Intensive Spanish for Advanced Beginners

Class code  SPAN-UA 9015.001

Instructor Details  Susana Benedek
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(005411) 4828 5200
1554211662
Office hour by appointment

Class Details  Intensive Spanish for Advanced Beginners
Monday to Thursday from 9:00 to 11:00
Room: to be confirmed

Prerequisites  Prerequisite: V95.0010 or equivalents, or passing grade on qualifying examination.

Class Description  Intensive Spanish for Advanced Beginners is a six-credit intensive language course designed to help students with limited knowledge of Spanish strengthen their language skills and develop their cultural competency. The course covers the material of Spanish 2 and Spanish 3 in one semester. Successful completion of this course prepares students for a fourth semester college Spanish language course.

Desired Outcomes  By the end of the semester, students will be able to demonstrate knowledge of reading and writing skills at the appropriate level. They will be able to read, write, speak and present information in Spanish with more fluency and confidence.
## Final Grade Distribution

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class-work (performance, preparation, and participation)*</td>
<td>25%</td>
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<tr>
<td>Written assignments</td>
<td>10%</td>
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<tr>
<td>Homework (completed and corrected)</td>
<td>15%</td>
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<tr>
<td>Oral presentation</td>
<td>10%</td>
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<td>Tests</td>
<td>20%</td>
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<tr>
<td>Midterm exam</td>
<td>10%</td>
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<tr>
<td>Final exam</td>
<td>10%</td>
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### Assignments

Classes will be conducted in Spanish. You are required to bring to class Imagina: español sin barreras and the Student Activities Manual every day. The daily class assignments are listed on the course syllabus. You are expected to be thoroughly familiar with the material for each day BEFORE coming to class. This includes: (1) knowledge of vocabulary prior to the class where vocabulary is used and discussed; (2) knowledge of the grammar point being presented in such a way that you can assist the instructor in grammar explanations; (3) knowledge of cultural background given for movies and literary discussions; (4) knowledge of the assigned readings.

### Homework: Workbook

This assignment is to be handed in to the instructor on the day stated on the syllabus. The exercises in the Workbook (WB) should be self-corrected in a contrasting ink color using the key in blackboard. Note that for some of the exercises, answers are not included in the key. Workbooks will be checked every day and collected every test day for grading. In the second part of the workbook you will find Ejercicios adicionales (EA). These are more exercises to practice.

### Examinations

There will be six tests during the semester. Three during the first 6 weeks, and three during the second half. No make-up tests will be given. Be sure to attend class on the day of the test. There will be one midterm and one final exam. The lowest test grade will be dropped.

### Written assignments

Mi Diario should be typed on a sheet of paper (double space) and turned in separately. For each entry, you are expected to write 150 words. Late or incomplete homework will NOT be credited. You will turn in your rewrite for each assignment after your instructor reviews, comments, and returns the first version of Mi Diario to you.

In the second half of the semester there will be two compositions (250-300 words). The first draft will be done in class. After pointing out your errors, you will make the necessary

* Performance and preparation refer to your contributions to the class activities. They should be informed and reflect the fact that you have studied the material. Participation means voluntary participation -don’t wait to be called upon.
corrections and then submit a final draft. The grade is an average of the marks got for the two compositions.

**Oral Presentation** We will have two oral presentations during the semester: 1) a “Show and Tell Presentation”. The student will choose an item belonging to the culture of any Spanish speaking country and research the chosen item using Spanish sources. On the assigned day the student will bring the item to class and describe it to the class. The student will explain why she/he thinks it is important for us to know about this particular item. The presentation cannot be read, it must be presented. Create a vocabulary list for the other students, and bring at least three questions based on your presentation for them to answer. Type the presentation and hand it in to your instructor. You will have 10 minutes for your presentation and the open discussion, so manage your time accordingly. You will be evaluated on time management, as well as delivery, content, pronunciation, and grammatical accuracy. Be prepared to answer your classmates’ questions as well.

