Intensive Elementary Spanish

Class code: SPAN-UA 9010.B01

Lecturer Details

Guadalupe Molina
gim1@nyu.edu
Office hours: Monday and Wednesday 11 am - 12 am (Faculty Room)

Class Details

Intensive Elementary Spanish
Mon to Thu 9:00 am – 11:00 am
Room: Ocampo

Prerequisites

Open to students with no previous training in Spanish and to others on assignment by placement tests.

Class Description

Intensive Elementary Spanish, SPAN-UA 9010, is an accelerated 6-credit course that combines Spanish for Beginners I and II. This course 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. There will be emphasis on verbal practice, which will be carried out beyond the sentence level. Use and understanding of basic grammatical terminology will also be a necessary component of the course.

Thus, in this course students will:

- Practice speaking and listening skills in the classroom setting and in small group work;
- Improve writing skills through compositions that allow self-correction;
- Improve reading comprehension skills as well as understanding of diverse Spanish-speaking
cultures through exposure to different types of reading materials and videos;

- Practice communicative functions through the following grammar topics:
  - The present tense of regular and irregular verbs,
  - The verb "gustar" to express likes and dislikes,
  - Reflexive verbs to describe one's daily routine,
  - The preterite of regular and irregular verbs to narrate events in the past.
  - The formal and informal commands to make requests,
  - The present perfect tense to refer to events that affect the present time,
  - The future and the conditional tenses to discuss future and hypothetical events.

Due to the intensive nature of the course, it is imperative to keep up with the daily assignments and come prepared to class.

**Desired Outcomes**

The immediate and ultimate goal of this course is communication in Spanish in basic communicative situations. By the end of the course, students are expected to be able to talk and write about everyday activities using present tense and reflexive verbs, to express likes and dislikes using *gustar* and other similar verbs, to narrate events in the past using preterite and imperfect forms. They are also expected to be able to command actions from others in formal and informal situations and to use future forms to talk and write about future and hypothetical events. The expression of personal opinion as well as doubts and desires is a goal as well: through the use of the subjunctive mood, students should be able to give opinions on a variety of general subjects both orally and in an essay form. Furthermore, this course aims at developing their knowledge of the local culture and the Spanish-speaking world through the use of literature, film, music and other cultural products as well as local activities and field trips. Finally, this course is also designed to enhance their intercultural competence and their language learning strategies.

**Assessment Components**

**ATTENDANCE AND CLASS PARTICIPATION**

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. For each day of class you will earn a maximum of 10 points for participation in all aspects of the class. If you are absent, you cannot participate and will not receive the points for that day. You will receive a participation grade every four or five weeks. Every late arrival or early departure (10 minutes or more) will be penalized -4 points.

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 lecturer 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 *Exploraciones* book or any other material required by your lecturers. **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 lecturers 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
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.

1. **Assigned homework.** These assignments are to be completed online at the iLrn website, you will need internet access. The site calendar tells you what exercises are due and when they are due. You have the option to do them as you study the material in the online textbook or as a list of due activities. You will be given 3 attempts at the right answer before the computer gives you the correct answer. Remember to write everything as it appears in the question for credit. Note that for a few of the exercises, answers are computer-corrected.

2. **Writing assignments.** Throughout the semester, you will complete four writing exercises. The instructions for each writing exercise are towards the end of each chapter in the textbook, and the assignment appears in the syllabus as "Redacción". A typical entry should be around 200 words. All the first versions of the first three will be done in class. Redacción 4 has only one version. You must read the instructions and prepare the assignment before coming to class. No dictionaries or notes are allowed while you write. You will be given 25 to 30 minutes in class to complete your writing exercises. You should draw on a variety of verbs, vocabulary, and constructions that you have learned, and avoid repetitive structures. Your lecturer will mark errors using the composition correction symbols (a sheet with an explanation of these symbols is available in NYUClasses › Redacciones). You will then make the appropriate corrections and turn it in, with your original, on the due date. The final version of the first three compositions will be completed at home, and it must be typed, double-spaced, TNR12, and printed before class. On the date assigned on the syllabus turn in both the first and the final versions, all stapled together. It is essential to write two versions of each composition. If you do not turn in a final version, 10 points will be deducted from the grade of your first version.

