

Intermediate Spanish II

Spring 2022

Course number:
SPAN-UA 9004.B01

Instruction Mode: In-person

Syllabus last updated on: 17 December 2021

Lecturer Contact Information:
TBA

Prerequisites
SPAN-UA 3 or Placement Test scores for this level (NYU Online Placement Exam: 47-58 / SAT II: 610-650)

Units earned
4 credits

Course Details

- Tuesday, Thursday & Friday 9:50 am to 11:15 am
- All times are Buenos Aires zone
- Location: Rooms will be posted in Albert before your first class.
- COVID-related details: In the interest of protecting the NYU Buenos Aires community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.
 - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person

student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

- Additionally, in-person students will be split into cohorts who will attend sessions.

Course Description

- Spanish 9004 (Intermediate Spanish II) is a four-credit intermediate level course that reviews and continues the material covered in SPAN-UA 3.
- Completion of this course fulfills the MAP foreign language requirement, 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. In addition students will see one Argentine film.

Course Objective

By the end of this course, the students will demonstrate proficiency in speaking, writing, reading and oral comprehension, at a high intermediate level, as well as a cultural understanding of aspects of Argentina and several Spanish-speaking countries.

Upon Completion of this Course, students will be able to:

- Demonstrate command of vocabulary related to science and technology; job, business , and finances; media and popular culture; religion and politics; human rights.
- Narrate in the past, using the preterite and the imperfect, and the past perfect (*pluscuamperfecto*).
- Refer to actions in the past that still bears relevance in the present, using the present perfect indicative.
- Use time expressions properly (*hace...*, and others).
- Refer to non-declarative, hypothetical or future contexts, using the subjunctive mood (present subjunctive) in subordinate sentences (noun, adjective, and adverbial).
- Refer to past non-declarative, hypothetical contexts, using the subjunctive mood (past subjunctive) in subordinate sentences (noun, adjective, and adverbial).
- Express hypothetical situations and polite requests, using the conditional tense.
- Express hypothetical situations that depend on a previous condition, by using different types of *si* clauses.
- Refer to actions in the past that still bears relevance in the present in a non-declarative context, using the present perfect subjunctive.
- Compare general uses and customs (what “one” or “people” do), deemphasize the agent, and express unexpected events, through different uses of *se*.
- Use the infinitive in particular contexts.

- Produce cohesive texts.
- Discuss and express opinions about different topics.

Assessment Components

You are expected to attend class in person. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Attendance and Class Participation

- Class participation is a key element in language learning, and is also a very important factor in your grade.
- Attendance is mandatory.
- The grade you receive is based on attendance, active class participation, preparation and collaborative attitude.
- 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. Every 10-minutes late arrival or early departure will be penalized -4 points. You will receive two participation grades, the first one before fall break and the second at the end of the course.
- Using computers, phones or other electronic devices for purposes not related to the class are not allowed as they interfere with communication and interaction. Cell phone calls, text messaging, social media, etc. have no place in the class and are obstacles to a learning community's group dynamic (your grade for this section will be reduced if you do not follow these rules). In the same spirit it is required that students not consume food or gum in the class.
- Participation refers to 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?
- Classes will be conducted in Spanish. The use of English is not allowed in this class.
- You are required to bring to class, the class book, *Portales* (or when indicated in the syllabus, *La casa de los conejos*, by Laura Alcoba). You must set up an account at the [Portales Supersite](#). You will need access to this site in order to complete daily online assignments and to watch short films or grammar tutorials. Access to the Supersite is included with your textbook package. For step by step oral and written instructions go to [this site](#).

- Since there will be little formal presentation of the grammar in class, students are expected to read each lesson carefully, watch the videos, learn the vocabulary for each chapter, and do the grammar exercises listed in the syllabus or in VHL as homework before coming to class. The lecturer will be counting on this, and her main job will be to aid in practicing the forms in a communicative manner, and to clarify doubts, exceptions, and difficult cases.

Homework: VHL & Brightspace

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. Make sure to keep up with all assignments.

