Intensive Intermediate Spanish

Class code
SPAN-UA 9020.B01

Lecturers Details
Miguel Rosetti
mr2944@nyu.edu
Office hours: Monday 2:00pm - 4:00pm (Faculty Room, 2nd floor)

Class Details
Intensive Intermediate Spanish
Monday to Thursday, 9:00 am - 11:00 am
Room: Lola Mora (ICAPA: Anchorena 1266)

Prerequisites
Intensive Elementary Spanish, Beginners II or passing grade on qualifying examination.

Class Description
SPAN-UA 9020.002 (Intensive Intermediate Spanish) is a six-credit course that continues and reviews the introductory level Spanish learned in SPAN-UA.1 and SPAN-UA.2, or in SPANUA.10, while introducing literary readings, short films, and more complex composition exercises. The course involves an integration of the four basic skills: listening, speaking, reading and writing with the aim to improve communication in Spanish. Through this integrated approach, you will participate in a practical application of vocabulary, grammar, and culture. The course emphasizes mastery of language skills through specific contexts and dialogical situations. At the end of the course students will read a novel which will also be used to review many of the grammatical points covered in the textbook and class work, to improve analytical thinking and literary criticism skills, as well as to verbally express opinions about the situations presented in the novel.

Desired Outcomes
The goals of this course are to provide the students with the opportunity to improve their oral and written communication skills in the language, by applying all the grammar rules they have learned and will be reviewing.
In order to reach these goals, students are expected to talk and write about habitual and ongoing events using the present tense; to describe daily routines using reflexive verbs; to describe persons, places, situations and change of states using “ser” and “estar”; to express likes and dislikes using “gustar” and similar verbs to narrate events in the past, by contrasting the uses of the preterite and the imperfect; to express what has happened
recently or still bears in the present using the present perfect; to express an action that is
previous to another action in the past, using the past Perfect; to express what will have
happened by a specific time in the future and speculate in the past, using the future perfect;
to express something that would have occurred but did not and speculate in the past, using
the conditional perfect; to express hypothetical situations in the present, past or future that
depends on a previous condition, using “si” clauses; to refer to non-declarative, hypothetical
or future contexts using the subjunctive mood in subordinate clauses; to express and give
opinions using the indicative and the subjunctive moods; to convey invitations, orders and
approval using commands in formal and informal situations; to negotiate the temporal
relationship between first and second actions in a complex sentence; to report information
(reported speech); to compare general uses and customs using “se”; to deemphasize the
agent using “se” and the passive voice.
Furthermore, students will be expected to substantially expand their vocabulary related to
interpersonal relations and feelings; business, jobs, and finances; science and technology;
leisure; cultural heritage; media; human rights and environment.

Assessment Components

ATTENDANCE AND PARTICIPATION
Attendance is required to each class. Should an absence be unavoidable, make every effort
to let your lecturer know in advance. Late arrivals and early departures disrupt the flow of
Class and are unacceptable.
Regardless of the nature of your absence, you 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.
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 report every four or five weeks.
Every late arrival or early departure will be penalized -4 points.
Class participation is a key element in language learning, and is also a very important factor
in your grade. Participation refers to your attendance, preparation, and contribution to the
class activities. Participation means voluntary contribution to the class—do not wait to be
asked. Your contributions should be informed and reflect 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? Is the accuracy of your responses improving? English is not allowed
in this class.

CLASS WORK
Classes will be conducted in Spanish. You are required to bring to class “Imagina” or, when
indicated in the syllabus, the novel La casa de los conejos. To guarantee maximum use of in-
class time, students are expected to read each lesson carefully, learn the
vocabulary that are going to be presented in class and do the grammar exercises
listed in the syllabus as homework before coming to class.
The lecturer will be counting on this, and her/his main job will be to clarify doubts,
exceptions and difficult cases. Spanish 20 is a six-credit intensive course and the
workload reflects this.
NYU CLASSES

It is imperative that you set up your NYU e-mail account and that you read it daily so you can access to NYU Classes and be in communication with your lecturer. In NYU Classes you will find the complete program and class calendar for this course. Also, you will find additional materials, songs and videos, and evaluation sheets for each of the components, writing topics and readings. In order to access the Web page for Intensive Intermediate Spanish, please do as follows:

1. Log-in NYU home (http://home.nyu.edu)
2. Click on ACADEMICS (upper right hand corner of the screen)
3. Click on NYU CLASSES. All Classes that you take that use a course site will appear under this heading. Just click on Intensive Intermediate Spanish tab on the top 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.

