Advanced Spanish Grammar and Composition

Class code: SPAN-UA 9100.B01

Lecturer Details: Hernán Guastalegnanne  
  hernan.g@nyu.edu  
  Office hours: Tuesday & Thursday 10:30 – 11:00 (Faculty Room, 2nd floor)

Class Details:  
  Advanced Grammar and Composition  
  Tuesday & Thursday 11:15AM -1:15PM  
  Room: Lola Mora (Anchorena 1266, ground floor)

Prerequisites: Students who have fulfilled one of the following requirements are eligible to take Advanced Spanish Grammar and Composition:  
(a) the satisfactory completion of SPAN-UA 4 or SPAN-UA 20 at NYU,  
(b) a minimum score of 59 on the NYU Online Placement Exam and the in-person written exam offered by CAS.

Class Description: Advanced Spanish Grammar and Composition (SPAN-UA 100) is a four-credit advanced-level course designed to expand and consolidate the student’s lexical and grammatical understanding of the language and to introduce him/her to the fundamental principles of expository writing as they apply to Spanish, through exercises, readings, and intensive practice of various prose techniques and styles. Classes will be conducted in Spanish. English is not allowed in this class.

Desired Outcomes: At the end of the semester the student will be able to:  
1. use complex structures of the Spanish grammar, both orally and in written form.  
2. read and critically discuss literary and non-literary authentic texts in Spanish and demonstrate their understanding in oral discussions in class and by written commentary of the text in question.  
3. demonstrate their ability to develop, organize, and write an academic paper in Spanish where they can articulate original ideas and support them with textual evidence.

Assessment Components:  
1. Attendance and participation  
   A significant portion (12%) of your final grade will depend on class participation. A perfect score implies the following:  
   a. Perfect attendance. 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 (10 minutes or more) will be penalized with -4 points.  
   b. Ability to prove that the material being discussed in class has been read and practiced IN ADVANCE. This includes: knowledge of the grammar point being presented in such a way that you can engage the
lecturer when discussing grammar explanations, knowledge of cultural background given for literary discussions, knowledge of the literary readings assigned for each class (including preparation of comprehension and discussion questions when given).

c. Participation means voluntary participation, at least three times per class, in all areas of class work (grammar exercises, discussion of movies or literature, etc.). Please note the importance of this item: if you are in class every day, but do not participate actively in class work, at least 25 points will be deducted from your participation grade.

d. Generating questions and comments for the readings, films, and class activities.

e. Engaging in discussions with your fellow students. Points will be deducted if you are a passive observer and do not contribute to the class discussions.

f. Active participation in class activities, and a real effort to always speak Spanish. Points will also be deducted if you speak English in class.

You are required to bring to class Taller de escritores every class, or when indicated in the syllabus, *Crónica de una muerte anunciada* by Gabriel García Márquez as well as any other printed material assigned from NYUClasses. There will be little formal presentation of the grammar in class, so students are expected to read each lesson carefully, do the grammar exercises listed in the syllabus as homework before coming to class, be ready to apply the grammar in class exercises, and bring specific questions to the classroom. Should you feel you are falling behind, don't wait until the last minute to seek help from your lecturer.

NYU Classes site for Advanced Grammar and Composition: This course has been designed together with a NYUClasses site. You will need access to a computer with Microsoft Word, PowerPoint Viewer, and Adobe Acrobat Reader applications in order to view the documents. In order to access the Web page for Advanced Spanish and Composition, please do as follows:

1. Log-in NYUhome (https://home.nyu.edu). You will need to have an NYU e-mail account in order to access the Web Page.
2. Click on the ACADEMICS tab.
3. Click on NYU Classes. All classes you take that use NYUClasses will appear under this heading. Just click on Advanced Grammar and Composition to enter into the site. Please familiarize yourself thoroughly with the contents of the course web page.

2. Homework

a) Online exercises: The online exercises in Taller de escritores must be completed and submitted electronically via the VHLCentral portal (http://www.vhlcentral.com) by 10:00 am of the day that the corresponding sections in the textbook are being covered in class. Your textbook comes with an access code for the site and you will find a link and instructions on how to register in your class on NYUClasses>Tareas. Note that all assignments must be done by 10:00 am of the day that corresponds to the class meeting. That is, if in the “Programa de estudios” it states that you must read and do a particular set of exercises by Tuesday, February 20, you must have the assignment finished and submitted by 10:00 am on this day. You will have up to three attempts to submit the assignment. Late assignments will receive no credit. 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 lecturer. All assignments corresponding to the first week of classes are NOT to be done online (you may find them on NYUClasses>Tareas).

b) Ejercitación NYUC: There will be additional homework on our NYUClasses>Tareas site. You need to show proof of completion to your lecturer, so be aware that we will check your homework every day. Please, keep a folder with all your homework since we may collect them at the end of the semester in order to add them to your final homework grade.

