

## Advanced Spanish Grammar and Composition

### Course Number

SPAN-UA 9050.B01 **cambió el número del curso**

**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](mailto:vc56@nyu.edu), if you have trouble accessing the Brightspace site.

**Syllabus last updated on: 16-12-2021**

### Lecturer Contact Information

TBA

### Prerequisites

- the satisfactory completion of SPAN-UA 4 or SPAN-UA 20 at NYU.
- a minimum score of 59 on the NYU Online Placement Exam and the in-person written exam offered by CAS.

### Units earned

4 credits

### Course Details

- Mondays and Wednesday: 11:30am to 1:35pm
- All times are Argentina zone time
- Location: Rooms will be posted in Albert before your first class.
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Classes.
- 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 [AS INDICATED HERE].

### **Course Description**

- Advanced Spanish Grammar and Composition (SPAN-UA 9050.B01) is a four-credit advanced-level Spanish course with an emphasis on writing skills.
- This course is designed to expand and consolidate students' lexical and grammatical understanding of the language and to introduce them 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. The use of English is not allowed in this class.

### **Course Overview and Goals**

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

- use complex structures of Spanish grammar, both orally and in written form.
- 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.
- 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.
- express their ideas and participate in conversations about historical facts and current affairs in Argentina and Latin America.

### **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.

A significant portion (10%) of your final grade will depend on class participation. A perfect score implies the following:

- 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.
- 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).
- 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 5 points will be deducted from your participation grade.
- Generating questions and comments for the readings, films, and class activities.
- 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.
- 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 Puntos de Encuentro (PdE) and Puntos de Encuentro to every class, as well as any other printed material assigned from Brightspace. 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.

Brightspace site for Advanced Grammar and Composition: This course has been designed together with a Brightspace site. You will need access to a computer with Microsoft Word, PowerPoint Viewer, and Adobe Acrobat Reader applications in order to view the documents.

### Homework

- Exercises in Cognella Active Learning Companion for Puntos de encuentro: The exercises in Cognella Active Learning Companion for Puntos de Encuentro online site must be completed before class the day that the corresponding sections in the textbook are being covered. You must do the exercises and check them using the answer option. Late assignments will receive no credit. Please keep in mind that although you must correct your own work, these marks have no bearing on your final homework grade. The homework will be graded by your lecturer based on completion as much as on correction.

- Exercises on Brightspace: There will be additional homework on our Brightspace. 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.
- Various texts on the films watched, sites visited or short stories and articles read, which will be handed in class and on Brightspace, may be peer reviewed, and submitted to your lecturer in paper on the date scheduled in the syllabus.

## Ensayos

- Three papers (ensayos). The ensayos will all be typed, double-spaced, using Times New Roman #12. There will be two versions for the ensayos.
- The first version of each ensayo will be returned to you with errors marked and observations on content and organization. You will make the necessary corrections and modifications on vocabulary, grammar 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 in paper as well as via Brightspace. You may not send written assignments to your lecturer by email or google drive.
- The final grade will be the average of the first and the final versions. If you do not turn in a final version, 10 points will be deducted from the grade of your first version.
- 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.
- Writing workshops, paper themes, instructions, and the evaluation guide are available on Brightspace.

## Final Project

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

## Exams & Quizzes

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

- four pop quizzes every few weeks. These will be short and will concentrate on specific grammar points. Quiz days are marked on the syllabus.
- two exams. 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 and films discussed in class and be able to organize and articulate well-thought-out responses to short essay questions.

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

### **Assigned Reading**

We will be reading a selection of texts and poems from the collection *Con nuestra voz - Textos plurilingües*. In addition, there will be many other readings, most of which are to be found in our textbook, *Puntos de Encuentro*. Support material for those readings as well as new readings can be found on Brightspace. 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.

### **Assigned Films**

We will see three films: *Infancia clandestina* (2011) by Benjamín Ávila, *El abrazo partido* (2004) by Daniel Burman, and the documentary *El Puente de Q'eswachaka* (2014) by Ministerio de Cultura de Perú. Viewing the movies 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. There will be a writing assignment on each movie due on the day the movie will be discussed in class, so plan ahead in order for you to finish your assignment on time.

