

## Spanish for Beginners I

### Course Number

SPAN-UA 9001.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](mailto:vc56@nyu.edu), if you have trouble accessing the Brightspace site.

**Syllabus last updated on:** 17-Dec-2021

### Lecturer Contact Information

- Vera Cerqueiras
- [vc36@nyu.edu](mailto:vc36@nyu.edu)
- Office Hours: Monday 11:30 a.m-12:30 p.m

### Pre-requisites

Open to students with no previous training in Spanish or less than one year of high school Spanish or its equivalents as shown in a placement test.

### Units earned

4 credits

### Course Details

- Monday 10:00 AM - 11:20 AM / Wednesday 10:00 AM - 12:45 PM

- 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 **[AS INDICATED HERE]**.

### Course Description

- This course focuses on the development of communication language skills: listening, speaking, reading and writing. These four skills will be approached and practiced in order to help students immerse and interact in a Spanish language context. Grammar will be taught through a communicative approach; classroom activities will integrate the language skills mentioned above.
- There will be emphasis on verbal practice, which will be carried out beyond the sentence level. Use and understanding of basic grammatical terminology will also be a necessary component of the course.
- This course requires continuous, independent work outside of the classroom to ensure successful performance in all class sessions.
- Thus, in this course students will learn to:
  - Greet and say goodbye to people in informal and formal situations. Describe your classroom, your friends, and other people. Exchange telephone numbers. Spell names.
  - Describe your family and talk about age. Discuss your classes. Discuss your routine.
  - Talk about the weather and seasons. Discuss clothing. Express likes and dislikes.
  - Communicate dates and times. Tell what you and others are going to do in the near future.
  - Describe your town or city. Describe your home. Tell where things are located.
  - Request information about the cost of things. Use question words to ask for specific information.
  - Describe your feelings, emotions, and physical states. Talk about ongoing actions.
  - Discuss abilities needed for certain jobs and professions.
  - Talk about food. Order meals at a restaurant.
  - Talk about your daily routine. Discuss your hobbies and pastimes. Talk about when and how often you do things. Talk about sports.
  - Discuss events that occurred in the past.

- Classes will be conducted in Spanish. It is vital that you establish a serious and daily routine from the outset and speak Spanish with local people.
- Due to the nature of the course, it is imperative to keep up with the daily assignments and come prepared to class.

### **Course Objective**

The immediate and ultimate goal of this course is communication in Spanish in basic communicative situations. By the end of the course, students are expected to be able:

- to talk and write about everyday activities using present tense and reflexive verbs,
- to express likes and dislikes using *gustar* and others similar verbs,
- to narrate events in the past using preterit form. They are also expected to be able to talk and write about future events.
- to give personal opinion as well as doubts and desires through the use of forms of the Indicative mood
- to give simple opinions on a variety of general subjects both orally and in an essay form. Furthermore, this course aims at
- to develop their knowledge of the local culture and the Spanish-speaking world through the use of film, music and other cultural products as well as local activities and field trips.
- to enhance their intercultural competence and their language learning strategies.

### **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 lecturers 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 lecturers the homework due on the day(s) that you missed as well as the one due on the day you are in class.
- For each day of class you will earn a maximum of 10 points for participation in all aspects of the class. If you are absent, you cannot participate and will not receive the points for that day. You will receive a participation grade report every four or five weeks. Every late arrival or early departure (10 minutes or more) will be penalized -4 points.
- 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? English is not allowed in this class.

### **Class Work**

- Classes will be conducted in Spanish.
- You are required to bring to every class the material required by your lecturer.
- The daily class assignments are listed on the course syllabus. You are expected to be thoroughly familiar with the material for each day BEFORE coming to 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. The lecturers will be counting on this, and their main job will be to clarify doubts, exceptions and difficult cases.
- There will be a large amount of homework and preparation each day, so make sure to keep up with all assignments. You will have to spend a minimum of four hours per week to complete the assignments and the requirements for the course.
- This class requires technology access. The Cengage MindTap course site allows you to complete and submit assignments, access an interactive online version of the textbook, and access all media and study tools. On the first day of class you must set up an account with our textbook website. In order to do so, you must:
  - Go to GetEnrolled.com
  - Enter the Course Key provided by your instructor.
  - Follow the on-screen instructions to complete your MindTap registration