3. Writing
There will be two types of writing assignments through the semester:

a) Three writing workshops (talleres de escritura) which will be drafted in class, may be peer reviewed, and submitted to your lecturer via NYUClasses>Escritura. There will be two versions for each taller de escritura. See below.

b) Three papers (ensayos). The ensayos will all be typed, double-spaced, using TNR #12. There will be two versions for the Ensayos 1 and 2. The Ensayo 3 will have one version. The first version of each taller de escritura and the ensayos 1 and 2 will be returned to you with errors marked and observations on content and organization. You will make the necessary corrections and modification on content and organization before submitting the final version along with the correction sheet and the first version (all stapled) by the date indicated in your syllabus. Both versions should be submitted both in paper as well as via NYUClasses>Escritura. The final grade will be the average of the first and the final versions. Class time will be set aside for discussion of grammatical points, style, or other specific problems that may recur in your written work. Writing workshops, paper themes, instructions, and the evaluation guide are available on NYUClasses>Escritura.

4. Readings

We will be reading the novel Crónica de una muerte anunciada by Gabriel García Márquez. In addition, there will be many other readings, most of which are to be found in our book, Taller de escritores. Support material for those readings as well as new readings can be found on NYUClasses>Lecturas. When preparing reading assignments, you should be ready to analyze and discuss the texts in both form and content and to use the new vocabulary introduced in the reading. The reading assignments should be done in their entirety week by week as assigned.

5. Films

We will see the film Infancia clandestina (2011) by Benjamín Ávila. Viewing the movie prior to the scheduled day of its discussion in class is required, as well as the reading and completion of the related activities available on NYUClasses>Película.

6. Examinations

You will be tested regularly throughout the semester. There will be different types of assessments:

a) four pop quizzes every other week or so. These will be short and will concentrate on specific grammar points.

b) two exams during the semester. These will consist of a variety of activities that will test your knowledge of grammar and vocabulary in context and in writing. You will also need to demonstrate your understanding of all texts discussed in class and be able to organize and articulate well-thought-out responses to short essay questions.

c) one final exam. There will be a comprehensive final exam during finals week. It will consist of a variety of activities based on grammar (not multiple-choice exercises) as well as short essay questions on the novel Crónica de una muerte anunciada.

7. 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 late work will be accepted and no make-ups will be given for missed exams. Be sure to
attend class on the day of the test. If you miss an exam due to illness, you must provide a doctor’s note in order to make up the missed exam. Under no circumstances is a student permitted to take an exam before the day it is scheduled; this includes the final 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>Attendance, participation</th>
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<tbody>
<tr>
<td>Quizzes (4)</td>
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<td>Tarea (VHL Central and NYUClasses)</td>
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<td>Talleres de escritura (3)</td>
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<td>Ensayos (3)</td>
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<td>Final Project</td>
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<td>Exámenes (2)</td>
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<tr>
<td>Examen Final</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.

**Assessment Expectations**

**Grade A**

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

**Grade B**

The student shows a good understanding. Interesting content; adequate range. Could improve with the addition of several sentences or paragraphs. Effective but simple syntax, minor problems in complex constructions, several errors of agreement, tense, mood, word order, but meaning seldom obscured. Logical progression of ideas but often lacks transitions. Loosely organized but 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 and paragraphing. Numerous English spelling. Numerous errors of pronunciation affect comprehensibility.

**Grade F**

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

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

Final Exam dates cannot be changed under any circumstance. Unexcused absences from exams are not permitted and will result in failing the exam. Written work due in class must be submitted during the class time to the lecturer. 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 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.

● 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 lecturer and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

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**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](http://www.nyu.edu/cas/ewp/html/policies___procedures.html).

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**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. 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](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](http://www.nyu.edu/cas/ewp/html/policies___procedures.html)


Supplemental Texts(s)  A good bilingual dictionary. We recommend the *Pocket Oxford Spanish Dictionary* (available at NYUBA Book Collection).

Key to syllabus:

TdeE: *Taller de escritores. Grammar and Composition for Advanced Spanish.*

VHL Central: *VHLCentral portal* ([http://www.vhlcentral.com](http://www.vhlcentral.com))

NYUC: NYUClasses

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**Week 1**

Febrero 6, 8

**Clase 1**

Martes 6/2


**Clase 2**

Jueves 8/2

La descripción de lugares, objetos y personas. Verbos *ser, estar*, verbos equivalentes (expansión de vocabulario).