QUIZZES
A 5-15 minute quiz will be administered occasionally, generally to test verb forms. Quiz days will be announced or marked on the syllabus, but your lecturers may assign additional ones as they see fit.

EXAMS
There will be four in-class exams (examen), and a final comprehensive exam (not multiple-choice). **No make-up tests or quizzes will be given,** so make sure to attend class the day of each test.

ORAL PRESENTATIONS
There are two types of oral presentations: one short dialogue (role-play/Situaciones) that you will prepare and perform in class with a partner and one 5-minute oral presentation on a topic related to Argentina. Instructions will be given in class and will be also available on
FINAL PROJECT

Students will prepare, individually or in pairs, a final project regarding their linguistic and cultural experience in Argentina. More detailed instructions will be given in class.

**Note:** Under no circumstances is a student permitted to take an exam before the day it is scheduled; this includes the final exam. You are advised to make travel plans accordingly.

**Grade Breakdown:** Final grades are calculated over one hundred points. Failure to submit or fulfill any required course component results in failing the class.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation and Preparation</td>
<td>10%</td>
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<tr>
<td>Homework (online and handouts)</td>
<td>10%</td>
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<tr>
<td>Redacciones (3% each)</td>
<td>12%</td>
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<td>Quizzes (2% each)</td>
<td>8%</td>
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<td>Tests (7.5% each)</td>
<td>30%</td>
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<tr>
<td>Oral Presentations (6% each)</td>
<td>12%</td>
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<tr>
<td>Final Project</td>
<td>8%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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**Spanish Tutoring Sessions**

Spanish Tutoring Sessions are mandatory for all students who obtain a B- or below in any written or oral assignment. Students must enroll in the tutoring sessions with the Language Coordinator, Silvia Luppino, snl3@nyu.edu. Tutoring policies are posted on NYUClasses › Spanish Tutoring.

**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 preterite/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 main 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. Frequent 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></td>
<td>92-90</td>
<td>A-</td>
<td>72-70</td>
<td>C-</td>
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<tr>
<td></td>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
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<tr>
<td></td>
<td>86-83</td>
<td>B</td>
<td>66-60</td>
<td>D</td>
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<td></td>
<td>82-80</td>
<td>B-</td>
<td>59-0</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>79-77</td>
<td>C+</td>
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</tbody>
</table>

**Exams and Final Exam dates** cannot be changed under any circumstance. 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 lecturers 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 lecturer.

**Attendance Policy**

- NYU’s Global Programs (including NYU Buenos Aires) must adhere to a **strict policy regarding course attendance. No unexcused absences are permitted**.
- Each unexcused absence will be penalized by deducting 1% from the student’s final course grade.
- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academic Programs, Julia Tomasini, jt145@nyu.edu, **within one week** of your return to class.
- A doctor’s note excusing your absence is mandatory.
- **The date on the doctor’s note must be the date of the missed class or exam.**
- Being absent to any kind of examination must be informed at or before the time of said examination via email to Assistant Director for Academic Programs, Julia Tomasini, jt145@nyu.edu.
- Requests to be excused for non-illness purposes must be discussed with your lecturers prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your lecturer, please contact the Assistant Director for Academic Programs, Julia Tomasini, jt145@nyu.edu.
- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half or two hours. **Missing one class represents one absence. For those courses that meet once a week (three-hour block), missing one class represents two absences.**
- Students are responsible for making up any work missed due to absence.
- NYUBA 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 early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full 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.