- **VHL - Online exercises.** These exercises will be completed online and submitted electronically by their due date, specified in the Portales Supersite. If the due date is September 10th, for example, they should be submitted by September 10th before class. You must complete the assigned activities on time. Your grade will be based not only on the number of correct answers, but also on the completion and submission of the assigned activities before the deadline. Overdue submissions will be penalized 10% per day. Please familiarize yourself with the website as soon as possible.
- **Brightspace Homework:** Sometimes it is necessary to supplement exercises in the book. These instances are marked in your syllabus. You are responsible for printing and completing this homework and bringing it to class (Brightspace is accessible through the “Academics” tab on NYU Home).
- **Textbook Homework:** Occasionally you may be asked to do homework from the textbook in addition to the Supersite

Assigned Readings

We will read the novel *La casa de los conejos*, by Laura Alcoba. In addition, students will read different articles from local newspapers.

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

Assigned Film

This course includes the film *Camino a La Paz* (Argentina, 2015) by Francisco Varone. 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 Brightspace.

Compositions

- There will be two compositions of 300-words each, in two drafts. 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 40 to 45 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.

- The first draft will be handwritten in class. The final version will be completed at home and it must be typed, double-spaced, and printed before class.
- Compositions are evaluated in terms of content, organization, grammar, vocabulary, and mechanics. You will find the evaluation sheet and the symbols used for correction on the “Escritura” tab on Brightspace.
- The first draft of your composition will be returned to you with errors marked according to a correction key. Do not change the content of the first draft regardless of the grade you received unless your lecturer tells you to do so. You will then make the appropriate corrections and turn it in, with your original and the evaluation sheet, on the due date.
- Take into account that the second version should be submitted both in paper as well as via Brightspace>Assignments. You may not send written assignments to your lecturer by email or google drive.
- Both drafts will be assigned a grade; each grade is worth 50% of the final composition grade. The final grade will reflect both the quality of the first draft and the improved second version. If you do not turn in a final version, 10 points will be deducted from the grade of your first version.
- No outside help is allowed; you should not use online translators. Please review what constitutes plagiarism.
- Class time will be set aside for discussion of grammatical points, style, or other specific problems that may recur in your written work.

Quizzes

There will be two in-class quizzes to test vocabulary, verbs, and that you have done the assigned reading. Quiz days are marked on the syllabus.

Oral Presentations

You will be responsible to do two 10-minute oral presentations, one individual and one in pairs. You will find the instructions and evaluation rubrics for both presentations on the “Presentaciones orales” tab on Brightspace.

- For the first presentation you will choose an article from a local newspaper. You will prepare this presentation in Spanish in your own words. Reading will not be allowed. You must prepare three questions that your classmates will answer after the presentation. You will be evaluated on time management, as well as delivery, content, pronunciation, and grammatical accuracy.
- The second presentation consists of a role-play. With a partner you will prepare and present a 10-minute dialogue on an assigned situation that is based on real-life circumstances. Each student will get an independent grade. The grade you receive will be determined by the following factors: content, grammatical accuracy, vocabulary, pronunciation, effort, and engagement of audience.

Final Project

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

Exams

- There will be three exams. Exams days are marked on the syllabus.
- There will be no dropped test scores.

Note: Please note that under no circumstances is a student permitted to take any exam before the scheduled day. No make-ups will be given for missed exams. You are advised to make travel plans accordingly. If you miss an exam due to illness, in order to make up the missed exam, you must provide a doctor’s note stating that on that particular day you were unable to attend class due to illness.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Attendance - Class participation]	12 %

Homework (VHL and Brightspace)	10 %
Compositions	16 %
Quizzes	8 %
Oral Presentations	16 %
Exams	30 %
Final Project	8 %

Failure to submit or fulfill any of the required course components will result in failing the class.

Teaching & Learning Philosophy

This course is based on flipped classroom approach. Under a conventional method, students come to class to learn the material and go home to practice what was learned in class. Rather, in this course, you will familiarize yourself with the new contents at home (before attending class) by watching online tutorials and completing practice exercises, searching for sociocultural information, working with images, or reading a text, among other activities.

Other fundamental issues regarding the teaching and learning process on this course are the emphasis on mutual understanding and respect of multicultural backgrounds and experiences, the effective use of online learning resources, the use of multimedia, authentic and tailored-made materials and the implementation of continuous meaningful evaluation.

Required Text(s)

- Blanco, José. *Portales 2. 2nd Edition. Digital format.* (Portales 2 - 6M) Boston: Vista Higher Learning (978-1-68005-415-6).
- Alcoba, Laura (2010). *La casa de los conejos*. Buenos Aires: Edhasa.
- Varone, Francisco (2015). *Camino a La Paz* (film).
- Digital resources via Brightspace
- *The Pocket Oxford Spanish Dictionary*. New York: Oxford University Press. Available at NYUBA Book Collection

Supplemental Text(s)

Available on Brightspace (accessible through the “Academics” tab on NYU Home).

Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)

- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Schedule

This syllabus is subject to change.

Key to the syllabus:

P: Portales

SS: Supersite

BS: Brightspace

Topics and Assignments

Fecha	Contenidos y Actividades	Tarea asignada
Semana 1 Sesión 1 25/1	Introducción al curso Diagnóstico inicial. Actividad: canción “Yo quiero”, de Rubén Rada.	
Sesión 2 27/1	Revisión 1: Usos del subjuntivo (presente) en cláusulas nominales. Expresar deseos, opiniones, valoraciones y certezas. BS: Ficha presente del subjuntivo	BS: “Yo quiero” Ficha 1. Presente del subjuntivo. Ej. 1,2 BS: Videos tutoriales (subj. en cláusulas nominales) Portales cap 4
Sesión 3 28/1	Revisión 2: Usos del subjuntivo en cláusulas adjetivas. BS: Ficha presente del subjuntivo	BS: Ficha 1. Presente del subjuntivo. Ej. 3 BS: Videos tutoriales (subjuntivo en cláusulas adjetivas) Portales Cap 5
Semana 2 Sesión 4 1/2	Revisión 3: Uso del subjuntivo en cláusulas adverbiales BS: Ficha presente del subjuntivo	BS: Canción “Ojalá” (act.1 y 2) BS: Ficha presente del subjuntivo. Ej. 4,5,6. BS: Video tutorial (subjuntivo en cláusulas adverbiales) Portales Cap. 6.

Sesión 5 3/2	Revisión 4: Uso del pretérito y del imperfecto. Narrar acontecimientos que ocurrieron en el pasado. BS: canción “El oso”, de Moris.	BS: Trabajo práctico (integración subjuntivo) BS: Video tutorial (uso de pretérito y pretérito imperfecto) Portales cap. 3
Sesión 6 4/2	Expresiones de tiempo con <i>hacer</i> Actividad: Los años 60, costumbres y acontecimientos que sacudieron el mundo.	BS: Ficha 2. Pretérito e imperfecto de indicativo. Ej. 1, 2.
Semana 3 Sesión 7 8/2	Lección 7: La tecnología y la ciencia Vocabulario Portales 7 Debate: Ciencia hoy Actividad: Inventos argentinos,	BS: Foro: Ciencia hoy SS: Contexto. “Ej. “explore” SS: Contextos: Ej: “Identificar”, “Escuchar” y “Transformar”.
Sesión 8 10/2	Uso del pretérito perfecto de indicativo. BS: (en clase) Ficha 3. Pretérito perfecto de indicativo	SS: Estructura 7.1 ”Explore” SS: Estructuras 7.1: “Completar”, “Participios”, “Qué han hecho”
Sesión 9 11/2	Debate oral: La actualidad científica. Portales (p.247) Actividad: canción “Cuando te conocí”, de Andrés Calamaro	BS: Ficha 3 (completar)
Semana 4 Sesión 10 15/2	Uso del pretérito pluscuamperfecto del indicativo BS: (en clase) Ficha 4. Pret. Plusc.	SS: Estructura 7.2 Explore SS: Estructura 7.2: “Completar”, “Oraciones incompletas”
Sesión 11 17/2	La narración. Usos del pretérito, imperfecto y pluscuamperfecto. Cuento: “Regalos”, guía de actividades	BS. Leer: “Regalos” Guía de actividades. Ej Vocabulario y Contenido
Sesión 12	Quiz 1: Pretérito Pluscuamperfecto	SS: Estructura 7.2: “Te