### **Grading of Assignments**

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

Assignments/Activities	% of Final Grade
Attendance & participation	10%
Quizzes (4)	7%
Homework (PdE, CALC & Brightspace)	10%
Películas / Comentarios / Textos (3)	12%
Ensayos (7% each, third essay has a preparation homework worth 4%)	25%
Final Project	8%
Exámenes (2)	28%

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

### **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

### **View Grades**

Grades will be available week by week at 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](mailto:snl3@nyu.edu). Tutoring services must be requested with no less than 72 hours-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.

### **Required Textbooks & Materials**

- Libro de curso: Puntos de Encuentro, Second Edition, by María J. de la Fuente. Published by Cognella Inc, 2018.
- Libro de gramática y ejercicios: Puntos de Encuentro, Grammar and Activities Manual Second Edition, by María J. de la Fuente and Beatriz Cobeta. Published by Cognella Inc, 2018.
- Cuentos y poemas: VV. AA. (2015). Selección de textos de la colección Con nuestra voz - Textos plurilingües, Ministerio de Educacion de la Nación Argentina
- Películas:
  - Documental El puente de Q'eswachaka (2014) by Ministerio de Cultura de Perú.
  - Infancia clandestina (2011) by Benjamín Ávila, available at Kanopy.
  - El abrazo partido (2004) by Daniel Burman, available at the NYUBA Book Collection.

### **Optional Textbooks & Materials**

- Diccionario de la Lengua Española (DLE) App for mobile phones.
- Diccionario de uso del español, by María Moliner. (Available at the NYUBA Book Collection)

### **Resources**

- Access your course materials: Brightspace
- Databases, journal articles, and more: Bobst Library ([library.nyu.edu](http://library.nyu.edu))
- Obtain 24/7 technology assistance: IT Help Desk ([nyu.edu/it/servicedesk](http://nyu.edu/it/servicedesk))

### **Course Schedule**

This syllabus is subject to change.

## Topics and Assignments

### Key to syllabus:

PdE: Puntos de encuentro

CALC: Cognella Active Learning Companion for Puntos de encuentro, Grammar and Activities.

BS: Brightspace

Semana & Fechas	Temas	Tarea a entregar
Semana 1 Clase 1 26 de enero Miércoles	<b>Introducción al curso. Modo de trabajo. Syllabus.</b> <b>Foco gramatical:</b> El sistema verbal del español <b>Repaso gramatical:</b> Verbos como “Gustar” <b>CALC:</b> G12, en clase. Actividades 8 y 9 (pp. 140-141)	
Semana 1 Clase 2 28 de enero Viernes (Make up day Monday 24)	<b>Foco sociocultural:</b> Las civilizaciones prehispánicas <b>PdE:</b> 1.1 La civilización más antigua de América (pp. 4-5) 1.2 Pueblos prehispánicos (pp. 6-7) 1.3 La civilización maya (p. 8) 1.4 Los incas (pp. 9-10) <b>Documental:</b> El último puente inca I <b>Foco gramatical:</b> Uso de los pretéritos simples (Pretérito e imperfecto) <b>CALC:</b> Actividades 7, 8 y 9 (pp. 71-72)	<b>CALC:</b> G1. Actividades 1.4 y 1.5
Semana 2 Clase 3 31 de enero Lunes	<b>Foco sociocultural:</b> El encuentro de dos mundos <b>PdE:</b> 2.1 ¿Qué fue el encuentro? (pp. 24-25) 2.2 Colón y el encuentro de dos mundos (pp. 26-28) 2.3 Objetivos de la colonización española (pp. 28-29) <b>Documental:</b> El último puente inca <b>Foco gramatical:</b> Uso del pluscuamperfecto Fechas y marcadores temporales (pp. 55-57) G4.	<b>CALC:</b> G2. Actividad 2.8 G3. Actividades 2.9 y 2.10 <b>BS:</b> Ver el documental: <i>El puente de Q'eswachaka.</i>

