Intensive Intermediate Spanish

Class code: SPAN-UA 9020.002

Instructor Details:
Beatriz Autieri
bna1@nyu.edu
Miguel Rosetti
mr2944@nyu.edu
Office Hour: by appointment

Class Details:
Intensive Intermediate Spanish
Monday to Thursday at 9 am to 11 am
Room: TBA

Prerequisites:
Intensive Elementary Spanish, Beginners II, or online Placement Test (Score 510 -600)

Class Description:
Spanish 95.9020 is a six-credit intermediate level course that covers the equivalent of one year of intermediate Spanish (V95.0003 and V95.0004, or V95.0018 and V95.0004) in one semester. Classes will be conducted in Spanish.

Class Performance:
Performance and preparation refer to your contributions to the class activities, as well as homework and workbook. 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. You are required to bring to class Imagina. Curso intermedio de lengua española or when indicated in the syllabus, other books or materials needed for the class.

Homework:
You are responsible for completing the required material before class recitation as stated on the syllabus. Although there will be some formal presentation of the grammar in class, you are expected to read each lesson carefully, learn the vocabulary for each chapter and do the grammar exercises listed in the syllabus as homework before class.

Workbook:
Workbooks will be collected periodically for grading. Your instructor may choose to check homework every class session.

NYU Classes (ex Blackboard):
This class has a Course Web Page that contains additional grammar explanations, exercises, composition topics, and texts. The material uploaded will be available at Mas Copies, the print...
To be able to access the Course Web Page you must activate your NYU home account; to do so, login on http://start.nyu.edu and follow the step-by-step instructions.

Compositions
There will be five compositions of 350 words each, the first four in two versions; the fifth composition will have only one version. The first version will be handwritten in class, the final version has to be typed, double-spaced on a computer. The first version of your composition will be returned to you with errors marked according to a correction key. After making all necessary corrections you will submit the final version along with the first one by the date indicated in your syllabus. Do not change the content of the first version regardless of the grade you received in the first draft unless your instructor tells you to do so. Both versions will be assigned a grade, each grade is worth 50% of the final composition grade. The final grade will reflect both the quality of the first version and the improved second version. Class time will be set aside for discussion of grammatical points, style, or other specific problems that may recur in your written work.
Written work will be evaluated considering not only its content, but also specially grammar, vocabulary, spelling and presentation aspects.

Readings
When preparing reading assignments, bear in mind that you will be expected to analyze and discuss the content, to use the vocabulary introduced with each text and to prepare the exercises that follow each reading.

Desired Outcomes
The goals of this course are to provide you with the opportunity to improve your oral and written communication skills in the language, by applying all the grammar rules you have learned and will be reviewing. You will be expected to substantially increase your working vocabulary and make solid progress in reading and writing skills.

Assessment Components
Grade Breakdown: Final grades are calculated over the following percentages:

Class performance: 12%
Compositions (5):
  1- 4 compositions 24% (6% each)
  5 - Final composition 10%

Workbook and NYU Classes 5%

Exams: 4 modular exams 24% (6% each)
  Exam on novel 10%
  Final Exam 25%

Total: 100%
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.
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

<table>
<thead>
<tr>
<th>Grade conversion</th>
<th>100-93</th>
<th>A</th>
<th>76-73</th>
<th>C</th>
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<tbody>
<tr>
<td>92-90</td>
<td>A-</td>
<td>72-70</td>
<td>C-</td>
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<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
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<tr>
<td>86-83</td>
<td>B</td>
<td>66-60</td>
<td>D</td>
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<tr>
<td>82-80</td>
<td>B-</td>
<td>59-0</td>
<td>F</td>
<td></td>
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<tr>
<td>79-77</td>
<td>C+</td>
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Exams, Final Exam and Composition dates cannot be changed under any circumstance.
Written work, exams and compositions due in class must be submitted during the class time to
the professor. They will not be accepted by e-mail.

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.
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 one hour and half or 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.

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**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.

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**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 students follow the rules on academic honesty and intellectual integrity established by NYU University.

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**Required Text(s)**


Mandatory novel: TBA

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**Supplemental Texts(s)**

*Material Complementario*, at MasCopies, 2653 Santa Fe Ave., Local 2, Tel 4821-2127.
Note: This syllabus is subject to change

Week 1

Course Introduction, Generations: Vocabulary [p. 120], Short Movie [p.122 and 126 (ex. 1 and 2)], The subjunctive in adjective clauses [p.134-135 and NYU Classes material], Reflexive verbs [p.138-139], Para and Por [p.142-143]

February 11 - 15
11 & 12: Holidays
Fri 15: make up for Feb 11

Workbook p. 31, 34, 35

Week 2


February 18 – 22
Wed 20: Holiday
Fri 22: make up for Feb 12

Workbook p. 36, 37 (ex.3), 38-39.

19-02: First Composition (First Version)

22- 02: Field Trip. Graffiti Tour.

Week 3

Personal Relations [p.4 and 6]; Short Movie; Present Tense Review [p.12-13, 18-19]; Ser, Estar and Haber [p.22-23]; [NYU Classes Material and activity on “El hijo de Hernández”]

February 25 – 28

Workbook p. 44, 46 (ex.1-3), 51.