18/2	Revisión para el Examen 1.	presto mi computadora”, “Historia de mar”.
Semana 5 Sesión 13 22/2	Examen 1: Lección 7, revisión de presente de subjuntivo y contraste en la narración de los pretéritos de indicativo.	BS: Foro: Cuestionario sobre el mundo del trabajo hoy
Sesión 14 24/2	Lección 8: La economía y el trabajo Actividad oral: El mundo del trabajo hoy Actividades: “El empleo” Describir, narrar y expresar opiniones	SS: Contextos. Ej. “Explore” “Completar”, “Escuchar”, “Quién lo dijo”, “Diálogo en Blas y Cia.”, “Huelga Mundial de Mujeres BS: video El empleo
Sesión 15 25/2	Composición 1: 1º versión en clase Cortometraje: “El empleo” (continuación)	
Semana 6 Sesión 16 1/3	Feriado por carnaval. (make up TBA) Visita Parque de la Memoria	
Sesión 17 3/3	Usos del condicional simple Portales: pp 294-296 Debate oral en base a los videos “Red Latinoamericana contra el trabajo infantil”	SS: Estructura 8.1: “Explore” Ej: “Entrevista”, “Comentario”, “Mi hermano Javier”, “El futuro en el pasado” Ver videos “La historia de Eric” o La historia de Camilo
Sesión 18 4/3	Pretérito Imperfecto del subjuntivo. P: pp 298-230 BS: (en clase) Ficha 5. Pretérito imperfecto del subjuntivo	SS: Estructura 8.2 Ej: “Explora” “Los animales”, “Consejos para conseguir trabajo”, “En el trabajo”.
Semana 7 Sesión 19 8/3	Composición 1 (versión final) Frases condicionales con “si” en tiempos simples:	SS. Estructura 8.3 Ej: “Explora” “Elegir”, “Situaciones

	<p>situaciones posibles referidas al presente, pasado y futuro. P: pp.302-303 BS: (en clase) Ficha 6. Frases condicionales Canción: “Raros peinados nuevos”, de Charly García</p>	
<p>Sesión 20 10/3</p>	<p>Frases condicionales con “si” en tiempos simples: situaciones improbables. P: pp 303-305</p> <p>Actividad: canción “Andar conmigo”, de Julieta Venegas</p>	<p>SS: Estructura 8.3. Ej: “Explora” “Qué pasaría”, “Conversación”, “Si trabajara menos”,</p> <p>BS Ficha frases condicionales</p>
<p>Sesión 21 11/3</p>	<p>Presentación oral 1</p> <p>Integración: BS (en clase) Ficha frases condicionales. Actividad a partir de la canción “Imagine”, de Lennon.</p>	<p>BS: “Andar conmigo” (completar actividades)</p>
<p>14 al 20/3</p>	<p>SPRING BREAK - NO CLASSES</p>	
<p>Semana 8 Sesión 22 22/3</p>	<p>Quiz 2: Frases condicionales</p> <p>Lección 9: La cultura popular y los medios de comunicación</p> <p>Vocabulario P: pp 324 – 326</p> <p>Debate: el plurilingüismo en América Latina.”El guaraní, lengua vencedora” P: pp 355.</p>	<p>SS: Contextos: Ej. “Explora” “Escuchar” “Asociar”, “Mi serie favorita” “Programación televisiva”</p> <p>SS: Cultura. El guaraní, lengua vencedora...</p>
<p>Sesión 23 24/3</p>	<p>Feriado “Día de la memoria” (make up TBA) Taller de lenguas indígenas: guaraní</p> <p>BS: Argentina: ¿país monolingüe o plurilingüe?</p>	
<p>Sesión 24</p>		<p>SS: Estructura 9.1 “Explore” “Indicativo o Subjuntivo”,</p>

25/3	Usos del pretérito perfecto de subjuntivo Pp: 336-337 BS: (en clase) Ficha pretérito perfecto del Subjuntivo	"Completar", "Una película censurada
Semana 9 Sesión 25 29/3	Pretérito perfecto del Subjuntivo (continuación) Actividad: canción "Wapo traketero", de Nicki Nicole	" SS: Est 9.1"Explora" "Censura", "Protesta", "Qué nervios" BS: Niki Nicole: ¿la identidad para una nueva generación?
Sesión 26 31/3	Lección 11 La política y la religión Vocabulario P: pp 394-396 Usos de "se" P: pp 408-410 BS: (en clase) Ficha 7. Usos del "se"	Lección 11: Contextos: "Definiciones" "Escuchar" "Noticias" Est. 11.2: "Escribir" "Democracia"
Sesión 27 1/4	Usos de se (continuación) Uso del infinitivo: Actividad de traducción: "Love", Lennon	SS Est. 11.2 Dicho de otra manera" "Un poco de imaginación"
Semana 10 Sesión 28 5/4	Secuencias de tiempos: indicativo y subjuntivo P: 448-449, 452, 454. Actividad: canción "Desapariciones", de Rubén Blades	BS: "Desapariciones" Activ. "Antes de clase" ^{1,2,3,4} Lección 12. Est. 12.1 "Escribir" "Oraciones" Frases"
Sesión 29 7/4	Secuencias de tiempos: indicativo y subjuntivo (continuación)	BS: "Desapariciones" Activ. "Después de clase"
Sesión 30 8/4	Película: Camino a La Paz Secuencia de tiempos verbales. BS: Actividades gramaticales para la película	Ver la película "Camino a La Paz" BS: Camino a La Paz Actividades de comprensión