- Make-up classes for Holidays are mandatory as regular scheduled classes.
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their lecturer and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information. Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability

Plagiarism Policy

Academic Integrity

Academic Integrity is intimately related to the teaching and learning process. Especially in acquiring skills in a foreign language, what matters is not “perfection” as much as each student's natural, authentic expression in and use of the new language. Objectives for the learning process are set in accord with what would be expected for foreign speakers' levels, not with “perfect” use. This is why it is so important that the work you do for your language class – organizing, writing, and rewriting compositions, as well as preparing oral presentations and homework – be your own, done without the help of others. This includes tutors, friends, family members, and on-line tools as well. The use of electronic translators and the excessive use of dictionaries are counter-productive for the learning process and hence must be avoided (unless otherwise indicated by your lecturer).

When writing research papers, you need to keep in mind that plagiarism also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear acknowledgment of the original source. For formatting in your papers, refer to MLA guidelines.


Required Text(s)


2. This class requires technology access. The ilrn: Heinle Learning Center course site allows you to complete and submit assignments, access an interactive online version of the textbook, and access all media and study tools. On the first day of class you must set up an
account with our textbook website. In order to do so, you must:
- Go to [http://ilrn.heinle.com](http://ilrn.heinle.com)
- Click on LOGIN.
- Click the Create account button.
- Enter your user information and click submit. You will be prompted to enter your book key printed inside the sleeve that came with your bundled book.
- Click go.
The book requires this lecturer’s course code. More detailed instructions can be found in NYU Classes.

### Supplemental Texts(s)


You will find supplemental texts in NYU CLASSES:
This course has been designed with an NYU Classes site. It is imperative that all students get an NYU e-mail account for access to NYU Classes. The Web page for this curse, can be found as follows:
1. Log-in NYU home ([http://home.nyu.edu](http://home.nyu.edu))
2. Click on ACADEMICS (upper right hand corner of the screen)
3. Click NYU CLASSES. All classes that you take that use an NYU Classes site will appear under this heading. Just click on Intensive Elementary Spanish on the top part of the screen to enter the site.

Please familiarize yourself thoroughly with the contents of the course web page during the first week of classes.

### NOTE: This syllabus is subject to change

Key to the syllabus:

<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EL</td>
<td>Exploraciones léxicas (Ebook)</td>
</tr>
<tr>
<td>GT</td>
<td>Grammar Tutorial (Practice)</td>
</tr>
<tr>
<td>GP</td>
<td>Grammar Podcast (Practice)</td>
</tr>
<tr>
<td>GM</td>
<td>Grammar Movie (Practice)</td>
</tr>
<tr>
<td>EG</td>
<td>Exploraciones Gramaticales (Ebook)</td>
</tr>
<tr>
<td>MP</td>
<td>Más Práctica (Activities/Assignments)</td>
</tr>
<tr>
<td>SAM</td>
<td>Student Activities Manual</td>
</tr>
<tr>
<td>CCC</td>
<td>Contenidos culturales y comunicativos</td>
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Week 1

Class 1
Mon 2/5
Introduction to the course
CCC: Conocer a nuestros/as compañeros/as. Argentina y América Latina.
Role-play saludos y despedidas

Class 2
Tue 2/6
CCC: Canción “Eres para mí” by Julieta Venegas
Chapter 1
• EL 1: Greetings, introductions, goodbyes, and the classroom, p. 4
• EG 1: Gender and number of nouns, pp. 7-8
• EG 3: Subject pronouns and the verb ser, pp. 21-22
eBook 1.2, 1.6, 1.7, 1.8, 1.23, 1.24, 1.25, 1.26

Homework
• GT: Nouns
• GM: The present indicative of the verb ser
SAM 1.12, 1.13, 1.18, 1.19, 1.20, 1.21, 1.22
MP 34, 155

Class 3
Wed 2/7
CCC: Vocabulario de objetos cotidianos en NYU BA
Los precios y las cantidades de las comidas en Argentina
Descripción de imágenes
Chapter 1
• EG 2: Definite and indefinite articles and hay, pp. 12-13
• EL 2: Descriptive adjectives, p. 18
• EG 4: Adjective agreement, p. 26
eBook 1.11, 1.12, 1.17, 1.19

Homework
• GP: Adjectives
SAM 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.15, 1.24, 1.27, 1.28, 1.30
MP 100, 101