HOMEWORK: IMAGINA SUPERSITE (SSI) & NYU CLASSES (NYUC)

All homework is due on the date given in the syllabus. You are responsible for completing the required material BEFORE class recitation as stated on the syllabus. There will be a large amount of homework and preparation each day, so make sure to keep up with all assignments.

a. IMAGINA SUPERSITE (SSI) - Online exercises. All exercises will be completed online through the Imagina Supersite. The system will not allow students to do the homework after due date. The Supersite provides self-correction key. Your lecturer may check on-line if homework is being done on due time.

Please keep in mind that although VHL Central will assign a grade for each homework you submit, this grade has no bearing on your final homework grade. The homework will be graded by your professor. The first day of class you must set up an account at http://www.vhlcentral.com/home. You will also need access to this site to watch the short films that accompany each lesson. Access to the Imagina Supersite is included with your text package. Instructions of access to the SSI will be also provided in class and uploaded to NYU CLASSES.

b. NYU Classes Homework (NYUC): Sometimes it is necessary to supplement exercises in the book. These instances are marked in your syllabus.

c. Textbook Homework: Occasionally you will be asked to do homework from the textbook in addition to the WB.

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. At the end of this class we will be reading a short novel or a theatre play, which will be confirmed in the first week of the course. Support material for those readings as well as new readings can be found on NYUClases>Lecturas. The reading assignments should be read in their entirety by the first date assigned.

COMPOSITIONS

There will be four compositions of 350-words each, the first three in two versions; the fourth composition will have only one version. All the first versions will be done in class. 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 and the...
evaluation rubric are available on NYUClasses>Escritura.
You will then make the appropriate corrections and turn it in, with your original, on the due
date. The final version of the four compositions will be completed at home, and it must be
typed, double-spaced, TNR12, and printed before class. The second version should be
submitted both in paper as well as via NYU Classes>Assignments. The final grade will be the
average of the first and the final versions. If you do not turn in a final version, 10 points will
be deducted from the grade of your first version.
Class time will be set aside for discussion of grammatical points, style, or other specific problem
that may recur in your written work.

QUIZZES
A 15-20 minute quiz will be administered occasionally, to test vocabulary, verbs, and that you
have done the assigned reading. Quiz days are marked on the syllabus, but your lecturer may
assign them as he sees fit.

ORAL PRESENTATIONS
There will be two types of oral presentations through the semester. You will find the
instructions and the evaluation rubric for both presentations on NYU Classes>Presentaciones orales

1. "Show and Tell Presentation" (5-7 minutes) The student will choose an item or an
aspect 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 lecturer.
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. "Situaciones"
These are 10-minute dialogues that you will prepare and perform with a partner in class at
the end of the semester.

EXAMS
You will be tested regularly throughout the semester. There will be four modular exams and
one final comprehensive exam (not multiple-choice). There will be no dropped test scores.

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: No make-up tests will be given. Be sure to attend class on the day of the
test. Under no circumstances is a student permitted to take an exam before the
day it is scheduled; this includes every exam and the compositions. 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.

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance, participation and preparation</td>
<td>10%</td>
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<tr>
<td>Compositions</td>
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<tr>
<td>Homework (Imagina Supersite and NYU Classes)</td>
<td>10%</td>
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<td>Quizzes</td>
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<tr>
<td>Oral Presentations</td>
<td>12%</td>
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<tr>
<td>Final Project</td>
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<td>Final Exam</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 Guidelines 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 doesn’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 affects 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 affects 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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**Grade conversion**

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<thead>
<tr>
<th>Score Range</th>
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<tbody>
<tr>
<td>100-93</td>
<td>A</td>
<td>76-73</td>
<td>C</td>
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<tr>
<td>92-90</td>
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<td>59-0</td>
<td>F</td>
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<tr>
<td>79-77</td>
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Exams and Submission of work

Exam dates (including final exam) cannot be changed under any circumstance. Unexcused absences from exams are not permitted and will result in failure of the exam. Written work due in Class must be submitted during the Class time to the professor. Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale. Written work submitted after 2 days after the submission date without an agreed extension fails and is given a zero.