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**Week 2**

Feb 15

(Martes 13: feriado nacional)

**Clase 3**

Jueves 15/2

*Visita al Teatro Colón*

NYUC: Llevar instructivo sobre toma de apuntes durante la visita

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**Week 3**

Feb 20, 22

**Clase 4**

Martes 20/2


*Taller de escritura 1*: la descripción del Teatro Colón. Preparación de la primera versión en clase.

*VHL Central*: Lección 2: Comprensión, Orden, La siesta. Lección 2.3: Elegir, Completar, en pasado.

**Clase 5**

Jueves 22/2

Week 4

Clase 6
Martes 27/2

TdeE: "Una bandera rota y embarrada", por Isabel Allende, pp. 70-76. Análisis y Discusión en clase; Léxico: Las conjunciones pp. 77-78. Ortografía y puntuación: Las citas pp. 90-91

VHL Central: Lección 3: Comprender; Lección 3.1: Conjunciones, Evolución de los Idiomas. Lección 3.6: Citas erróneas

Taller de escritura 1, versión 1: entrega por NYUC y en papel.

Quiz 1

Clase 7
Jueves 1/3

TdeE: Cláusulas adjetivas pp. 50-51. Práctica p.52 3 y 4, en clase.

VHL Central: Lección 2.4: Completar y Escoger

Entrega de corrección del Taller 1, versión 1

Clase 8
Viernes 2/3 (make-up martes 13/2)


Ensayo 1: La carta de opinión. Preparación en clase.

VHL Central: Lección 1.7: Elegir y Ordenar

Taller de escritura 1, versión final: entrega por NYUC y en papel

Week 5

Clase 9
Martes 6/3

TdeE: Voz pasiva y se pasivo, pp. 81-84; El futuro y el condicional, pp. 85-87

VHL Central: Lección 3.3: Pasiva con ser. Lección 3.4: En futuro

Entrega de corrección del Taller 1, versión final

Clase 10
Jueves 8/3


VHL Central: Lección 4: Lectura: Comprender y Los milenuristas. Lección 4.1: Completar

Quiz 2

Ensayo 1, versión 1: entrega por NYUC y en papel

Week 6

Clase 11
Martes 13/3

TdeE: El Subjuntivo pp. 116-121. Práctica 3, 4 y 5 en clase.

VHL Central: Lección 4.3: Escoger, Completar, Una generación desamparada.

Entrega de corrección del Ensayo 1, versión 1

Clase 12
Jueves 15/3

Repaso general para Examen 1
Week 7  
Mar 20, 22  

Clase 13  
Martes 20/3  
Examen 1  
TdeE: El subjuntivo (continuación).

Clase 14  
Jueves 22/3  
VHL Central: Lección 4.4: Completar y Escoger  
Ensayo 1, versión final: entrega por NYUC y en papel

MARZO 26-30: SEMESTER BREAK

Week 8  
Abril 3, 5, 6  

Clase 15  
Martes 3/4  
VHL Central: Lección 5.3 Verbs seguidos de preposición: Preposiciones;  
Ensayo 2, versión 1: entrega por NYUC y en papel  
Entrega de corrección del Ensayo 1, versión final

Clase 16  
Jueves 5/4  
VHL Central: Lección 5.1: Un concierto fantástico  
Entrega de corrección del Ensayo 2, versión 1

Clase 17  
Viernes 6/4 (make-up martes 1/5)  
TdeE: El ensayo narrativo pp.96-98.  
Gramática: El infinitivo y el gerundio  
Taller de escritura 2, texto narrativo. Preparación en clase.  
Ensayo 2, versión final: entrega por NYUC y en papel  
Quiz 3

Week 9  
Abril 10, 12  

Clase 18  
Martes 10/4  
TdeE: Otros usos de se, pp. 154-156. Práctica 2 y 3, en clase. Léxico: verbos que indican cambios pp. 179-181  
VHL Central: Lección 5.4: Elegir y Se aprende; Lección 6.1: Reescribir y Cambios  
Taller de escritura 2, versión 1: entrega por NYUC y en papel  
Entrega de corrección del Ensayo 2, versión final

Clase 19  
Jueves 12/4  
TdeE: Cláusulas condicionales pp. 157-159. Prácticas 2, 3 y 4, en clase.  
VHL Central: Lección 5.5: Elegir y Completar  
NYUC: Guía sobre el visionado de la película Infancia clandestina  
Entrega de corrección del Taller 2, versión 1  
Cada estudiante deberá haber visto la película Infancia clandestina para el martes 17/4
**Week 10**