Class 4
Thu 2/8
CCC: Las materias del semestre en NYU BA
Corto “Historia de un oso” by Gabriel Osorio
Chapter 2
• EL 2 Academic subjects, p. 40
• EG 1 The verb tener, p. 43
• EG 2 Adjective placement, p. 48
eBook 2.1, 2.2, 2.6, 2.7

Homework
• **GM**: Verbs: tener
• **GT**: Adjectives (from 3:00-6:40)
  SAM 2.1, 2.5, 2.7, 2.8, 2.10, 2.12, 2.15
  (Ch 1) MP 102
  (Ch 4) MP 78

**Class 5**
**Fri 2/9** (make-up Monday 2/12)
**CCC**: La familia de Martín, un chico porteño (lectura y actividades).
  Las familias en historietas argentinas.
  Chapter 2
  • **EL 2** Family members and pets, p.54
  • **EG 3** Regular -ar verbs, p. 57-58
  • **EG 4** Possessive adjectives, p. 62
  eBook 2.20, 2.21, 2.22, 2.26, 2.29, 2.30, 2.31, 2.32

Homework
• **GM**: The present indicative of regular –ar verbs
• **GT**: Possessive adjectives and pronouns
  SAM 2.16, 2.17, 2.20, 2.23, 2.24, 2.25, 2.26, 2.27, 2.28, 2.30
  MP 36, 171

**Week 2**

**Class 6**
**Wed 2/14**
**Feb 14-15**
  **CCC**: Primeras impresiones sobre Buenos Aires y los porteños
  El Carnaval en Argentina
  Chapter 2
  SAM P1-Diphtongs
  P2- la acentuación
  MP 19, 35, 172, 173

  **Write Redacción 1 (Composition 1) in class**
  Instructions will be given in class.

Homework
Handout

**Class 7**
**Thu 2/15**
**CCC**: Mi nueva rutina en Buenos Aires
**CCC**: Cartelera de cine: arreglar el horario para ver una película.
  Chapter 3
  • **EL 1** Time, p.76
  • **EG 2** Regular -er and -ir verbs, p. 84-85
  eBook 3.1, 3.2, 3.3, 3.12, 3.13
Homework
- **GM**: The present indicative of regular –er verbs
- **GM**: The present indicative of regular –ir verbs
SAM 3.3, 3.10, 3.12

**Week 3**

**Class 8**

**Mon 2/19**

CCC: Las regiones en Argentina, diferentes culturas y lengua.
CCC: ¿Parejas compatibles?
Chapter 3
- **EL 2** Clothing, colors, weather, p.90
- **EG 1** me gusta/ te gusta/ le gusta, p. 79
eBook 3.6, 3.7, 3.20 SAM 3.4, 3.16, 3.17, 3.30

**Devolución Redacción 1**

Homework
Entrevista a un argentino/a: ¡Cómo pasa el tiempo! Actividades y épocas del año.
- **GP**: Gustar
MP 124

**Class 9**

**Tue 2/20**

CCC: Entrevista a un/a compañero/a: ¿Somos parecidos?
CCC: La biblioteca en NYUBA
Chapter 3
- **EG 3** Interrogatives, p. 93-94
- **EG 4** Stem changing verbs e-ie and e-i, p. 98-99

**Quiz 1** (Presente regular e irregular)

Homework
- **GP**: Interrogative words
- **GT**: Interrogative words (Qué vs. Cuál)

**Class 10**

**Wed 2/21**

CCC: Buenos Aires: el norte y el sur.
Características de mi barrio en Buenos Aires.
Chapter 4
- **EL 1** Places in a city, p. 112
- **EG 1** The verb estar with prepositions, p. 115-116
eBook 4.1, 4.8

**Redacción 1 (2nd version)**

Homework
SAM 4.2, 4.3, 4.4, 4.5, 4.6, 4.12, 4.15
(Ch 3) MP 152
eBook 4.13, 4.19, 4.20