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 the Assistant Director for Academic Programs Julia Tomasini, jt145@nyu.edu.
- Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, 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.
- 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 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 professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Academic Accommodations

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 professor).

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.

On matters regarding academic integrity, refer to the section “Academic Standards and Discipline” in the College of Arts and Science Bulletin http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS and to “Statement on Academic Integrity” in NYU Expository Writing Program: Policies and Procedures: http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity

**Required Text(s)**


**Supplemental Texts(s)**

"Material Complementario", available on NYUClasses

**Key to the syllabus:**

I: Imagina (textbook)
NYUC: NYU CLASSES
SSI: Imagina Supersite

**Note:** This syllabus is subject to change
Clase 1
Lunes 5/2
Presentación del curso.
**Cap. 1. Sentir y vivir**
Tópico: Personalidad y Empatía (Vocabulario: "Las relaciones personales", I: 4 -6)

Tarea para la clase siguiente: **SSI. Lección 1: PARA EMPEZAR 1 y 2 // Lección Estructuras 1.1**
*The present tense Ejs 1, 2, 4*

Clase 2
Martes 6/2
El Presente del indicativo: revisión
I: 18-19
Canción: *Así soy yo* (Cuarteto de Nos)

Tarea para la clase siguiente: **SSI Lección 1: ESTRUCTURAS 1.2 Ser y estar: 1, 3, 4**

Clase 3
Miércoles 7/2
Ser, Estar y Haber: revisión
I: 22-23
**NYUC:** Estudiar el uso de *Ser y Estar*. Ejercitación en clase.

Tarea para la clase siguiente: **SSI ESTRUCTURAS 4.2 Reflexive verbs Ejs 1, 2, 3**

Clase 4
Jueves 8/2
SSI: Cortometraje: *No me ama* (Argentina, 2009 - Director: Martín Piroyansky)
I: 8 - 11
Verbos reflexivos: revisión I: 138 -139

Tarea para la clase siguiente: **SSI Lección 2 PARA EMPEZAR Ejs 1 // ESTRUCTURAS 2.1 The preterite Ejs 1, 3 y 4**

Clase 5
Miércoles 14/2
Gustar y verbos similares: revisión (I: 26 – 27)
Debate: ¿La ciudad o el campo?
Tarea para la clase siguiente: **SSI Lección 2 PARA EMPEZAR Ejs 1 // ESTRUCTURAS 2.1 The preterite Ejs 1, 3 y 4**

**SSI. Lección 1. ESTRUCTURAS 1.3 Gustar: 2, 3, 4**

Clase 6
Jueves 15/2
**Cap. 2. Vivir en la ciudad**
Cortometraje: Tráiler de *Medianeras* (Argentina, 2004 - Director: Gustavo Taretto)
Debate: ¿La ciudad o el campo? (Vocabulario, I: 42)
*Pretérito, I: 56-57*

Tarea para la clase siguiente: *SSI* Lección 2 ESTRUCTURAS 2.2. *The imperfect Ejs 1, 2 // ESTRUCTURAS 2.3 The preterite vs. the imperfect Ejs 1, 2, 4*

El Pretérito y el Imperfecto
I: 60-62 / 64-66
NYUC: Canción: *El oso* (Moris), actividad; el Pret. y el Imperf. (hacer los ejercicios)

Tarea para la clase siguiente: NYUC Acentuación

**Clase 7**
**Lunes 19/2**
**Quiz 1**
NYUC: La narración: el Pretérito, el Imperfecto y el Pluscuamperfecto
NYUC: Acentuación. Estudiar listado de palabras frecuentes con acento.