2) A ten-minute oral presentation “Situaciones”. These are short dialogues that you will present in class with a partner. You will write a sketch to be performed during the class.

### 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 man ideas stand
out, logical but incomplete sequencing
Vocabulary: Adequate range with some variety; occasional errors of word, form, choice,
usage, but meaning not obscured.
Occasional errors of punctuation, capitalization, paragraphing, spelling.
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,
Gaps in logic transitions. The work fails to organize findings coherently and is in need of
improvement. Non-specific vocabulary. Word repetitions, false cognates. Errors of punctuation,
capitalization, paragraphing, spelling. Some English spelling.
Frequent errors of pronunciation affect comprehensibility.

**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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<thead>
<tr>
<th>Grade conversion</th>
<th>100-93</th>
<th>A</th>
<th>76-73</th>
<th>C</th>
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<td>92-90</td>
<td>A-</td>
<td>72-70</td>
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<td>89-87</td>
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<td>69-67</td>
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<td>86-83</td>
<td>B</td>
<td>66-60</td>
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<td>82-80</td>
<td>B-</td>
<td>59-0</td>
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<td>79-77</td>
<td>C+</td>
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Exams and Submission of work

Final Exam dates cannot be changed under any circumstance.
Mid term 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.

Attendance Policy

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,
María 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, María Pirovano Peña prior to the date(s) in question.
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% or 25% 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. For those
courses that meet once a week (four hours block), missing one 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 instructor.

It is expected that the student follows the rules on academic honesty and intellectual integrity established by NYU University.

**Required Text(s)**


Cita en Recoleta, Virginia Espinosa, en CLAVE ELE. ISBN 2-09-034184-X
Note: This syllabus is subject to change

**Week 1**

**February 13 - 15**

LECCIÓN 1 *Sentir y vivir*

- Sustantivos, artículos y adjetivos
- Presente del Indicativo
- La hora
  - Canción *Limón y sal* (Julieta Venegas)

**Homework**

Workbook 1-4, Ejercicios adicionales 5-6

**Week 2**

Ser, estar, haber y tener

- Gustar y similares
- Presente progresivo

  - Canción *Me gustas tú* (Manu Chao)
  - Cortometraje *Momentos de estación*

**Homework**

Workbook 5-11, Mi diario 1 (composición)

PRUEBA LECCIÓN 1

**Week 3**

LECCIÓN 2 *Vivir en la ciudad*

- Pretérito regulares e irregulares
- Imperfecto
  - Contraste Pretérito e Imperfecto
  - Pronombres posesivos
  - Canción *El oso* (Morris)

**Homework**

Workbook 12-20, Mi diario 2 (composición)

**Week 4**

Contraste Pretérito e Imperfecto

- Cortometraje *Adiós mamá*

PRUEBA 2 LECCIÓN 2

**Week 5**

- Presente del subjuntivo en cláusulas nominales
- Pronombres de objeto directo e indirecto
- Mandatos

Cortometraje *Encrucijada*

**Homework**

Workbook 26-32, Mi diario 3 (composición)
<table>
<thead>
<tr>
<th>Week 6</th>
<th>PRUEBA 3 LECCIÓN 3</th>
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<tbody>
<tr>
<td>March 18 - 21</td>
<td>Repaso para midterm</td>
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<td>MIDTERM</td>
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| March 25 - 31 | SEMESTER BREAK      |

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<tr>
<th>Week 7</th>
<th>LECCIÓN 4  Generaciones en movimiento</th>
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<tr>
<td>April 3 - 5</td>
<td>Subjuntivo en cláusulas adjetivas</td>
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<td>Verbos reflexivos</td>
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<td>Pronombres demostrativos</td>
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<td>Canción  Necesito (Sui Generis)</td>
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<td>Workbook 33-40</td>
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<tr>
<th>Week 8</th>
<th>Verbos reflexivos</th>
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<tbody>
<tr>
<td>April 8 - 12</td>
<td>Subjuntivo en cláusulas nominales y adjetivas</td>
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<td>Por y para</td>
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<td>Cortometraje Raíz</td>
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<td>Lectura  Cita en Recoleta</td>
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| FIELD TRIP APRIL 12: CEMENTERIO DE RECOLETA |

