

Intensive Spanish for Advanced Beginners

Course Number

SPAN-UA 9015.B01

Instruction mode: In-person

Spring 2022

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU BUENOS AIRES, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact Valentino Cappelloni, vc56@nyu.edu, if you have trouble accessing the Brightspace site.

Syllabus last updated on: 22-Jan-2022

Lecturer Contact Information

TBA

Prerequisites

SPAN-UA 1 (Beginners I) or equivalents, or passing grade on qualifying examination.

Units earned

6 credits

Course Details

- Monday to Friday 10:00 AM - 11:25 AM
- All times are Argentina zone time.
- 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.

Course Description

- Intensive Spanish for Advanced Beginners is an intensive language course designed to help students with limited knowledge of Spanish strengthen their language skills and develop their cultural competency. Our immediate and ultimate goal is on improving communication skills in Spanish through listening, speaking, reading and writing. Interaction and building learning communities are emphasized in all of our classroom and at-home activities.
- The course covers the material of Spanish 2 and Spanish 3 in one semester. Successful completion of this course prepares students for a fourth semester college Spanish language course.

Course Objective

By the end of this course, students will be able to read, write, speak and present information in Spanish with more fluency and confidence.

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

- understand the main points of a text, talk and write about subjects such as those related to interpersonal relations and feelings, daily life, work and free time, health and wellbeing, environment, and travel.
- demonstrate knowledge and cultural understanding of different aspects and issues of Argentina and several Spanish-speaking countries.
- feel at ease using appropriate language in everyday situations that could occur during a visit to a Spanish-speaking area.
- talk and write about habitual and ongoing events using the present tense;
- describe daily routines using reflexive verbs.
- describe persons, places, situations and change of states using “ser” and “estar”.
- express likes and dislikes using “gustar” and similar verbs.
- narrate events in the past, by contrasting the uses of the preterite and the imperfect.
- avoid repetitions using personal and relative pronouns.
- express future actions and conjectures using the future tense.
- talk about hypothetical situations and polite requests using the conditional tense; to refer to non-declarative, hypothetical or future contexts using the subjunctive mood (present) in subordinate clauses (noun, adjective, adverbial).
- express and give opinions using the indicative and subjunctive moods.
- convey invitations, orders and approval using commands in formal and informal situations.
- effectively connect different clauses using connectors when writing and during oral exchanges.

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.

Assessment Components

Attendance and Class Participation

Class participation is a key element in language learning, and is also a very important factor in your grade. Attendance is mandatory. The grade you receive is based on attendance, active class participation, preparation and collaborative attitude.

- Attendance is required for 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. Every late arrival or early departure (10 minutes or more) will be penalized -4 points.
- 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 and it will also be penalized.
- Participation refers to your attendance, preparation, and contribution to the class activities. Participation means voluntary contributions to the class—do not wait to be asked. Your contributions should 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? The use of English is not allowed in this class.

Class Work

- Classes will be conducted in Spanish.

- You are required to bring the textbook (*Portales* or, when indicated in the syllabus, *Cita en Recoleta*) to every class.
- Since there will be little formal presentation of the grammar in class, **students are expected to read each lesson carefully, learn the vocabulary for each chapter and do the grammar exercises listed in the syllabus as homework before coming to class.**
- 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 [Vista site](#).
- Be aware that SPAN 9015, as an intensive course, requires a great deal of effort outside of the classroom on your part.

Homework

- **Online exercises.** They must be completed and submitted electronically before the due date specified in the website. Overdue submissions will be penalized 10% per day. Please keep in mind that although VHLCentral will assign a grade for each homework you submit, this grade has no bearing on your final homework grade. Each homework will be graded by your lecturer.
- **Exercises in Brightspace.** More practice exercises and reading exercises to be done on the day stated on the syllabus.

Assigned Reading

There will be a short story reading in this class: “Cita en Recoleta”, by Viviana Espinosa, with pre-reading and post-reading activities.

Compositions

- Throughout the semester, you will write four one-page compositions.
- The instructions for each composition are in Brightspace and the assignment appears in the syllabus as “*Composición*”.
- Each of the first 3 compositions has two versions. The first version of all compositions will be done in class.
- You must read the instructions and prepare all the compositions BEFORE coming to class.
- You will be given 50 minutes in class to write your compositions. A typical entry should be around 250 words, three to four paragraphs (an introduction, a body, and a conclusion). Bear in mind these are compositions, not loose paragraphs.
- The first version will be returned with your mistakes marked with symbols. Please look at the document titled “*Símbolos para la corrección de composiciones*” on Brightspace. The final version of the first 3 compositions will be completed at home on the day assigned on the syllabus and turn in both, the first and the final version of each composition, stapled

together and also submit the final version via Brightspace/Assignments. No make-ups and/or late work will be accepted.