## Homework

- These assignments are to be completed online at the MindTap platform, you will need internet access.
- The site calendar tells you what exercises are due and when they are due. You have the option to do them as you study the material in the online textbook or as a list of due activities. You will be given 3 attempts at the right answer before the computer gives you the correct answer.
- Remember to write everything as it appears in the question for credit. Note that for a few of the exercises, answers are computer-corrected.
- Students also have to do homework given through Brightspace

## Compositions (*Redacciones*)

- Throughout the semester, you will complete four writing exercises. The assignment appears in the syllabus as "Redacción".
- The guidelines and scale for grading compositions are posted on the Brightspace course site.
- All the first versions will be done in class. A typical entry should be around 200 words.
- You must read the instructions and prepare the assignment before coming to class.
- You will be given 25 to 30 minutes in class to complete your writing exercises. You should draw on a variety of verbs, vocabulary, and constructions that you have learned, and avoid repetitive structures.
- No dictionaries or notes are allowed while you write.
- 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 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 tab. No make-ups and/or late work will be accepted.
- You may not send written assignments to your lecturers 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.
- 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.

## Quizzes

There will be three 5-15 minute quizzes, generally (but not limited) to test verb forms. Quiz days are marked on the syllabus.

### Exams

There will be three in-class exams (*examen*)

**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 third exam.**

### Oral Presentations

There are two types of oral presentations:

- one short dialogue (role-play/*Situaciones*) that you will prepare and perform in class with a partner
- one 5-minute oral presentation on a topic related to Argentina.

### Final Project

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

### Grading of Assignments

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

Assignments/Activities	% of Final Grade
Attendance and Class Participation	10%
Homework	10%
Redacciones	18%
Quizzes	6%
Exams	36%
Oral Presentations	12%
Final Project	8%

Failure to submit or fulfill any required course component results in failing the class.

### 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 assisted 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 Schedule**

**Note:** This syllabus is subject to change.

**Topics and Assignments**

Week/Date	Topic	Assignment Due
<p>Week 1 <b>Session 1</b> Wednesday January 26</p>	<p>Introduction to the course  <b>•Presentación.</b> Conocer a nuestros/as compañeros/as.                      Argentina y América Latina.</p> <p>Chapter 1: Hola, ¿qué tal?  <b>• CC:</b> Role play saludos y despedidas.</p> <p><b>• EL 1:</b> Greetings, introductions, goodbyes, and the classroom  <b>• EG 1:</b> Gender and number of nouns  <b>• EG 3:</b> Subject pronouns and the verb <i>ser</i></p> <p>P1-3: Una conversación                      P1-4: El salón de clases                      P1-5: Respuestas lógicas                      P1-9: El salón de clases</p>	
<p>Week 1 <b>Session 2</b>  Friday January 28 - Make up for February 28</p>	<p>SPANISH “RIOPLATENSE” an introduction</p>	<p>Book exercises: 1.11,12,13,19,20,23,24, 26,27</p>
<p>Week 2 <b>Session 3</b> Monday January 31</p>	<p><b>• EG 2:</b> Definite and indefinite articles and <i>hay</i>  <b>• EL 2:</b> Descriptive adjectives</p>	<p>Brightspace special assignment: Escuchar y crear en español Book exercises: 1.16,7,9</p>