<p>Semana 2 Clase 4 2 de febrero Miércoles</p>	<p><b>Foco sociocultural:</b> Dictaduras y democracias <b>PdE:</b> 4.1 Dictadura y democracia (pp. 70-71) 4.2 La dictadura de Argentina (1976-1983) (pp. 72-73) 4.3 La dictadura de Chile (1973-1990) (pp. 73-74). <b>Foco gramatical:</b> Estructuras pasivas I</p>	<p><b>CALC:</b> G5. Actividades 4.4 y 4.5 Texto sobre el documental del puente de <i>Q'eswachaka</i></p>
<p>Semana 3 Clase 5 7 de febrero Lunes</p>	<p><b>Foco sociocultural:</b> Edificios y monumentos icónicos de Buenos Aires. <b>Taller de escritura:</b> Ensayo descriptivo – El Teatro Colón. Preparación en clase <b>Foco gramatical:</b> Estructuras pasivas II <b>Quiz 1.</b> Pretéritos simples, Pluscuamperfecto y Marcadores temporales <b>Devolución del texto sobre <i>El último puente de Q'eswachaka</i> corregido</b></p>	<p><b>BS:</b> Notas sobre el ensayo descriptivo <b>CALC:</b> Actividades 1.6, 1.7, 1.8, 2.9 y 2.10 Repaso para el Quiz 1</p>
<p>Semana 3 Clase 6 9 de febrero Miércoles</p>	<p><b>Visita al Teatro Colón</b></p>	<p><b>BS:</b> Llevar guía para la visita</p>
<p>Semana 4 Clase 7 14 de febrero Lunes</p>	<p><b>Foco sociocultural:</b> La última dictadura en Argentina 1976-1983. <b>PdE:</b> 4.5 ¿Impunidad o castigo? (pp. 76-78) 4.6 Violaciones de derechos humanos: los desaparecidos (pp. 79-81) 4.7 El cine sobre la dictadura (p. 82) <b>Foco gramatical:</b> Ser y estar I <b>Devolución del Quiz 1 corregido</b></p>	<p><b>BS:</b> Ensayo 1, versión 1</p>
<p>Semana 4 Clase 8 16 de febrero Miércoles</p>	<p><b>Película:</b> Presentación sobre <i>Infancia clandestina</i> (2011). El director y su obra. <b>Foco gramatical:</b> Ser y estar II <b>Devolución del Ensayo 1, versión 1, corregido</b></p>	<p><b>BS:</b> Ver la presentación "Ser y estar"</p>



Semana 5 Clase 9 21 de febrero Lunes	<b>Foco sociocultural:</b> las lenguas originarias en Buenos Aires y las variedades dialectales del español.	<b>BS:</b> Lenguas originarias en Argentina
Semana 5 Clase 10 23 de febrero Miércoles	<b>Foco sociocultural:</b> Los derechos humanos en América Latina y en Argentina <b>PdE:</b> 4.7 El cine sobre la dictadura (p. 83) <b>Película:</b> Debate sobre <i>Infancia clandestina</i> (2011) <b>Foco gramatical:</b> Ser y estar III <b>Conferencia:</b> reflexión acerca de los temas tocados durante la conferencia de Guiomar Ciapuscio. Variedades del español. Español neutro. Prestigio y norma.	<b>CALC:</b> G10 Actividad 4.9 Ensayo 1, versión final.
Lunes 28 Feriado de Carnaval		
Semana 6 Clase 11 2 de marzo Miércoles	<b>Foco sociocultural:</b> Derechos humanos y derechos personales <b>Foco gramatical:</b> El subjuntivo en cláusulas nominales <b>Quiz 2.</b> Ser y estar y Estructuras pasivas <b>Conferencia:</b> reflexión acerca del lenguaje del cine y el cine como canal de expresión política, social y cultural. <b>Devolución del Ensayo 1, versión final, corregido</b>	<b>CALC:</b> G8 Actividad 7.4 <b>BS:</b> Texto de opinión sobre la película
Semana 6 Clase 12 7 de marzo Lunes	<b>Foco sociocultural:</b> Nacionalismo e identidad en España. El caso de Cataluña <b>PdE:</b> 7.1 ¿Qué sabes de España? (pp. 146-147) 7.3 La división territorial de España: un estado de autonomías (pp. 151-152)	<b>CALC:</b> G9 Actividades 7.4 y 7.9 <b>BS:</b> Actividades de Repaso