Tarea para la clase siguiente: *SSI Lección 3 PARA EMPEZAR Ejs 1, 2. Preparar Composición 1*

**Clase 8**
**Martes 20/2**
**Composición 1**, 1º versión en clase
**Cap. 3: La influencia de los medios**
Debate: Periodismo, información y posverdad (Vocabulario: “Los medios de comunicación”. I: 80-81)

Tarea para la clase siguiente: *SSI Lección 3: ESTRUCTURAS 3.1 El Subjuntivo in noun clauses Ejs 1, 2, 5*

**Clase 9**
**Miércoles 21/2**
Presente del Subjuntivo en cláusulas nominales, I: 94-96
NYUC: Historia del uso politico y cultura popular: censura y nacionalismo. Canción "Sólo le pido a Dios" (León Gieco). Actividad.

Tarea para la clase siguiente: *SSI. Lección 3 ESTRUCTURAS 3.2 Object pronouns Ejs. 1, 2, 4*
**Clase 10**  
**Jueves 22/2**  
Presente del Subjuntivo  
Pronombres de objeto directo e indirecto, I: 100-101  
Entrega de corrección de la 1° versión Composición 1

Tarea para la clase siguiente: *SSI. Lección 3 ESTRUCTURAS 3.2 Object pronouns Ej 3 // ESTRUCTURAS 3.3 Commands Ejs 1, 2, 3*

**Clase 11**  
**Lunes 26/2**  
Los mandatos, I: 104-105

Tarea para la clase siguiente: Revisión de los temas del Examen 1

**Clase 12**  
**Martes 27/2**  
Repaso para el Examen 1 (Caps. 1, 2 y 3)  
Entregar 2° versión Composición 1 en papel y a través de NYUC.

**Clase 13**  
**Miércoles 28/2**  
*EXAMEN 1*: Caps. 1, 2 y 3  
*Cap. 4: Generaciones en movimiento*  
Vocabulario: "En familia", I: 120

Tarea para la clase siguiente: *SSI. Lección 4 PARA EMPEZAR 1, 2 // ESTRUCTURAS 4.3 Por and para Ejs 1, 2, 3, 4*

**Clase 14**  
**Jueves 1/3**  
*Cap. 4: Generaciones en movimiento*  
Debate: ¿Qué es una brecha generacional?  
Por y para, I: 142-143

Tarea para la clase siguiente: preparar Composición 2  
*SSI Lección 4 ESTRUCTURAS 4.1 The subjunctive in adjective clauses Ejs 2, 4*

**Clase 15**  
**Viernes 2/3**  
*Composición 2, 1° versión (en clase)*  
El subjuntivo en cláusulas adjetivas, I: 134-135  
Cortometraje: Raíz (España, 2003 - Director: Gaizka Urresti)

Tarea para la clase siguiente: *NYUC El subjuntivo en cláusulas adjetivas*
Clase 16  
Lunes 5/3  
El subjuntivo en cláusulas adjetivas.  
Revisión Cap. 4  
Entrega de corrección 1º versión Composición 2

Tarea para la clase siguiente: Leer El eclipse, de A. Monterroso, I: 151-154

Clase 17  
Martes 6/3  
Quiz 2: temas del Cap. 4  
Literatura: El eclipse, de A. Monterroso, I: 151-154

Tarea para la clase siguiente: SSI. Lección 5 PARA EMPEZAR Ejs. 1, 3 // SSI Lección 5 ESTRUCTURAS 5.1 The future, Ejs 1, 2, 3

Clase 18  
Miércoles 7/3  
Vocabulario: “Nuestro mundo”, I: 158  
El futuro, I: 172 – 173  
Canción: La ciudad de la furia (Soda Stereo)  
Entregar 2º versión Composición 2, en papel y a través de NYUC.

Tarea para la clase siguiente: SSI Lección 5 ESTRUCTURAS 5.2 The Conditional, Ejs. 1, 2, 4

Clase 19  
Jueves 8/3  
El condicional, I: 176, 177  
NYUC: El condicional

Tarea para la clase siguiente: NYUC Pronombres relativos

Clase 20  
Viernes 9/3  
Los pronombres relativos, I: 180-181

Tarea para la clase siguiente: SSI Lección 5 ESTRUCTURAS 5.3 Relative pronouns, Ejs. 1, 2, 3

Clase 21  
Lunes 12/3  
NYUC: Los pronombres relativos  
Repaso para el Examen 2: Caps. 4 y 5
Clase 22  
Martes 13/3  
Examen 2: Caps. 4 y 5  
**Preparación para la conferencia de HIJOS**