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<th>Week 9</th>
<th>PRUEBA 4 lección 4</th>
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<tr>
<td>April 15 - 18</td>
<td>COMPOSICIÓN 1</td>
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<td>LECCIÓN 5  Las riquezas naturales</td>
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<td>El futuro</td>
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<td>Pronombres realtivos</td>
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<td>Canción  La balsa (Litto Nebia)</td>
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<td>Homework</td>
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<td>Workbook 41 - 48</td>
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**Week 10**

April 22 - 26

Pronombres reales

Qué vs. Cuál

LO neutral

Cortometraje **El día menos pensado**

PRUEBA 5 lección 5

Homework

Ejercicios adicionales

**FIELD TRIP APRIL 26: Belgrano**

**Week 11**

April 29 - 30

LECCIÓN 6 **El valor de las ideas**

Subjuntivo en cláusulas adverbiales

Adverbios

Homework

Workbook 49-50

**LUNCH: APRIL 29: ÑOQUIS DEL 29**

May 2 - 4

Field trip

**Week 12**

May 6 - 10

Subjuntivo en cláusula nominales, adjetivas y adverbiales

Comparaciones y superlativos

Canción **Resistiré** (Dúo Dinámico)

COMPOSICIÓN 2

Homework

Workbook 50-52

**Week 13**

May 13 - 16

Subjuntivo imperfecto

Subjuntivo presente vs. imperfecto

Cortometraje **El ojo en la nuca**

Canción **Si yo fuera Maradona** (Manu Chao)

PRUEBA 6 lección 6

Homework

Workbook 53-57

**Week 14**

May 20 - 23

SITUACIONES ORALES

Repaso para el examen final

**Week 15**

May 27 - 30

EXAMEN FINAL
**Classroom Etiquette**

The use of Blackberrys, phones and IPods in class are forbidden.

**FIELD TRIPS TBC**

Ciudad Universitaria y Ecoaldea Veltropa
Zona Norte

**Your Instructor**

Susana Benedek joined NYU in Buenos Aires for the second time in 2008. She joined NYU in Buenos Aires for the first time in 2000. She was appointed regular Spanish teacher at elementary level. She also undertook the coordination of city tours and cultural outings for the students. She obtained her degree in Architecture from Universidad de Buenos Aires in 1992, and holds diplomas in Teaching Spanish as a Foreign Language from the Ortega y Gasset Foundation and the Speak Spanish Institute, both in Buenos Aires. She has more than 25 years experience teaching foreign languages, both as a classroom teacher and privately. Since 2010 she has been attending the courses of Master Spanish as a Foreign Language at the National University of Córdoba. In 2010 Lecturer at the II. International Congress of Teaching Spanish as a Foreign Language in Rosario.

A third-generation Argentine-Hungarian, Susana is the author of Beszéljünk magyarul 1, 2, 3 (Let’s speak Hungarian 1, 2, 3), and Írjunk magyarul 1 (Let’s write in Hungarian 1), both published in Buenos Aires, 2008. She illustrated the girl-scout handbook Leánycserkészek könyve 1(1991) and Leánycserkészek könyve 2 (1998). She is also a regular columnist of the Hungarian-Spanish newspaper in Buenos Aires, Magyar Hírlap. In addition, she produced, directed and conducted a weekly cultural radio program, Hungría Cerca during two years (2008-2010). Since 2008 she belongs to the Committee of Hungarian Pedagogical Editors, founded in Sweden by the European Hungarian Communities.

Since 1980, Susana has also been involved in formal instruction as a scout leader, conducting or lecturing in several leadership training courses in Argentina, Brazil, Austria and the United States. The activities include program development, lesson planning, exam preparation, and coordination of group activities.