	<p>Debate: La independencia de las nacionalidades históricas de España: el caso Cataluña (pp. 170-172)</p> <p><b>Foco gramatical:</b> El subjuntivo para expresar propósito</p> <p><b>Devolución del Quiz 2 corregido</b></p> <p><b>Devolución del texto sobre <i>Infancia clandestina</i> corregido</b></p>	
<p>Semana 7</p> <p>Clase 13</p> <p>9 de marzo</p> <p>Miércoles</p>	<p><b>Examen 1</b></p>	<p><b>BS:</b> Repaso Pretéritos simples, Pluscuamperfecto, Marcadores temporales, Estructuras pasivas, Ser y estar, Pronombre “se” y Subjuntivo.</p>
<p>14 al 20 de marzo</p>	<p><b>Spring Break – No hay clases.</b></p>	
<p>Semana 8</p> <p>Clase 14</p> <p>21 de marzo</p> <p>Lunes</p>	<p><b>Foco sociocultural:</b> Pueblos y movimientos indígenas hoy</p> <p><b>PdE:</b></p> <p>10.1 ¿Qué son los pueblos indígenas? (p. 226)</p> <p>10.2 Problemas de los pueblos indígenas en Latinoamérica (pp. 226-229)</p> <p>10.6 Lenguas originarias en peligro (pp. 235-237)</p> <p><b>Foco gramatical:</b> Usos y valores del pronombre “se”</p>	<p><b>CALC:</b> G11 Actividades 10.4, 10.5 y 10.6</p>
<p>Semana 8</p> <p>Clase 15</p> <p>23 de marzo</p> <p>Miércoles</p>	<p><b>Foco Sociocultural:</b> Espacios de memoria, los derechos humanos y las dictaduras, el sufragio femenino, el matrimonio igualitario, el voto joven, situación de la mujer en la política, apostasías colectivas (en América Latina y/o en Argentina).</p> <p><b>Taller de escritura:</b> Ensayo expositivo - Preparación en clase</p> <p><b>PdE:</b></p>	<p><b>PdE:</b> El ensayo expositivo (pp. 84 a 87)</p> <p>Familiarizarse con los Espacios de</p>

	<p>El ensayo expositivo (pp. 84 a 87)</p> <p>9.6 Mujeres en la política (pp. 212-213)</p>	<p>Memoria en Argentina</p> <p><a href="#">Espacios Memoria - Mapa</a></p>
<p>Semana 9</p> <p>Clase 16</p> <p>28 de marzo</p> <p>Lunes</p>	<p><b>Foco sociocultural:</b> Relaciones entre América Latina y EEUU: antes y ahora</p> <p><b>PdE:</b></p> <p>9.5 Las relaciones de Estados Unidos con América Latina (pp. 210-211)</p> <p><b>Foco gramatical:</b> El subjuntivo para hablar del pasado</p> <p><b>CALC:</b> Actividad 9 (p. 157)</p> <p><b>Devolución del examen 1 corregido</b></p>	<p><b>CALC:</b> G14</p> <p>Actividades 9.7 y 9.8</p> <p><b>BS:</b> Ensayo 2, versión 1</p>
<p>Semana 9</p> <p>Clase 17</p> <p>30 de marzo</p> <p>Miércoles</p>	<p><b>Foco sociocultural:</b> El desarrollo medioambiental en América Latina y en Argentina</p> <p><b>PdE:</b></p> <p>12.1 Los retos medioambientales de América Latina (pp. 274-275)</p> <p><b>Foco gramatical:</b> El subjuntivo para hablar de situaciones hipotéticas</p> <p><b>Devolución del Ensayo 2, versión 1, corregido</b></p> <p><b>Proyecto final: consignas</b></p>	<p><b>CALC:</b> G15</p> <p>Actividades 12.4 y 12.5</p>
<p>Semana 10</p> <p>Clase 18</p> <p>4 de abril</p> <p>Lunes</p>	<p><b>Foco sociocultural:</b> Pobreza y desarrollo</p> <p><b>Foco gramatical:</b> Cláusulas relativas.</p> <p><b>PdE:</b></p> <p>12.2 La extracción minera (pp. 276-278)</p> <p>12.4 El agua: ¿un bien económico o un derecho humano? (281-282)</p>	<p><b>CALC:</b> G13</p> <p>Actividad 12.4</p>
<p>Semana 10</p> <p>Clase 19</p> <p>6 de abril</p> <p>Miércoles</p>	<p><b>Foco sociocultural:</b> Las ONGs y el desarrollo en América Latina y en Argentina</p> <p><b>PdE:</b></p> <p>13.4 La economía social: el comercio justo y las cooperativas (pp. 306-309)</p>	<p><b>CALC:</b> G16</p> <p>Actividades 13.8 y 13.9</p> <p><b>BS:</b> Ensayo 2, versión final</p>