Tarea para la clase siguiente: *SSI Lección 6 PARA EMPEZAR Ejs. 2, 3*

Clase 23  
Martes 13/3, 7:00pm (make up lunes 12/2)  
**Lecture Series:** Derechos humanos. Conferencia a cargo de HIJOS

Clase 24  
Miércoles 14/3  
**Cap. 6: El valor de las ideas**

NYUC: Lectura y actividad “Los derechos humanos en la Argentina” (Vocabulario: I  
Cortometraje: *El ojo en la nuca* (México-Uruguay, 2001 - Director: Rodrigo Plá)

Tarea para la clase siguiente *ESTRUCTURAS 6.1. The subjunctive in adverbial clauses Ejs 1, 2*

Clase 25  
Jueves 15/3  
Field Trip: El parque de la Memoria y UBA (actividad conjunta con Argentina Hoy).

Tarea para la clase siguiente: NYUC El subjuntivo en cláusulas adverbiales

Clase 26  
Viernes 16/3  
Comentario sobre la visita al Parque de la Memoria  
El subjuntivo en cláusulas adverbiales, I: 210-211

Tarea para la clase siguiente: *SSI Lección 6 ESTRUCTURAS 6.3 Comparatives and superlative Ejs. 1, 4 / Preparar Composición 3*  
NYUC: *Uso del imperfecto del subjuntivo*

Clase 27  
Lunes 19/3  
El imperfecto del subjuntivo, I: 214-215  
NYUC: *Uso del imperfecto del subjuntivo*  
Preparar Composición 3

Clase 28  
Martes 20/3  
**Composición 3**, 1º versión en clase  
Comparaciones y superlativos, I: 218-219  
El imperfecto del subjuntivo, I: 214-215  
NYUC: *Uso del imperfecto del subjuntivo*

Tarea para la clase siguiente: *SSI Lección 7 PARA EMPEZAR Ejs. 1, 3*
Clase 29
Martes 20/3, 7:00pm (make up lunes 30/4)
Lecture Series: Música en América Latina. Invitado. Coco Romero

Clase 30
Miércoles 21/3
Quiz 3
Cap. 7: Perspectivas laborales
Debate: entre el trabajo ideal y el trabajo posible (Vocabulario: ”El trabajo y las finanzas” I: 234-236)
Cortometraje: Recursos Humanos (España, 2004 - Director: José Javier Rodríguez Melcón)

Tarea para la clase siguiente: SSI Lección 7 Estructuras 7.1 The present perfect Ejs 1, 2

Clase 31
Jueves 22/3
El pretérito perfecto del Indicativo y del Subjuntivo, I: 248-249
NYUC: “Situación laboral en Argentina” [Lectura sobre los jóvenes y el trabajo]
Entrega de corrección 1º versión Composición 3

Tarea para la clase siguiente: SSI ESTRUCTURAS 7.2 The present perfect subjunctive Ejs. 1, 2, 3

SEMESTER BREAK : MARCH 26-30

Clase 32
Martes 3/4
El pretérito perfecto del Indicativo y del Subjuntivo, I: 248-249
Cortometraje: El empleo (Argentina, 2008 - Director: Santiago Bou Grasso)

Tarea para la clase siguiente: SSI Lección 7 Estructuras 7.3 Uses of “se” Ejs 1, 3, 4

Presentación 1 - Estudiante 1, – “Show and Tell presentation”: cada estudiante elegirá, en consenso con el profesor, un componente de la cultura de un país hispanohablante y buscará información sobre él en fuentes en español. El día asignado describirá este componente a la clase. No está permitido leer. Se debe crear también una lista con el vocabulario clave y preparar al menos tres preguntas para los compañeros. Asimismo debe presentar por escrito la presentación al profesor. La presentación tiene una duración de 10 minutos. Cada estudiante será evaluado sobre el contenido y la información presentados, la pronunciación, la precisión gramatical, la fluidez y el manejo del tiempo. También deberá poder contestar las preguntas que sus compañeros formulen a partir de la presentación. Las instrucciones para la presentación, así como la hoja de evaluación, están en NYUCI
Clase 33
Miércoles 4/4
Usos del “se”, I: 254-255
NYUC: “El Sr. Accidentado” y ejercicios de “se” accidental e impersonal/pasivo
**Presentación 1 – Estudiantes 2 – “Show and Tell presentation”: ver indicaciones en Clase 29**
Entregar 2º versión Composición 3 en papel y a través de NYUC