<p>Week 2 <b>Session 4</b> Wednesday February 2</p>	<p><b>Chapter 2: ¿Cómo es tu vida?</b></p> <ul style="list-style-type: none"> <li>• <b>EL 2</b> Academic subjects</li> <li>• <b>EG 3</b> The verb <i>tener</i></li> <li>• <b>EG 4</b> Adjective placement</li> <li>• <b>EG 4</b> Adjective agreement</li> </ul> <p>• <b>Redacción 1, to be written in class</b></p>	<p>Vocabulary Chapter 1 Book exercises: 1.30,31,33, 35</p>
<p>Week 3 <b>Session 5</b> Monday February 7</p>	<ul style="list-style-type: none"> <li>• <b>EL 1</b> Family members and pets</li> <li>• <b>EG 2</b> Regular <i>-ar</i> verbs</li> <li>• <b>EG 1</b> Possessive adjectives</li> </ul> <p>Book exercises:2.2,3,6,12,13,15</p> <p><b>Quiz 1</b></p>	<p>Vocabulary Chapter 2 Book exercises: 2.7,8,9,16</p>
<p>Week 3 <b>Session 6</b> Wednesday February 9</p>	<p><b>EXAMEN 1 (Chapters 1, 2)</b></p> <ul style="list-style-type: none"> <li>• <b>CC la vida universitaria en Buenos Aires</b></li> </ul> <p>Book exercises:2.20.21.22.24.25.26</p>	<p>Brightspace special assignment: Datos e historias Book exercises: 2.28,32,37,38,39</p>
<p>Week 4 <b>Session 7</b> Monday February 14</p>	<p><b>Redacción 1 (2nd version)</b></p> <p><b>Chapter 3 ¿Qué tiempo hace hoy?</b></p> <ul style="list-style-type: none"> <li>• <b>EL 2</b> Time</li> <li>• <b>EG 2</b> Regular <i>-er</i> and <i>-ir</i> verbs</li> </ul> <p>Book exercises.3.26,27</p>	<p>Book exercises: 3.22,23,24.28,29,30</p>
<p>Week 4 <b>Session 8</b> Wednesday February 16</p>	<ul style="list-style-type: none"> <li>• <b>EL 1</b> Clothing, colors, weather</li> <li>• <b>EG 1</b> me gusta/ te gusta/ le gusta</li> </ul> <p>Book exercises: 3.2,4,5,13,14,19</p>	<p>Book exercises: 3.7,8,10,15,17,18</p>
<p>Week 5 <b>Session 9</b> Monday February 21</p>	<ul style="list-style-type: none"> <li>• <b>EG 3</b> Verbo "IR"</li> <li>• <b>EG 4</b> Expressing future with Ir+a+Infinitive</li> </ul> <p>Book exercises:3.33,34.35</p>	<p>Vocabulary Chapter 3 Book exercises: 3.32,36,37,38,39</p>
<p>Week 5 <b>Session 10</b> Wednesday February 23</p>	<p><b>Quiz 2</b></p> <p>Required Co-curricular Activity:</p>	<p>Book exercises: 3.40.41.42 Brightspace special assignment:</p>

	Walking around the neighbourhood: drinking coffee in an open place	Formas, tamaños, lugares:el mapa nos habla.
Week 6 Monday February 28 PUBLIC HOLIDAY - NO CLASSES Make up Friday, January 28		
Week 6 <b>Session 11</b> Wednesday March 2	<p><b>Chapter 4: ¿Dónde vives?</b></p> <ul style="list-style-type: none"> <li>• <b>CC:</b> Buenos Aires: el norte y el sur.</li> <li>• <b>EL 1</b> Places in a city</li> <li>• <b>EG 2</b> The verb <i>estar</i> with prepositions</li> <li>• <b>EL 2</b> Rooms of a house</li> </ul> <p><b>Redacción 2 to be written in class</b></p>	Book exercises: 4.2,3,4,5
Week 7 <b>Session 12</b> Monday March 7	<ul style="list-style-type: none"> <li>• <b>EG 3</b> Interrogatives</li> <li>• <b>EG 4</b> Stem changing verbs <i>e-ie</i> and <i>e-i</i></li> <li>• <b>EG 1</b> Stem-changing verbs (o-ue)</li> </ul> <p>Book exercises:4.6,7,24,25,26</p>	Brightspace special assignment: ¿Campo o ciudad? Book exercises: 4.8,9,10
Week 7 <b>Session 13</b> Wednesday March 9	<p><b>Redacción 2 (2nd version)</b></p> <p><b>EG 4</b> Stem changing verbs <i>e-ie</i> and <i>e-i</i></p> <ul style="list-style-type: none"> <li>• <b>EG 1</b> Stem-changing verbs (o-ue)</li> </ul> <p>Book exercises: 4.11.12.13</p>	Book exercises: 4.16,20,21 Vocabulary Chapter 4
March 14-20      SPRING BREAK - NO CLASSES		
Week 8 <b>Session 14</b>  Monday March 21	<p><b>Chapter 5: ¿Estás feliz en trabajo?</b></p> <ul style="list-style-type: none"> <li><b>EL 1</b> Adjectives of emotion and physical states</li> <li>• <b>EG 1</b> Estar with adjectives and present progressive</li> <li>• <b>EG 2</b> Ser and Estar</li> </ul> <p>Book exercises:5.2,3,4,8,9,15,16</p>	Book exercises: 4.29, 30, 32, 33, 34, 35, 38