	<p>13.5 Las ONG y el desarrollo (pp. 309-310)</p> <p>13.6 La “fuga de cerebros” (p. 311)</p> <p><b>Foco gramatical:</b> El subjuntivo en cláusulas relativas</p> <p><b>Proyecto final:</b> seguimiento (temas, ideas, metodología de trabajo)</p>	
<p>Semana 11</p> <p>Clase 20</p> <p>11 de abril</p> <p>Lunes</p>	<p><b>Foco sociocultural:</b> La población latina en Estados Unidos</p> <p><b>PdE:</b></p> <p>14.1 Datos de la población latina de Estados Unidos (pp. 326-327)</p> <p>14.2 Hispanos notables (pp. 328-330)</p> <p>14.3 Sonia Sotomayor (pp. 330-331)</p> <p><b>Foco gramatical:</b> Discurso indirecto I</p> <p><b>Quiz 3.</b> El subjuntivo para hablar del pasado y de situaciones hipotéticas. El subjuntivo en cláusulas relativas.</p> <p><b>Devolución del Ensayo 2, versión final, corregido</b></p>	<p><b>CALC:</b> G17</p> <p>Actividades 14.4 y 14.5</p>
<p>Semana 11</p> <p>Clase 21</p> <p>13 de abril</p> <p>Miércoles</p>	<p><b>Foco sociocultural:</b> La inmigración a Estados Unidos y a Argentina</p> <p><b>PdE:</b></p> <p>14.4 Estereotipos vs realidades (pp. 332-334)</p> <p><b>Foco gramatical:</b> Cláusulas condicionales en el presente y discurso indirecto II</p> <p><b>Devolución del Quiz 3 corregido</b></p> <p><b>Proyecto final:</b> seguimiento (Guion)</p>	<p><b>CALC:</b> G18</p> <p>Actividades 14.10 y 14.12</p>
<p>Semana 12</p> <p>Clase 22</p> <p>18 de abril</p> <p>Lunes</p>	<p><b>Foco Sociocultural:</b> La inmigración y los grupos de inmigrantes a Argentina</p> <p><b>Película:</b> Debate sobre la película <i>El abrazo partido</i> (2004)</p> <p><b>Artículo periodístico/ensayo:</b> Tora, ceviche y arroz, de Marcelo Birmajer (Página 12, suplemento RADAR)</p> <p><b>Taller de escritura:</b> El ensayo académico – Preparación en clase</p> <p><b>Foco gramatical:</b> Cláusulas condicionales en el pasado I</p>	<p><b>BS:</b> Ver la película <i>El abrazo partido</i>.</p>