- 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.
- The fourth composition has only one version and it will be written in class on the day assigned on the syllabus.
- The guidelines and scale for grading compositions are posted on Brightspace course site.
- Every typed assignment must be typed double-spaced, using Times New Roman Font #12.
- 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.

Oral Presentations

We will have two oral presentations during the semester. You will find the instructions and evaluation rubrics for both presentations in Brightspace.

- **“Show and Tell Presentation”**
 - o The student will choose an item belonging to the Argentine culture and research the chosen item using Spanish language sources.
 - o 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/they thinks it is important for us to know about this particular item.
 - o The student will explain why she/he/they thinks it is important for us to know about this particular item
 - o The presentation cannot be read, it must be presented with audiovisual support.
 - o Create a vocabulary list for the other students, and bring an activity based on your presentation for them.
 - o **Type the presentation and hand it in to your lecturer.**
 - o You will have **15 minutes** for your presentation and the open discussion, so manage your time accordingly.
 - o 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.
- **Music and song Presentation**
- The student will research Argentine music and will choose an Argentine musician or a music band to be presented to the class.
- The student has to explain about the gender of music and the context in which it was formed. It is also important to explain about the content of the songs.

- The student will explain why she/he/they has chosen this musician or band and why she/he/they thinks it is important for us to know about it. The presentation cannot be read, it must be presented with audiovisual support.
- Present a song, preparing an activity with the lyric.
- **Type the presentation and hand it in to your lecturer.**
- You will have **15 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.

Exams

There will be six exams. After each chapter, there will be an exam that provides students with an opportunity to demonstrate their understanding and proficiency with the lesson content. Exams days are marked on the syllabus.

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 the last exam and the compositions. **You are advised to make travel plans accordingly.**

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.

Grading of Assignments

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

Assignments/Activities	% of Final Grade
Class-work (performance, preparation and participation)	10%
Written assignments (4 compositions, 4,5% each)	18%
Homework	10%
Oral presentations (2 presentations, 6 % each)	12%
Exams (6 exams, 7% each)	42%
Final Project	8%

Failure to submit or fulfill any of the required course components will result in failing the class. Grades will be available through Brightspace.

Spanish Tutoring Sessions

- Spanish Tutoring Sessions are mandatory for all students who obtain a B- or below in any assignment.
- Students must enroll in the tutoring sessions with the Language Coordinator, Silvia Luppino, snl3@nyu.edu. Tutoring services must be requested with no less than 72 hour notice.
- During tutoring sessions, students will not be offered help with homework or written assignments that they have been assigned and must turn in for their classes.
- Please consult the “Tutoring Policies” tab in Brightspace for further information.

Course Materials

Required Textbooks & Materials

- José A. Blanco, **Portales**: Reimagine Language Learning, Intermediate Spanish 2. Boston: Vista Higher Learning, 2018, ISBN-978-1-68005-215-2. Digital format. Your lecturer will let you know how to purchase the textbook in the first class.
- *The Pocket Oxford Spanish Dictionary*. New York: Oxford University Press, latest edition.
- Viviana Espinosa. *Cita en Recoleta*. Editorial En Clave, 2006, ISBN 10: 209034184X

Suggested Co-curricular Activities

- We encourage students to participate in the Spanish Exchange with English language local students on Tuesday, March 29, 7:00pm. More details will be given by email.

Additional Materials

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

Resources

- **Access your course materials:** Brightspace (nyu.edu/its/classes)
- **Obtain 24/7 technology assistance:** [IT Help Desk](#) (nyu.e)

Course Schedule

Note: This syllabus is subject to change

Key to the syllabus:

P: Portales Textbook

PE: Practice Exercises in Brightspace

IP: Interactive Practice in Brightspace

Week/Date	Topic	Assignment Due
Week 1 Session 1 January 25 Tuesday	Introduction to the Course Introducing yourself	VHL Central: Lección 1: Contextos: Practice (4 ejercicios)
Week 1 Session 2 January 26 Wednesday	LECCIÓN 1: Las relaciones personales Vocabulary: P: pp. 2-4; p 5	VHL Central: Lección 1: Estructuras 1.1: Practice (3 ejercicios)
Week 1 Session 3 January 27 Thursday	The present tense: P: pp. 14-15 Song: <i>Limón y sal</i> (Julieta Venegas)	VHL Central: Lección 1: Estructuras 1.1: Practice (2 ejercicios) / Self-check: autoevaluación
Week 1 Session 4 January 28 Friday	Uses of ser and estar : P: pp. 18-19 P: pp. 20-21	VHL Central: Lección 1: Estructuras 1.2: Practice (4 ejercicios) / Self-check: autoevaluación
Week 2 Session 5 January 31 Monday	Uses of ser and estar PE in Brightspace Shortfilm: <i>No me ama</i> (Argentina, Martín Piroyansky)	VHL Central: Lección 1: Atando cabos: self-check
Week 2 Session 6 February 1 Tuesday	Progressive forms: P: pp. 22-23 P: p 24	VHL Central: Lección 1: Estructuras 1.3: Practice

<p>Week 2 Session 7 February 2 Wednesday</p>	<p>Cortometraje: No me ama</p>	<p>IP in Brightspace</p>
<p>Week 2 Session 8 February 3 Thursday</p>	<p>Lección 1: review for exam 1</p>	<p>VHL Central: Lección 1: Estructuras 1.3: Self-check: autoevaluación</p>
<p>Week 2 Session 9 February 4 Friday</p>	<p>EXAM 1</p>	<p>VHL Central: Lección 2: Contextos: Practice and Self-check: autoevaluación</p>
<p>Week 3 Session 10 February 7 Monday</p>	<p>LECCIÓN 2: Las diversiones Vocabulary: P: pp. 42-43 P: pp. 44-45</p>	<p>VHL Central: Lección 2: Contextos: Practice (3 exercises)/ Self-check: autoevaluación</p>
<p>Week 3 Session 11 February 8 Tuesday</p>	<p>Direct object pronouns: P: pp. 54 Indirect object pronouns: P:pp 55</p>	<p>VHL Central: Lección 2: Estructuras 2.1: Learn: Grammar tutorial/ Practice (2 exercises)</p>
<p>Week 3 Session 12 February 9 Wednesday</p>	<p>Double object pronouns: P: pp 56-57 Manual gramática: A 11</p>	<p>VHL Central: Lección 2: Estructuras 2.1: Learn: Grammar tutorial/ Practice (2 exercises) Self-check: autoevaluación</p>
<p>Week 3 Session 13 February 10 Thursday</p>	<p>Gustar and similar verbs: P: pp. 58-59</p>	<p>VHL Central: Lección 2: Estructuras 2.2: Learn: Grammar tutorial/ Practice (3 exercises) Self-check: autoevaluación</p>

<p>Week 3 Session 14 February 11 Friday</p>	<p>Demonstrative and possessive pronouns P: Manual de gramática A 14 – A 16</p>	<p>Learn: Grammar tutorial / Practice (4 exercises) Self-check: autoevaluación</p>
<p>Week 4 Session 15 February 14 Monday</p>	<p>Preparing for Composition 1</p>	<p>Preparing for Composition 1</p>
<p>Week 4 Session 16 February 15 Tuesday</p>	<p>Composition 1 in class</p>	
<p>Week 4 Session 17 February 16 Wednesday</p>	<p>Review for exam 2</p>	<p>VHL Central: Lección 2: Atando cabos: self-check</p>
<p>Week 4 Session 18 February 17 Thursday</p>	<p>EXAM 2</p>	<p>VHL Central: Lección 3: Contextos: Practice (4 exercises)/ Self-check: autoevaluación</p>
<p>Week 4 Session 19 February 18 Friday</p>	<p>LECCIÓN 3: La vida diaria Vocabulary: P: pp. 82 – 83</p>	<p>Composition 1 final version</p>