Clase 20  
**Martes 17/4**  
*TdeE:* Cómo escribir una crítica cinematográfica p.197.  
*Taller de escritura 3:* preparación en clase. La crítica cinematográfica de *Infancia clandestina.*  
*Taller de escritura 2, versión final:* entrega por NYUC y en papel

**Clase 21**  
**Jueves 19/4**  
*TdeE:* Discurso indirecto pp.191-194. Práctica 2 y 3, en clase  
*VHLCentral:* Lección 6.5: Correcta o incorrecta y ¿Qué dijeron?  
Entrega de corrección del Taller 2, versión final

Week 11

**Clase 22**  
**Martes 24/4**  
*NYUC:* Secuencia de tiempos verbales.  
*NYUC:* Discurso indirecto  
*NYUC:* Introducción a la novela *Crónica de una muerte anunciada* de G. García Márquez.  
Buscar y leer una biografía de Gabriel García Márquez  
*Taller de escritura 3, versión 1:* entrega por NYUC y en papel

**Clase 23**  
**Jueves 26/4**  
*NYUC:* Discurso indirecto  
*VHLCentral:* Lección 6.5: Explicar  
*NYUC:* La novela: *Crónica de una muerte anunciada.* NYUC: Foro de discusión sobre la novela (parte 1)  
Entrega de corrección del Taller 3, versión 1  
Preparación del Proyecto Final (en clase)

**Clase 24**  
**Viernes 27/4** (make-up martes "semana 14")  
*NYUC:* La novela: *Crónica de una muerte anunciada.* NYUC: Foro de discusión sobre la novela (parte 2)  
*TdeE:* El ensayo argumentativo pp.162-164.  
**Ensayo 3, única versión.** Ensayo argumentativo. Preparación en clase. (Entrega 8/5)  
**Quiz 4**

**Week 12**

**Clase 25**  
**Jueves 3/5**  
*NYUC:* La novela: *Crónica de una muerte anunciada.* NYUC: Foro de discusión sobre la novela (parte 3)  
Revisión para el Examen 2  
*Taller de escritura 3, versión final:* entrega por NYUC y en papel

**Clase 26**  
**Viernes 4/5** (make-up jueves "semana 14")  
**Examen 2**  
Entrega de corrección del Taller 3, versión final
Week 13

Mayo 8, 10

Clase 27

Martes 8/5

NYUC: La novela: Crónica de una muerte anunciada. NYUC: Foro de discusión sobre la novela (parte 4)

Presentación del Proyecto Final

Ensayo 3, única versión: entrega por NYUC y en papel

Clase 28

Jueves 10/5

Debate final sobre la novela

NYUC: La novela: Crónica de una muerte anunciada. NYUC: Foro de discusión sobre la novela (parte 5)

Secuencia de tiempos verbales.

Revisión general para el examen final.

Entrega de corrección del Ensayo 3, única versión

Week 14

Mayo 14-17

EXAMEN FINAL: Jueves 17/5 - 11:15am

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

Field Trip: Teatro Colón, jueves 15 de febrero.

Co-curricular Activities

Suggested

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 the local culture and reality.

Your lecturer

Hernán Guastalegnanne holds a Master’s in Education, Modern Foreign Languages, from Kings College, University of London, a Diploma in Teaching Spanish as a Foreign or Second Language from Universidad de Buenos Aires and a certificate in Teaching Spanish as a Second Language, Teaching Languages for Business and On-Line Teaching from International House World Organisation (London, UK). Hernán is a Lecturer at Universidad Tecnológica Nacional, Regional Avellaneda, where he is the content designer and on-line tutor for the teacher training program: Diplomatura en la Enseñanza de Español como Lengua Segunda o Extranjera. He is a former lecturer for Language and Latin American Culture and current Affairs at the London School of Economics and Political Science, University of London. He is the Academic Coordinator for SEA, Language Schools Association of Argentina and a member of the academic committee for the Congresos Internacionales de Turismo Idiomático (I, II, III, IV, V and VI). Hernán is the author of “48 Juegos para la clase de ELE” a book on games for the Spanish class, and "Bueno, entonces…", a self study multimedia Spanish course for levels A1-A2, specially designed for the iPhone and iPod touch. He has also written several articles on language, learning and teaching methodology that have been published and are available on line. He is the founder of Diversión ELE, publishers and distributors of games for language teaching.