**Class 11**  
**Thu 2/22**  
CCC: Mi casa en Buenos Aires y mi casa en...  
CCC: Nuestras próximas vacaciones. Revistas de turismo.  
Chapter 4  
- **EL 2** Rooms of a house, p.126  
- **EG 2** The verb ir and ir+a+infinitive, p. 120

Homework  
- **GM:** Ir+a+infinitive  
  SAM 4.8, 4.17, 4.18

**Week 4**

**Class 12**  
**Mon 2/26**  
Feb 26- March 1st  
CCC: Viviendas porteñas: Casa colonial, casa chorizo y PH.  
Salida: Museo Casa de Ricardo Rojas  
Chapter 4  
- **EG 3** Stem-changing verbs (o-ue), p. 129-130  
eBook 4.24, 4.25, 4.34, 4.36

Homework  
SAM 4.19, 4.20, 4.21  
MP 179, 181, 182

**Class 13**  
**Tue 2/27**  
CCC: Plaza de Mayo. Edificios emblemáticos. Lectura, trabajo con imágenes y mapas.  
Review Chapter 4  
- **EG 4** Adjective Placement, p.134  
eBook 4.31

**1st version of Redacción 2**

Homework  
SAM 4.23, 4.24, 4.26  
MP 4, 75, 76, 77, 157

**Class 14**  
**Wed 2/28**  
CCC: Las capitales de América Latina. Barrios y sitios históricos.  
Review Chapters 1-4

Homework  
MP 78, 79, 158, 183
Class 15
Thu 3/1
EXAMEN 1 (Chapters 1, 2, 3, 4)
Devolución Redacción 2
CCC: Actividades de los fines de semana en Buenos Aires.

Week 5
Class 16
Mon 3/5
Chapter 5
• EL 1 Adjectives of emotion and physical states, p. 148
• EG 1 Estar with adjectives and present progressive, p. 151-152
eBook 5.1, 5.2, 5.7

Homework
• GT The Present Progressive
SAM 5.1, 5.4, 5.6
MP 37, 39

Class 17
Mon 3/6
CCC: El empleo en Capital Federal y el Gran Buenos Aires
Perfiles profesionales
Chapter 5
• EL 2 Professions, p. 162
• EG 2 Ser and Estar, p. 156
eBook 5.12, 5.13, 5.15, 5.18, 5.19,
Redacción 2 (2nd version)

Homework
• GT The Verbs ser and estar
SAM 5.8, 5.9, 5.12, 5.16, 5.17, 5.19, 5.27
MP 246, 247, 249

Class 18
Wed 3/7
CCC: Test vocacional
Roleplay: Una entrevista de trabajo

Homework
Mi trabajo ideal

Class 19
Thu 3/8
CCC: Experiencias y saberes personales.
Chapter 5
• **EG 3** Verbs with changes in the first person, p. 165
• **EG 4** *Saber* and *Conocer*, p. 170

**Homework**
• **GM** Verbs with irregular *yo* forms in the Present Ind.
  *SAM* 5.20, 5.23, 5.24, 5.25
  *MP* 176, 177, 178

**Class 20**
**Fri 3/9** (make-up Mon 4/2)
CCC: Las rutinas y los trabajos: La vida de un maestro rural en la provincia de Entre Ríos.
• **EG 1** Reflexive verbs, p. 187-188
  *eBook* 6.1, 6.3, 6.7, 6.11

**Homework**
• **GT** Reflexive verbs and pronouns
  *SAM* 6.2, 6.3, 6.4, 6.6
  *MP* 207, 209, 211

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**Week 6**

**Class 21**
**Mon 3/12**
March 12-16
CCC: Un partido de fútbol Boca-River
Los deportes más populares
Chapter 6
• **EL 2** Sports & Sporting equipment, p. 198
• **EG 2** Indefinite and negative words, p. 192-193
  *eBook* 6.21, 6.23, 6.13, 6.14, 6.18