<p>Week 5 Session 20 February 21 Monday</p>	<p>Turn in Composition 1 final version</p> <p>The preterite: P: pp. 94</p>	<p>VHL Central: Lección 3: Estructuras 3.1: Practice (2 exercises)</p>
<p>Week 5 Session 21 February 22 Tuesday</p>	<p>The preterite irregular verbs: P: pp.95</p>	<p>VHL Central: Lección 3: Estructuras 3.1: Practice (2 exercises)</p>
<p>Week 5 Session 22 February 23 Wednesday</p>	<p>The preterite: P: pp. 96 -97 RE in Brightspace</p>	<p>VHL Central: Lección 3: Estructuras: Practice (4 exercises) Self-check: autoevaluación</p>
<p>Week 5 Session 23 February 24 Thursday</p>	<p>The imperfect: P: pp. 98 -99 pp. pp. 100 – 101</p>	<p>VHL Central: Lección 3: Estructuras 3.2 Learn: Grammar tutorial Practice (4 exercises) Self-check: autoevaluación</p>
<p>Week 5 Session 24 February 25 Friday</p>	<p>Narrating in the past: The preterite and the imperfect: P: pp. 102 – 104</p>	<p>VHL Central: Lección 3: Estructuras 3.3 Learn: Grammar tutorial Practice (3 exercises)/ Self-check: autoevaluación</p>
<p>Week 6 Session 25 February 28 Monday</p>	<p>Holiday - MAKE UP TBC</p> <p>Song: <i>El oso</i></p>	<p>IP in Brightspace</p>
<p>Week 6 Session 26 March 1 Tuesday</p>	<p>Holiday - MAKE UP TBC</p> <p>Edificio Kavanagh y Leyendas urbanas</p>	<p>IP in Brightspace</p>

<p>Week 6 Session 27 March 2 Wednesday</p>	<p>The preterite and the imperfect P: pp. 105</p>	<p>VHL Central: Lección 3: Estructuras 3.3 Self-check: autoevaluación</p>
<p>Week 6 Session 28 March 3 Thursday</p>	<p>Shortfilm: Adiós mamá P: pp. 106-109</p>	<p>VHL Central: Lección 3: Cinemateca: exercises</p>
<p>Week 6 Session 29 March 4 Friday</p>	<p>The preterite and the imperfect P: pp.113-114 RE in Brightspace</p>	<p>PE in Brightspace</p>
<p>Week 7 Session 30 March 7 Monday</p>	<p>Contrastive uses of the preterite and the imperfect. Reading and retelling stories</p>	<p>Preparing for composition 2</p>
<p>Week 7 Session 31 March 8 Tuesday</p>	<p>Composition 2 in class</p>	<p>VHL Central: Lección 3: Atando cabos: self-check</p>
<p>Week 7 Session 32 March 9 Wednesday</p>	<p>The preterite and the imperfect. Review for exam 3</p>	<p>Grammar tutorial Practice (3 exercises)/ Self-check: autoevaluación</p>

<p>Week 7 Session 33 March 10 Thursday</p>	<p>EXAM 3</p>	<p>Composition 2 final version</p>
<p>Week 7 Session 34 March 11 Friday</p>	<p>Turn in Composition 2 final version LECCIÓN 4: La salud y el bienestar Vocabulary: P: pp. 122 – 123</p>	<p>VHL Central: Lección 4: Contextos: Practice (4 exercises)/ Self-check: autoevaluación</p>
<p>March 14-20</p>	<p>SPRING BREAK - NO CLASSES</p>	
<p>Week 8 Session 35 March 21 Monday</p>	<p>The subjunctive in noun clauses P: pp. 134-136</p>	<p>VHL Central: Lección 4: Estructuras 4.1 Learn: Grammar tutorial Practice (3 exercises)</p>
<p>Week 8 Session 36 March 22 Tuesday</p>	<p>The subjunctive in noun clauses P: pp.137-138</p>	<p>VHL Central: Lección 4: Estructuras 4.1 Learn: Grammar tutorial Practice (2 exercises)</p>
<p>Week 8 Session 37 March 23 Wednesday</p>	<p>Commands: formal and familiar P: pp. 140-141 Advertisements in the city</p>	<p>VHL Central: Lección 4: Estructuras 4.2 Practice (5 exercises) Self-check: autoevaluación</p>
<p>Week 8 Session 38 March 24 Thursday</p>	<p>Holiday - MAKE UP TBC Café y medialunas - IP in Brightspace</p>	<p>IP in Brightspace</p>