Tarea para la clase siguiente: NYUC Usos de “se” y Revisión temas Cap. 6 y Cap. 7

Clase 34
Jueves 5/4
Repaso para el Examen 3: Caps. 6 y 7

Clase 35
Viernes 6/4 (make up martes 1/5)
Examen 3: Caps. 6 y 7
**Cap. 8: Ciencia y tecnología**
Vocabulario: “La tecnología y la ciencia”, I: 270, 272
Debate: Ciencia y ética.

Tarea para la clase siguiente: **SSI Lección 8 PARA EMPEZAR Ejs. 1, 3**

Clase 36
Lunes 9/4
NYUC: Revisión de pretéritos
**Presentación 1 – Estudiantes 3 – “Show and Tell presentation”: ver indicaciones en Clase 29**

Tarea para la clase siguiente: **ESTRUCTURAS 8.2 The past perfect subjunctive Ejs. 1 y 2**

Clase 37
Martes 10/4
El pluscuamperfecto del indicativo y del subjuntivo I, I: 284-286
Video: *El clon* (España, 2010 - Director: Mateo Ramírez Louit)
**Presentación 1 - Estudiante 4 – “Show and Tell presentation”: ver indicaciones en Clase 29”**

Tarea para la clase siguiente: **ESTRUCTURAS 8.2 The past perfect subjunctive Ejs. 1 y 2**
**SSI Lección 8 Estructuras 8.3 Uses of the infinitive Ejs 1, 2, y 4**
Clase 38
Miércoles 11/4
Quiz 3: Pluscuamperfecto del indicativo y del subjuntivo
Canción: Luminosidad (Rosario Ortega)
Usos del infinitivo, I: 288-289

Tarea para la clase siguiente: SSI Lección 9 PARA EMPEZAR Ejs. 1, 2

Clase 39
Jueves 12/4
Cap. 9: Escapar y divertirse
Tópico: Deportes, del fanatismo a la salud (Vocabulario: “Las diversiones”, I: 304-306)
El futuro perfecto y el condicional perfecto, I: 318-320
Presentación 1 - Estudiante 5

Tarea para la clase siguiente: SSI Lección 9 Estructuras 9.1 The future perfect Ejs 1, 2 // Estructuras 9.2 The Conditional Perfect Ej 2

Clase 40
Viernes 13/4 (make up miércoles semana 14)
NYUC: El futuro perfecto y el condicional perfecto
Presentación 1 - Estudiante 6

Tarea para la clase siguiente: SSI Lección 9 Estructuras 9.3 "Si" clauses Ej 1

Clase 41
Lunes 16/4
Cláusulas con SI, I: 322-323
Presentación 1 - Estudiante 7

Tarea para la clase siguiente: NYUC Cláusulas con "si”. Ejercicio

Clase 42
Martes 17/4
Cláusulas con SI, I: 323
Lectura sobre inmigración y derecho en los Estados Unidos y Argentina
Presentación 1 - Estudiante 8

Tarea para la clase siguiente: NYUC
Clase 43  
Miércoles 18/4  
Quiz 5  
Cap. 10: Herencia y destino  
Debates: el contacto intercultural (Vocabulario: “Nuestro futuro”, I: 338)  
Cortometraje: Un pedazo de tierra (México/EEUU/Argentina, 2001 - Director: Jorge Gaggero)  
NYUC: Las migraciones. Actividades sobre las canción Clandestino (Manu Chao)  

Tarea para la clase siguiente: SSI Lección 10 PARA EMPEZAR Ejs 1,2, 3  
SSI Lección 10 Estructura 10.1 The passive voice Ejs 1, 2, 4

Clase 44  
Jueves 19/4  
La voz pasiva, I: 352  
NYUC: La voz pasiva  
Lectura “El español avanza a pasos de gigante”, I: 364  
Entrega de corrección 1º versión Composición 4  
Presentación 1 - Estudiante 9