<p>Week 8 <b>Session 15</b> Wednesday March 23</p>	<ul style="list-style-type: none"> <li>• <b>Oral presentation I</b></li> </ul> <p><b>Redacción 3 to be written in class</b></p>	<p>Brightspace special assignment: Mi lugar, mi mundo Book exercises: 5.5,6,10,12,13,14,17</p>
<p>Week 9 <b>Session 16</b> Monday March 28</p>	<ul style="list-style-type: none"> <li>• <b>EG 3</b> Verbs with changes in the first person,</li> <li>• <b>EG 4</b> Saber and Conocer</li> </ul> <p>Book exercises:5.31,32,33,35,36,37,38</p>	<p>Book exercises 5.29, 30, 39. Vocabulary Chapter 5</p>
<p>Week 9 <b>Session 17</b> Wednesday March 30</p>	<p>Chapter 6: ¿Cómo pasas el día?</p> <ul style="list-style-type: none"> <li>•<b>EL1</b> Parts of the body</li> <li>•<b>EG 1</b> Reflexive verbs</li> <li>•<b>EG 2</b> Adverbs of time and frequency</li> </ul> <p>Book exercises.6.9,10,11 <b>Redacción 3 (2nd version)</b></p>	<p>Brightspace special assignment: Mi rutina y yo Book exercises: 6.2, 3, 4, 5, 7.</p>
<p>Week 10 <b>Session 18</b> Monday April 4</p>	<ul style="list-style-type: none"> <li>• <b>EL 2</b> Sports &amp; Sporting equipment</li> <li>• <b>EG 1</b> Reflexive verbs</li> </ul> <p>Book exercises:6.14,15,16.</p>	<p>Book exercises: 6.12,13, 1, 22, 23, 25.</p>
<p>Week 10 <b>Session 19</b> Wednesday April 6</p>	<ul style="list-style-type: none"> <li>• <b>EG 3</b> The preterit,</li> </ul> <p>Book exercises.6.26,27,28,29</p> <p><b>Redacción 4 to be written in class</b></p>	<p>Brightspace special assignment: Arte, pasado y presente</p>
<p>Week 11 <b>Session 20</b> Monday April 11</p>	<ul style="list-style-type: none"> <li>• <b>EG 4</b> Stem changing verbs in the preterit</li> </ul> <p>Listening: Un vestido y un amor by Fito Páez</p>	<p>Book exercises: 30,31,32,40,41</p>
<p>Week 11 <b>Session 21</b> W April 13</p>	<p>Chapter 7: ¿Qué te gusta comer?</p> <p><b>Required Co-curricular Activity:</b> Markets &amp; Supermarkets: shopping food "In Spanish"</p>	<p>Vocabulary Chapter 6 Book exercises: 6.33, 34,35, 37, 38, 39.</p>
<p>Week 12 <b>Session 22</b> Monday April 18</p>	<p><b>Oral presentation II</b></p> <p><b>Final Project: Introduction</b></p>	<p>Translate into Spanish: <i>You are beautiful</i> by James Blunt</p>

