graffiti Tour, Xul Solar Museum. Other activities announced at the beginning of the semester.

Mandatory Faculty Networking Activities: TBD

Suggested Co-curricular Activities  
Non-mandatory Faculty Networking Conferences and activities organized by Student Life are strongly recommended in order to gain more contact with Spanish and local reality.

Your Instructors  

**Carmen Campanario**  
Carmen Campanario obtained her PhD. in Hispanic Language and Literatures at Boston University (2009). Her dissertation, “Theaters and Theatricality in Julio Cortázar’s Short Stories,” explores the interactions between literature and theater. Campanario is interested in
the link between Hispanic language and literatures, theater, and education. Teaching is an enormously enriching experience for her as well as the natural continuity of her scholarly passion. She has developed her teaching experience at public and private institutions, both in Argentina and in the U.S.A. She has worked as a private tutor of Spanish, Latin, Greek, and French. Boston University granted her a Teaching Fellowship that allowed her to teach Spanish for many years. She was recognized for her pedagogical achievements with the Outstanding Teaching Fellow Award as well the honor of teaching in the very competitive Madrid Summer Program. Campanario is the author of the program “Spanish through Theater” for Boston University (2009). In Buenos Aires, Prof. Campanario has taught Spanish at Universidad de San Andrés. She teaches at NYU Buenos Aires since Spring 2011, where she also developed the Contemporary Argentine Theater course.

**Vera Cerqueiras**

Vera Cerqueiras has a degree in Literature and Linguistics from the University of Buenos Aires and a MA from the University of Barcelona, in Spanish Teaching as a Second Language. She has been the academic coordinator of the Department of Spanish as a Foreign Language of the University of Buenos Aires from 1999 to 2008. Currently, she is the Academic Coordinator of Spanish of the Council in International Educational Exchange (CIEE) Buenos Aires Study Center, at the Facultad Latinoamericana de Ciencias Sociales (FLACSO). Also she teaches Spanish at NYU Buenos Aires since 2008. She trains teachers in Spanish as a second language in Argentine at workshops, lectures, and courses and she took part as an expert in many international projects of cooperation for academic and technical assistance.

Her work focuses on the relationship between language and culture, and in the development of didactic material in order to improve the proficiency in Spanish language by non-native speakers.