**Homework**
• **GM** Indefinite expressions and their negative
  *SAM* 6.8, 6.13, 6.15, 6.16, 6.17

**Class 22**
**Tue 3/13**
CCC: Un fin de semana en el Tigre
Chapter 6
• **EG 3** The preterite, p. 201
  *eBook* 6.27

**Homework**
• **GM** The preterite of regular verbs
  *SAM* 6.20, 6.21
Class 23
Wed 3/14
CCC: Anécdotas compartidas: “¡No sabés lo que me pasó!”
Chapter 6
• EG 4 Stem changing verbs in the preterite, p. 170
  eBook 6.32, 6.33

Homework
• GM The preterite of stem-changing verbs
  SAM 6.24, 6.25, 6.29

Class 24
Thu 3/15
CCC: Mis últimas vacaciones
Chapter 7
• EL 1 Hotel & numbers above 100 p. 220
• EG 1 Irregular verbs in the preterite, p. 223
  eBook 7.1, 7.2, 7.6
  eBook 5.35, 6.40
Quiz 2 (the preterite of regular & stem-changing verbs)

Homework
SAM 6.31
MP 208
• GT The preterite tense
  SAM 7.1, 7.3, 7.4, 7.5, 7.6

Class 25
Fri 3/16 (make-up for Mon 4/30)
CCC: Las comidas típicas de las diferentes regiones en Argentina
Un cocinero presenta su restaurante
Chapter 7
• EL 2 Meals and utensils, p. 234
• EG 2 Por and para and prepositional pronouns, p. 228
  eBook 7.11, 7.12, 7.18, 7.19, 7.20
• EG 3 Direct object pronouns I, p. 237
• EG 4 Direct object pronouns II, p. 242
  eBook 7.23, 7.24, 7.28

Homework
• GT & GP Por vs. para
  SAM 7.8, 7.10, 7.11, 7.18, 7.19
  MP 65, 168
• GT & GM Direct object pronouns
  SAM 7.20, 7.21, 7.24, 7.26,
  MP 109, 110
Week 7

Class 26
Mon 3/19
CCC: Mis platos preferidos
Review Chapter 7
eBook 7.29, 7.31

Homework
SAM 7.28, 7.29
MP 111

Class 27
Tue 3/20
EXAMEN 2 (Chapters 5, 6, 7)
Chapter 8
• EL 1: Fruits, vegetables, and condiments, p. 256

Class 28
Tue 3/20, 7:00pm (make up Tue 2/13)
Lecture Series: Music in Latin America.
Guest speaker: Coco Romero

Class 29
Wed 3/21
CCC: Presentar una receta especial
Chapter 8
• EG 2: Constructions with se, p. 264
eBook 8.13, 8.15

Homework
• GM: Constructions with se
SAM 8.1, 8.2, 8.8, 8.9, 811

Class 30
Thu 3/22
CCC: Un día de trabajo en la cocina de un restaurante porteño (adaptación de un artículo publicado en el diario La Nación).
Chapter 8
• EG 1: Indirect object pronouns, pp. 259-260
eBook 8.9, 8.11

Homework
• GT: Indirect object pronouns (up to 3:15 mins.)
• GM: Indirect object pronouns (Optional)
SAM 8.4, 8.5
MP 3, 141
SPRING BREAK: MARCH 26 – 30

**Week 8**

**Class 31**

**Tue 4/3**
CCC: Preparamos una fiesta de egresados
CCC: Preparación Conferencia artista Jorge Macchi
Chapter 8

- **EG 4**: Double object pronouns, p. 278
- eBook 8.23, 8.32, 8.33

Homework

- **GM**: Double object pronouns
- SAM 8.15, 8.22, 8.23, 8.24
- MP 142

Homework

Tue 4/3, 7:00 pm: Asistencia a Lecture Series: Argentinian Art
Guest speaker: Jorge Macchi.