<p>Week 8 Session 39 March 25 Friday</p>	<p>Por y para: P: pp. 144-145 P: pp. 146-147 Song: Sólo le pido a Dios (Mercedes Sosa)</p>	<p>VHL Central: Lección 4: Estructuras 4.3 Practice (4 exercises) Self-check: autoevaluación</p>
<p>Week 9 Session 40 March 28 Monday</p>	<p>Subjunctive and Indicative Commands, por y para: PE in Brightspace</p>	<p>VHL Central: Lección 4: Atando cabos: self-check</p>
<p>Week 9 Session 41 March 29 Tuesday</p>	<p>Composition 3 in class Ñoquis del 29 IP in Brightspace ¿Review for exam 4?</p>	<p>VHL Central: Lección 4: Atando cabos: self-check</p>
<p>Week 9 Session 42 March 30 Wednesday</p>	<p>EXAM 4</p>	<p>VHL Central: Lección 5 Contextos: Practice (4 exercises) Self-check: autoevaluación</p>
<p>Week 9 Session 43 March 31 Thursday</p>	<p>LECCIÓN 5: Los viajes Vocabulary: P: pp. 164 – 167</p>	<p>VHL Central: Lección 5: Estructuras 5.2 Practice (2 exercises) Self-check: autoevaluación</p>
<p>Week 9 Session 44 April 1 Friday</p>	<p>Negative, affirmative, and indefinite expressions: P: pp. 180-181 P: pp. 182-183</p>	<p>VHL Central: Lección 5: Estructuras 5.2 Practice (3 exercises) Self-check: autoevaluación</p>

<p>Week 10 Session 45 April 4 Monday</p>	<p>Turn in composition 3 final version</p> <p>The subjunctive in adjective clauses: P: pp. 184-185</p>	<p>VHL Central: Lección 5: Estructuras 5.3 Practice (6 exercises) Self-check: autoevaluación</p>
<p>Week 10 Session 46 April 5 Tuesday</p>	<p>Oral presentation 1</p> <p>The subjunctive in adjective clauses: P: pp.186 -187 Canción: Necesito (Sui Generis)</p>	<p>VHL Central: Lección 5: Estructuras 5.3 Practice (6 exercises) Self-check: autoevaluación</p>
<p>Week 10 Session 47 April 6 Wednesday</p>	<p>Subjunctive in adjective clauses: Song: Necesito (Sui Generis)</p>	<p>IP in Brightspace</p>
<p>Week 10 Session 48 April 7 Thursday</p>	<p>Reading: Cita en Recoleta</p>	<p>IP in Brightspace</p>
<p>Week 10 Session 49 April 8 Friday</p>	<p>Reading: Cita en Recoleta</p>	<p>IP in Brightspace</p>
<p>Week 11 Session 50 April 11 Monday</p>	<p>Reading: Cita en Recoleta</p>	<p>IP in Brightspace</p>
<p>Week 11 Session 51 April 12 Tuesday</p>	<p>Reading: Cita en Recoleta Field trip: Cementerio de Recoleta (Junín 1760)</p> <p>¿Review for exam 5?</p>	<p>IP in Brightspace</p>

<p>Week 11 Session 52 April 13 Wednesday</p>	<p>EXAM 5</p>	
<p>Week 11 Session 53 April 14 Thursday</p>	<p>Holiday - MAKE UP TBC Barrios de Buenos Aires: using comparatives and superlatives and negative, affirmative and indefinite expressions</p>	<p>Writing exercise</p>
<p>Week 11 Session 54 April 15 Friday</p>	<p>Holiday - MAKE UP TBC Inventos argentinos: reading and comprehension</p>	<p>VHL Central: Lección 6: Contextos: Practice (3 exercises) Self-check: autoevaluación</p>
<p>Week 12 Session 55 April 18 Monday</p>	<p>LECCIÓN 6: La naturaleza Vocabulary: P: pp.204-207</p>	<p>VHL Central: Lección 6: Estructuras 6.1: Practice (4 exercises)</p>
<p>Week 12 Session 56 April 19 Tuesday</p>	<p>The future: P: pp. 216-217 The horoscope: IP in Brightspace Song: La balsa (Los Gatos - Lito Nebbia)</p>	<p>VHL Central: Lección 6: Estructuras 6.2: Practice (3 exercises)</p>
<p>Week 12 Session 57 April 20 Wednesday</p>	<p>The subjunctive in adverbial clauses Conjunctions that require subjunctive</p>	<p>VHL Central: Lección 6: Estructuras 6.2 Practice (3 exercises)</p>
<p>Week 12 Session 58 April 21 Thursday</p>	<p>The subjunctive in adverbial clauses Conjunctions that require subjunctive Prepositions P: pp 224-225</p>	<p>PE in Brightspace</p>