25-02: Exam I (Chapters 4-5)

Week 4


March 4 – 9

Workbook p. 4 (ex.2), 5 (ex.4,5), 9 (ex.5), 14 (ex.1 and 2)

5-03: First Composition (Final Version)

Week 5

Reading and BB material; Media, [p.80] Short Movie [p.82, 86 (ex 1 and 2)]; Accent [NYU Classes material], The subjunctive in noun clauses [p. 94-96] Activity on “Ojalá que llueva café”. Mandatos [p. 100-101].

March 11 – 15

12-03: Second Composition (First Version)

Workbook: p. 21 (ex.1 and 2).
Week 6

March 18 – 22

Object Pronouns [p.104-105 and NYU Classes Material]; Reading and exercises on “Ritmos argentinos”. Exam Review.

21-03: Exam II (Chapters 1 -3)

Week 7

March 25 - 29

Semester Break

Week 8

April 1 - 5

1-2: Holidays
Fri 5: make up for April 1

Ideologies, Vocabulary and Short Movie [196 -198], Reading on “Derechos Humanos en Argentina” [NYU Classes material]; The subjunctive in adverbial clauses [210-211]; Imperfecto, Subjunctive [p. 214-215]; Comparative and superlatives [218 -219].

4-04: Second Composition (Final Version)

Workbook: 54-55

Week 9

April 8 – 12

Fri 12: make up for April 2

Working Perspectives, Vocabulary and Short Movie [234-236 (ex.1)]; Reading on “Situación laboral en Argentina” [NYU Classes material], Differences between Presente Perfecto Indicative and Subjunctive [p. 248-249, 402], “Se” pronoun and its uses [p. 254-255 and NYU Classes material]

Workbook: 58 (ex.1), 60, 61; 66 (ex.1), 67.

08-04: Third Composition (First Version)

11-04: Exam III (Chapters 5 -6)

Week 10

April 15 – 19


17-04: Third Composition (Final Version)

Week 11

April 22 – 26

Fri 26: make up for May 1


23-04: Fourth Composition (First Version)

Workbook: 74, 76, 77, 78, 79, 81, 84 (ex. 2)

Field Trip
### April - May 29 – 3


Workbook: 86 (ex.2). 88

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<thead>
<tr>
<th>Week 12</th>
<th>Negative and Indefinite expressions [p. 354-356], Immigration in Argentina. Exam Review. Reported Speech [NYU Classes material]</th>
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<tbody>
<tr>
<td>May 6 – 10</td>
<td>06-05: Fourth Composition (Final Version)</td>
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<tr>
<td>Fri 10: make up for May 2</td>
<td>Workbook: 91 (ex. 2 and 3)</td>
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<td>07-05: Exam IV (Chapters 8-10)</td>
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<th>Week 13</th>
<th>Literature [NYU Classes material].</th>
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<tbody>
<tr>
<td>May 13 – 17</td>
<td>13-05: Final Composition (in class)</td>
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<th>Week 14</th>
<th>Literature [NYU Classes material] and Overall review.</th>
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<tr>
<td>May 20 - 24</td>
<td>22-05: Exam on Literature</td>
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<th>Week 15</th>
<th>Final exam within this week.</th>
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<td>May 27 – 31</td>
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<th>Classroom Etiquette</th>
<th>The use of Blackberrys, phones and IPods, as well as computers for non-academic purposes is forbidden.</th>
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<td></td>
<td>To eat is not allowed in class.</td>
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<td>To show lack of respect to others' opinions and/or beliefs is not allowed.</td>
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<th>Required Co-curricular Activities</th>
<th>Faculty Networking Activities:</th>
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<tr>
<td>- Graffiti Tour: February 22.</td>
<td>- Other mandatory Faculty Networking Activities (TBA)</td>
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Your Instructors

Beatriz Autieri

Beatriz Autieri is Professor of Undergraduate, Normal and Special Education in Liberal Arts by Buenos Aires University. She has a Teaching Spanish as a Foreign Language Training Diploma, from the Language Lab, Facultad de Filosofía y Letras, Universidad de Buenos Aires. She is undertaking a Master on Cognitive and Learning Psychology, in Flacso- Argentina and Universidad Autónoma de Madrid. She is co-author of 100 ejercicios de ser y estar, Bs. As., Voces del Sur, 2012, of Taller de Escritura Académica, material interno de Flacso-CIEE, 2011, y she has published as co-author as well Voces del sur, Español de hoy, Nivel Elemental, Bs. As., Lamsas, 2002 and Voces del sur, Español de hoy, Nivel Elemental, Bs. As., Lamsas, 2004. Prof. Autieri also teaches Advanced Grammar and Composition at NYUBA since 2008.

Miguel Rosetti

Miguel Rosetti has graduated in Argentine and Latin American Literature, at Universidad de Buenos Aires, where he is professor of Twentieth Century Literature. He is translator and currently he is undertaking a PhD on Latin-American literature at UBA. He has written several essays on these topics.