**Class 32**

**Wed 4/4**
CCC: Los juegos de mi infancia
Quiz 3 double object pronouns
Chapter 8

- **EL 2**: Hobbies and pastimes, p. 270
- **EG 3**: Imperfect, pp. 273-274
- eBook 8.23

Homework

- **GT**: Imperfect tense
- SAM 8.16, 8.18, 8.19
- MP 143

**Class 33**

**Thu 4/5**
CCC: La vida en Buenos Aires en 1920
Chapter 8
Antes y ahora: the imperfect & the present

Homework

MP 137, 138 (Chapter 9)

**Class 34**

**Fri 4/6** (make-up for Tue 5/1)
Field trip: Recoleta

**Week 9**

**Class 35**

**Mon 4/9**

*Situaciones 1* (oral presentations) - Instructions will be given in class and will be available on NYUClass.

Activity on field trip.

Homework

Review Chapter 8

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**Class 36**

**Tue 4/10**

Review Chapter 8

1st version of Redacción 3

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**Class 37**

**Wed 4/11**

CCC: Celebraciones tradicionales en Latinoamérica

Una fiesta especial

Chapter 9

- **EL 1**: Parties and celebrations, p. 292
- **EG 1**: A comparison of the preterite and the imperfect, p. 295
- **EG 2**: Uses of the preterite and the imperfect, p. 300


Devolución Redacción 3

Homework

- **GT**: the preterite vs. the imperfect (up to 3:17)
  
  **SAM** 9.2

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**Class 38**

**Thu 4/12**

CCC: Cuentos tradicionales

Chapter 9

Uses of the preterite and the imperfect (continued)

Homework

- **GM**: the preterite vs. the imperfect (from 2:22 to end)
  
  **SAM** 9.4, 9.8, 9.9

  **MP 234**

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**Class 39**

**Fri 4/13** (make-up Wed. “week 14th”)

CCC: Un día con problemas en la ciudad.

Corto “Luminaris” by Juan Pablo Zaramella (Argentina, 2011)

Chapter 9

- **EL 2**: Navigating the city, p. 306
• **EG 3**: Preterite and imperfect with emotions and mental states, pp. 309-310
• **EG 4**: Preterite and imperfect: An overview, p. 314

**Redacción 3 (2nd version)**

Homework
• **GT**: the preterite vs. the imperfect (from 3:17 to end)

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**Week 10**

**Class 40**

**Mon 4/16**
CCC: Leyendas urbanas
Review Chapter 9
eBook 9.23, 9.29, 9.35

Homework
MP 134, 135, 136, 224, 227, 233, 235

**Class 41**

**Tue 4/17**
CCC: Publicidades en Argentina: productos y destinatarios
Chapter 10
• **EG 2**: Formal and *nosotros* commands, pp. 336-337

Homework
• **GT**: Formal and *nosotros* commands
(0'-3: 40 and 4:25-6:00)

**Class 42**

**Wed 4/18**
CCC: Preparamos un evento en el trabajo
Chapter 10
Formal and *nosotros* commands (continued)
Quiz 4 Formal commands

Homework
MP 26, 119

**Class 43**

**Thu 4/19**
CCC: ¡La vida de los estudiantes es muy dura!
Mi compañero/a de cuarto es un desastre (role-plays).
Chapter 10
• **EL 2**: Household chores, p. 342
• **EG 3**: Informal commands, pp. 345-346

eBook 10.20, 10.21, 10.27, 10.31, 10.32
Homework

- **GT**: Informal commands
  SAM 10.14, 10.15, 10.17
  10.19, 10.20, 10.21, 10.22, 10.23, 10.25
  MP 27, 145, 147,148

**Class 44**

- **Fri 4/20** (make-up Monday “week 14th”)
- Review Examen 3

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**Week 11**

**Class 45**

- **Mon 4/23**
- **EXAMEN 3** (Chapters 8, 9, 10)
  - Chapter 11
  - **EL 1**: Shopping for clothing, p. 364

**Class 46**

- **Tue 4/24**
  - CCC: ¿Qué ropa te gusta?: Diseñadores locales
  - Chapter 11
  - **EG 1**: Demonstrative adjectives and pronouns, pp. 367-368
  - eBook 11.1, 11.2, 11.3, 11.7

Homework

- **GT**: Demonstrative pronouns and adjectives
  - SAM 11.10
  - MP 1, 2, 104, 106