Tarea para la clase siguiente: SSI Lección 10 Estructura 10.2 Negative and affirmative expressions Ej 1  
SSI Lección 10 ESTRUCTURAS 10.3 Summary of the indicative and the subjunctive Ejs 1, 2, 3

Clase 45  
Lunes 23/4  
Las expresiones negativas e indefinidas, I: 354-355  
Repaso de uso del indicativo y del subjuntivo, I: 358-360  
NYUC: Material sobre secuencia de tiempos  
Entregar 2º versión de Composición 4, en papel y a través de NYUC  
Presentación 1 - Estudiante 10

Tarea para la clase siguiente: NYUC Secuencia de tiempos.
**Clase 46**  
**Martes 24/4**  
Secuencia de tiempos (continuación)  
Repaso para el Examen 4  
**Presentación 1 - Estudiante 11**

Tarea para la clase siguiente: Repaso para Examen 4

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**Clase 47**  
**Miércoles 25/4**  
**Examen 4:** Caps. 8, 9 y 10  
Novela: La casa de los Conejos

Tarea para la clase siguiente: Diseñar el Proyecto Final  
Finalizar la lectura de La casa de los conejos.

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**Clase 48**  
**Jueves 26/4**  
Novela: La casa de los conejos  
NYU: resolver cuestionario  
Proyecto Final  
**Presentación 1 - Estudiante 12**

Tarea para la clase siguiente: NYU: resolver cuestionario

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**Clase 49**  
**Viernes 27/4 (make up jueves semana 14)**  
Novela: La casa de los conejos  
NYU: resolver cuestionario  
**Presentación 1 - Estudiante 13**

Tarea para la clase siguiente: NYUC - Cuestionario sobre la novela

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**Clase 50**  
**Miércoles 2/5**  
Novela: La casa de los conejos

Tarea para la clase siguiente: NYUC - Cuestionario sobre la novela

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**Clase 51**  
**Jueves 3/5**  
Novela: La casa de los conejos

Tarea para la clase siguiente: NYUC - Cuestionario sobre la novela
Clase 52
Viernes 4/5 (make up martes semana 14)
Novela: La casa de los conejos

Tarea para la clase siguiente: Presentación del Proyecto Final

Clase 53
Lunes 7/5
Presentación del Proyecto Final

Tarea para la clase siguiente: NYUC - Cuestionario sobre la novela

Clase 54
Martes 8/5
Presentación del Proyecto Final
Práctica de situaciones de rol

Tarea para la clase siguiente:
Preparar Presentación 2: "Situaciones". Los estudiantes presentarán en parejas (o en grupos de tres, en caso de ser necesario) una situación (de diez minutos de duración) de la vida cotidiana, que será asignada por el profesor. Cada estudiante recibirá su propia nota. Se tendrán en cuenta los siguientes componentes: el contenido, la precisión gramatical, el vocabulario, la pronunciación, así como el esfuerzo y el entusiasmo. Las instrucciones y la hoja de evaluación se pueden consultar en NYUClasses.

Clase 55
Miércoles 9/5
Presentación 2: SITUACIONES (Role-play)

Tarea para la clase siguiente: Estudiar para la revision general

Clase 56
Jueves 10/5
Revisión general

EXAMEN FINAL: LUNES 14 DE MAYO, 9:00
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: Derechos Humanos, martes 13 de marzo, 7:00pm
Lecture Series: Música en América Latina, martes 20 de marzo, 7:00pm
Field Trip: Visita al Parque de la Memoria, jueves 15 de marzo

Suggested Co-curricular activities

Non-mandatory conferences at NYUBA as well as activities organized by Student Life are strongly recommended in order to gain more contact with Spanish and the local reality.

Your Lecturer

Miguel Rosetti has graduated in Argentine and Latin American Literature, at Universidad de Buenos Aires, where he is professor of Twentieth Century Literature and is also undertaking a PhD on Latin American literature. He teaches in Master in Latin American Literature at Tres de Febrero University (UNTREF), where he organized different academic activities as Congresses and conferences. He is translator and has written several essays on literature. He joined NYUBA in 2009.