<p>Week 12 Session 59 April 22 Friday</p>	<p>Final Project: presentation Oral Presentation: introduction and explanation of the work</p>	
<p>Week 13 Session 60 April 25 Monday</p>	<p>The subjunctive in adverbial clauses: conjunctions followed by subjunctive or indicative. P: pp 221</p>	<p>VHL central: Lección 6: Estructuras 6.2: Practice: (2 exercises)</p>
<p>Week 13 Session 61 April 26 Tuesday</p>	<p>The subjunctive in adverbial clauses: conjunctions followed by subjunctive or indicative. PE in Brightspace</p>	<p>VHLcentral: Lección 6: Estructuras 6.2: Practice: (3 exercises)</p>
<p>Week 13 Session 62 April 27 Wednesday</p>	<p>The subjunctive in adverbial clauses: conjunctions followed by subjunctive or indicative: song Resistiré</p>	<p>VHL central: Lección 6: Estructuras 6.2: Practice: autoevaluación</p>
<p>Week 13 Session 63 April 28 Thursday</p>	<p>Prepositions a, hacia and con: más práctica P:pp A35</p>	<p>VHL central: Lección 6: Estructuras 6.3: Practice: Autoevaluación</p>
<p>Week 13 Session 64 April 29 Friday</p>	<p>Short Film: El día menos pensado P: pp 230-231</p>	<p>VHL Central: Lección 6: Cinemateca: Practice (2 exercises)</p>
<p>Week 14 Session 65 May 2 Monday</p>	<p>Adverbs, two or more adverbs, the construction -con P: pp A 36-37</p>	<p>VHL central: adverbs</p>

Week 14 Session 66 May 3 Tuesday	Working on Oral Presentation En esta clase podés agregar otras actividades, que puede que no tengan espacio al hacer las salidas de los make up	Oral presentation
Week 14 Session 67 May 4 Wednesday	Oral Presentation 2 Evaluation of oral presentation	PE in Brightspace
Week 14 Session 68 May 5 Thursday	IP in Brightspace Argentina, un país que lo tiene todo	
Week 14 Session 69 May 6 Friday	PE in Brightspace Song: Campeones de la vida (Alejandro Lerner)	
Week 15 Session 70 May 9 Monday	Review for exam Course evaluation	
TBC	EXAM 6	

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.

Your lecturer

Susana Benedek has been with NYUBA since both its opening in 2000, when she was appointed lecturer of elementary courses, also in charge of the coordination of student city tours and cultural outings, and its re-opening in 2008, as lecturer for the beginners level. In 2014 she completed her coursework for a master's degree in Spanish as a Foreign Language at the National University of Córdoba (Argentina) and is currently working on her dissertation. She obtained her degree in Architecture from Universidad de Buenos Aires in 1992, and holds a diploma in Teaching Spanish as a Foreign Language from the Ortega y Gasset Foundation. She has more than 25 years experience teaching foreign languages, both as a classroom teacher in several universities and privately. In 2017 she was invited to Budapest, ELTE University, as a guest-speaker at the Jornadas Pedagógicas de ELE. She also has presented papers at both the II. International Congress of Teaching Spanish as a Foreign Language in Rosario and in 2013 at the III. International Congress of Spanish in Buenos Aires (Universidad del Salvador).

A third-generation Argentine-Hungarian, Susana is the author of *Az Óperenciás tengeren is túl*, thoughts about Hungarian language, published in Déva, Rumania in 2017, *Beszéljünk magyarul 1, 2, 3* (Let's speak Hungarian 1, 2, 3), and *Írjunk magyarul 1* (Let's write in Hungarian I), both published in Buenos Aires, 2008. She illustrated the girl-scout handbooks *Leánycserkészek könyve 1* (1991) and *Leánycserkészek könyve 2* (1998). She is also a regular columnist of the Hungarian-Spanish newspaper in Buenos Aires. Since 2008 she belongs to the Committee of Hungarian Pedagogical Editors, founded in Sweden by the European Hungarian Communities. Since 1980, Susana has also been involved in formal instruction as a scout leader, conducting or lecturing in several leadership training courses in Argentina, Brazil, Austria and the United States. The activities include program development, lesson planning, exam preparation, and coordination of group activities.

Academic Policies

Grade Conversion

Your lecturer will use the following scales 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 Brightspace 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 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 or last exams must be taken at their designated times. 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 offenses 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, buenosaires.academics@nyu.edu, in writing via e-mail 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, 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