**Class 47**

- **Wed 4/25**
  - CCC: El mundo del futuro: artículos periodísticos.
  - CCC: Mi vida en 10 años
  - Chapter 12
  - **EG 1**: Future tense, pp. 403-404
  - eBook 12.7

Homework

- **GM**: The future
  - SAM 12.4

**Class 48**

- **Thu 4/26**
  - **Presentación oral 2** - Instructions will be given in class and will be available on NYUClasses
Chapter 12
• **EG 2**: Present perfect, pp. 408-409
eBook 12.13, 12.37

Homework
• **GT**: The present perfect tense
• **GM**: The present perfect
SAM 12.8, 12.13
MP 188, 189, 190

**Class 49**
**Fri 4/27** (Make up Thursday “week 14th”)
CCC: Experiencias de un semestre en Buenos Aires.
Primera etapa del Proyecto Final.

**Week 12**

**Class 50**
**Wed 5/2**
May 2-4
CCC: Campañas para el medio ambiente en Argentina
Los recursos naturales del país
Chapter 12
• **EL 2**: Animals, p. 414
• **EG 3**: Subjunctive with impersonal expressions, pp. 417-418
eBook 12.20, 12.21, 12.26, 12.27

Homework
• **GT**: The subjunctive in impersonal expressions
• **GP**: Subjunctive mood (chapter 13)
SAM 12.18, 12.24, 12.25

**Class 51**
**Thu 5/3**
CCC: Los nuevos zoológicos
Chapter 12
• **EG 4**: Subjunctive with expressions of doubt, p. 422
eBook 12.31, 12.32, 12.34, 12.39

Homework
• **GM**: The present subjunctive (doubt)
• **GT**: The present subjunctive (chapter 13)
SAM 12.21, 12.27

**Class 52**
**Fri 5/4** (make-up Tuesday “week 14th”)
**Presentación del Proyecto Final**
NYC: Present Subjunctive
Week 13

Mon 5/7
CCC: Deseos para un futuro mejor
Chapter 13
• **EG 2:** Subjunctive with expressions of desire, pp. 444-445
eBook 13.11, 13.12 - SAM 13.8, 13.15, 13.16

Homework
NYUC: Review Chapters, 11, 12, 13

Class 54
Tue 5/8
**Redacción 4 (only version)**
Review chapters 11, 12; 13

Class 55
Wed 5/9
**EXAMEN 4** (Chapters 11, 12, 13)

Class 56
Thu 5/10
Final review

Week 14

**FINAL EXAM: MONDAY, MAY 14, 9:00AM**

May 14-17

Classroom Etiquette

Classroom etiquette is meant to optimize the learning environment and help create a sense of community, mutual respect and clear cooperation for all.
In that spirit, it is required that students not consume food or gum in the class. Also, electronic devices can only be used if the lecturer deems them appropriate. Cell phone calls, text messaging, social media, etc. have no place in the class and are obstacles to a learning community’s group dynamic. Please use them only outside the classroom and with your lecturer’s authorization.

Required Co-curricular Activities

Lecture Series: Music in Latin America. Guest speaker: Coco Romero. March 20, 7:00pm
Lecture Series: Argentinian Art. Guest speaker: Jorge Macchi. April 3, 7:00pm
Field Trip: Recoleta, April 6
Non-mandatory Conferences of Lecture and Outings Series as well as activities organized by Student Life are strongly recommended in order to gain more contact with Spanish and local reality.

Your Lecturer
Guadalupe Molina has a degree in Literature and Linguistics from Universidad de Buenos Aires (UBA). She joined NYUBA in 2008. She also works as a Spanish lecturer at Facultad Latinoamericana de Ciencias Sociales (CIEE-FLACSO), where she is administrator for the COPI exam. She taught Psycholinguistics at Universidad de Buenos Aires and designed an online Spanish course for Universidad Nacional de Tres de Febrero (UNTREF). She is currently an M.A. student at FADU (UBA’s Faculty of Design) and she is writing her dissertation on the use of images on Spanish textbooks.