	<ul style="list-style-type: none"> <li>• <b>EG 1</b> Irregular verbs in the preterit Book exercises:7.9,10</li> </ul>	
<p>Week 12 <b>Session 23</b> Wednesday April 20</p>	<p><b>Redacción 4 (2nd version)</b></p> <ul style="list-style-type: none"> <li>• <b>EG 1</b> Irregular verbs in the preterit</li> <li>• <b>EL 1</b> Fruits, vegetables and condiments</li> <li>• <b>EL 2</b> Meals and utensils</li> </ul> <p><b>Quiz 3</b></p>	<p>Brightspace special assignment: Nuestro cuerpo, nuestro tesoro.</p> <p>Book exercises: 7.2, 3, 4, 7</p>
<p>Week 13 <b>Session 24</b> Monday April 25</p>	<p>Final Project: Proposals and feedback</p> <p><b>EG 2</b> Por and para and prepositional pronouns, p.</p>	<p>Book exercises: 7.12, 13, 15, 20, 21</p>
<p>Week 13 <b>Session 25</b> Wednesday April 27</p>	<ul style="list-style-type: none"> <li>• <b>EG 1</b> Irregular verbs in the preterit Book exercises.7.25,26,30,31</li> <li>• <b>EG 3</b> Direct object pronouns I</li> <li>• <b>EG 4</b> Direct object pronouns II</li> </ul>	<p>Book exercises: 7.14,16,23,27,37,38</p>
<p>Week 14 <b>Session 26</b> Monday May 2</p>	<ul style="list-style-type: none"> <li>• <b>EG 3</b> Direct object pronouns I</li> <li>• <b>EG 4</b> Direct object pronouns II</li> </ul>	<p>Book exercises:.7.17.18,28,32,33,34,39</p>
<p>Week 14 <b>Session 27</b> Wednesday May 4</p>	<p><b>Final Project Presentations</b></p>	<p>Brightspace special assignment: Babel (I)</p>
<p>Week 15 <b>Session 28</b> Monday May 9</p>	<p><b>Review Chapters 5-6-7</b></p>	<p>Brightspace special assignment: Babel (II)</p>
<p>Wednesday May 11 - Monday May 16</p>	<p><b>EXAM 3</b> (Chapters 5-6-7) <b>TBA</b></p>	

**Required Textbooks & Materials**

Blitt, Mary Ann & M.C, *Exploraciones*, 3<sup>rd</sup> ed. Boston: Cengage Learning Custom

NYU BUENOS AIRES

Publisher ISBN 9780357469019

Please see [here](#) the instructions to purchase the textbook.

*MindTap* [MindTap and eBook](#) is the textbook's online learning platform.

If you have difficulty using MindTap, go to [MindTap Student Help](#).

The textbook package includes an E-book and an access code for MindTap. It is not recommended that you buy a used copy because most used books do not include a new access code for the textbook's online platform, MindTap. You will need access to this site to complete the online homework from the MindTap Assignment Calendar.

### **Additional Materials**

Available on BRIGHTSPACE (accessible through the "Academics" tab on NYU Home).

### **Resources**

- Access your course materials: BRIGHTSPACE
- Databases, journal articles, and more: [Bobst Library](#) (library.nyu.edu)
- Assistance with strengthening your writing: [NYU Writing Center](#) (nyu.mywconline.com)
- Obtain 24/7 technology assistance: [IT Help Desk](#) (nyu.edu/it/servicedesk)

### **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**

**Vera Cerqueiras** has a degree in Literature and Linguistics from Universidad de Buenos Aires and a MA from Universidad de Barcelona, in Spanish Teaching as a Second Language.

She has been the academic coordinator of the Department of Spanish as a Foreign Language of the Universidad de Buenos Aires from 1999 to 2008 and she has served as Academic Coordinator of Spanish of the Council on International Educational Exchange (CIEE) Buenos Aires Study Center, at Facultad Latinoamericana de Ciencias Sociales (FLACSO) for the last ten years.

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Currently, Vera is the Spanish Program Director at the Latin American Studies Area at Flacso-Argentina. Also she has been teaching Spanish at NYU Buenos Aires since 2008.

She trains teachers in Spanish as a second language in Argentina at workshops, lectures, and courses and she took part as an expert in many international projects of cooperation for academic and technical assistance.

Her work focuses on the relationship between language and culture, and in the development of didactic material in order to improve proficiency in Spanish language by non-native speakers

### **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

### **View Grades**

Grades will be available through Brightspace

### **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](mailto: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 email immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious

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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, [buenosaires.academics@nyu.edu](mailto:buenosaires.academics@nyu.edu), 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.

### 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 email 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](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. 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](mailto:bias.response@nyu.edu)
- Phone: 212-998-2277
- + 54 11 4828-5214