Semana 12 Clase 23 20 de abril Miércoles	<b>Foco sociocultural:</b> Grupos migratorios en la actualidad	
Semana 13 Clase 24 25 de abril Lunes	<b>Foco sociocultural:</b> Situación del español en Estados Unidos <b>PdE:</b> 15.1 La lengua española en Estados Unidos (pp. 354-355) 15.2 El uso del inglés entre la población hispana (pp. 355-357) 15.3 Tres políticas lingüísticas (p. 358) <b>Foco gramatical:</b> Cláusulas condicionales en el pasado II <b>Quiz 4.</b> Discurso indirecto	<b>CALC:</b> G19 Actividades 15.10 y 15.11 Texto sobre la película El abrazo partido
Semana 13 Clase 25 27 de abril Miércoles	<b>Foco sociocultural:</b> Estudiar español en el mundo <b>PdE:</b> 15.6 El estudio del español en Estados Unidos (pp. 364-365) El estudio de español en el mundo: <i>El español, una lengua viva</i> , <a href="#">informe del Instituto Cervantes de España</a> . Argentina: ¿país monolingüe? <b>Cuentos y poemas:</b> Con nuestra voz - Textos plurilingües <b>Foco gramatical:</b> El subjuntivo y el indicativo <b>Devolución del Quiz 4 corregido</b> <b>Devolución del texto sobre la película <i>El abrazo partido</i> corregido</b>	<b>BS:</b> Familiarizarse con la obra <a href="#">Con nuestra voz - Textos plurilingües</a> <b>BS:</b> Ensayo 3, versión 1
Semana 14 Clase 26 2 de mayo Miércoles	<b>Foco sociocultural:</b> Las lenguas oficiales <b>Debate:</b> ¿A favor o en contra de la oficialización del inglés en Estados Unidos? <b>PdE:</b> Debate (pp. 373-376)	<b>BS:</b> Preparación para el debate

	<b>Devolución del Ensayo 3, versión 1, corregido</b>	
Semana 14 Clase 27 4 de mayo Miércoles	<b>Foco sociocultural:</b> Las campañas de sensibilización <b>Debate:</b> El valor de las campañas de sensibilización. Temas. Casos exitosos. <b>Foco gramatical:</b> Repaso y consolidación general	<b>BS:</b> Ensayo 3, versión final
Semana 14 Clase 28 9 de mayo Miércoles	<b>Presentación del Proyecto Final</b> <b>Repaso general y dudas</b>	Proyecto final
Semana 15 11 al 16 de mayo - FECHA TBA	<b>Examen 2</b> <b>Devolución del Ensayo 3, versión final, corregido</b>	<b>BS:</b> Repaso Subjuntivo presente y pasado Cláusulas condicionales Discurso indirecto

### Required Co-curricular Activities

- Field Trip: Visit to Teatro Colón on February 9

### Course Policies

- 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, Jorgelina Loza, [jml19@nyu.edu](mailto:jml19@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, Jorgelina Loza, jml19@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, Jorgelina Loza, jml19@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 or late arrival. 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.

### **Exams and Submission of work**

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

### **FALTAN SECCIONES CON INFORMACIÓN DEL TEMPLATE DE ESTE AÑO**

### **Academic Honesty/Plagiarism**

- **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 and to “Statement on Academic Integrity” in NYU Expository Writing Program, Policies and Procedures.

### **Disability Disclosure Statement**

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or [mosescsd@nyu.edu](mailto: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.

### **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**

Hernán Guastalegnanne holds a Master’s in Education, Modern Foreign Languages, from Kings College, University of London, a diploma in Spanish as a Foreign 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 online tutor for the teacher training program: Diplomatura en la Enseñanza de Español como Lengua Segunda o Extranjera. He is a lecturer and a lead instructor at CIEE (Council on International Educational Exchange). 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 Idiográfico and for the Jornadas and Congreso Latinoamericano de enseñanza de español a sinohablantes y de chino a hispanohablantes. Hernán is the author of “48 Juegos para la clase de ELE” a book on CALCEs 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: a group of creators, publishers and distributors of CALCEs for language teaching.