<p>Semana 11 Sesión 31 12/4</p>	<p>Secuencia de tiempos verbales. BS: (en clase) Guía de actividades gramaticales para la película</p>	<p>BS: Actividades gramaticales para la película</p>
<p>Sesión 32 14/4</p>	<p>Feriado Semana Santa (Make up TBA) Taller de intercambio con estudiantes locales</p>	
<p>Sesión 33 15/4</p>	<p>Feriado Semana Santa (Make up TBA) BS: "Laura Alcoba: Un poco de historia antes de leer la novela" Esta sería la clase asincrónica</p>	
<p>Semana 12 Sesión 34 19/4</p>	<p>Debate e integración: Interculturalidad en la Argentina Revisión para el Examen 2</p>	<p>Revisar unidades 8,9 y 11 y preparar consultas</p>
<p>Sesión 35 21/4</p>	<p>Examen 2: Lecciones 8,9 y 11 Proyecto final: explicación.</p>	
<p>Sesión 36 22/4</p>	<p>Composición 2 Primera versión en clase Novela: "La casa de los conejos" "Laura Alcoba: un poco de historia.."</p>	<p>BS. Novela. Guía de lectura: Introducción</p>
<p>Semana 13 Sesión 37 26/4</p>	<p>Novela: "La casa de los conejos" Otros relatos: "Infancia clandestina"</p>	<p>BS. Novela. Guía capítulos 1-4</p>
<p>Sesión 38 28/4</p>	<p>Novela: "La casa de los conejos" Proyecto final: revisión de guiones.</p>	<p>BS. Novela. Guía capítulos 5-8</p>
<p>Sesión 39 29/4</p>	<p>Composición 2: versión final Novela: "La casa de los conejos"</p>	<p>BS. Novela. Guía capítulos 9-12</p>

Semana 14 Sesión 40 3/5	Novela: “La casa de los conejos”	BS. Novela. Guía capítulos 13-16
Sesión 41 5/5	Novela: “La casa de los conejos” Presentación de Proyecto final.	BS. Novela. Guía capítulos 17-18
Sesión 42 6/6	Presentaciones orales 2 Revisión general	
Semana 15 TBA	Examen 3: La novela, secuencia de tiempos verbales, la narración.	

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

Your Lecturer

Pía Bouzas is a writer, she received her *Licenciatura en Letras* (Literature and Linguistics) from Universidad de Buenos Aires in 1993. Since then, she has dedicated to research and teach all what is involved in writing skills: professional, academic and creative writing as well. She has developed several training programs on Professional Writing Techniques and Effective Oratory for educational institutions and international companies from Argentina and Latin America. Currently, she teaches Creative Writing and Argentine Literature at Universidad Nacional de las Artes (UNA). Pía Bouzas joined NYUBA in 2009 and she has also taught Spanish at different universities in Argentina.

She has published several books of short stories: *El mundo era un lugar maravilloso* (2004), *Extranjeras* (2011), *El Polaco* (2013), *Las acrobacias del pez* (2015), *Un largo río* (2015), and *Una fuga en casa* (2018), besides participating in Spanish and Argentinian anthologies: *Buenos Aires no duerme* (1999), *Cuentos* (2003), *Cuentos olímpicos* (2003), *Historias de*

nuestros mayores (2005), *Verso y reverso* (2011), *Gascón 450* (2014), and *Hay palabras alrededor de este cuerpo* and *El nuevo cuento argentino* (2017). From 2009 to 2012, she co-edited the virtual magazine *Cuatrocientos*.

Academic Policies

Grade Conversion

Your lecturer will use the following scale of numerical equivalents to letter grades:

A = 94-100
A- = 90-93
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
C- = 70-73
D+ = 67-69
D = 65-66
F = below 65

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to buenosaires.academics@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail buenosaires.academics@nyu.edu immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams

Final exams must be taken at their designated times, this includes the third exam in this course. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU BUENOS AIRES Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and

for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU BUENOS AIRES's Academics Office in writing via e-mail, buenosaires.academics@nyu.edu, one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as

other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU BUENOS AIRES.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- Local Phone Number: + 54 11 4828-5214