Intermediate Spanish I

Class code: TBC

Instructor Details: TBA

Class Details: Intermediate Spanish I

Monday & Wednesday from 11:15 to 1:15

Room: Lola Mora (Icapa, Anchorena 1266)

Prerequisites: To enroll in this course, a student needs either of the following:
- have completed Spanish for Beginners II or Intensive Elementary Spanish at NYU.
- or have a placement test score of 510-600 (SAT II), 380-449 (WebCAPE) or 39-46 (NYU Onlin Exam)

Class Description: Intermediate Spanish I (SPAN-UA 3) is a four-credit course that expands on the four basic language skills (listening, speaking, reading and writing) acquired at the introductory level Spanish courses SPAN-UA 1 and SPAN-UA 2, while expanding the cultural component that places language in its context, by introducing literary readings, films and many other opportunities for social interaction with the language. The principal goal of this course is to provide the student with the opportunity to improve her/his oral and written communication skills in Spanish by practicing oral situations and presentations, writing compositions and using the language in situations that will result in the acquisition of new linguistic structures by utilizing the grammar and vocabulary learned in their functional and communicative context.

In this course students will:
- Practice speaking and listening skills in the classroom setting and in small group work;
- Improve writing skills through compositions that allow for self-correction;
- Improve reading comprehension skills through exposure to different types of reading materials;
- Practice communicative functions through the grammar structures and new vocabulary, among them:
  - Expanding vocabulary related to feelings, media, family, environment and politics.
  - How to talk about habitual and ongoing events, by using the present tense.
  - How to express likes and dislikes by using the verb *gustar*.
  - How to narrate in the past, by contrasting the uses of the preterite and the imperfect.
  - How to describe nouns using the verbs corresponding to *to be*.
  - How to describe changes of states using the verbs corresponding to *to become*.
  - How to avoid repetitions using personal pronouns (indirect, direct, subject, prepositional) and relative pronouns.
  - How to express future actions and conjectures using the future tense.
Components

Assessment

Outcomes

Desired

- How to talk about hypothetical situations and polite requests using the conditional tense.
- How to convey invitations, orders and approval using commands.
- How to refer to non-declarative, hypothetical or future contexts, using the subjunctive mood in subordinate sentences (noun, adjective and adverbial).
- How to describe one’s daily routine, by using reflexive verbs.
- How to use of specific pronominal verbs and their associated prepositions.
- How to effectively connect different clauses using connectors when writing and during oral argumentative exchanges.
- The correct aspectual and modal shades of meaning conveyed by some verbal periphrases

By the end of the semester, students will be able to demonstrate knowledge of reading and writing skills at the appropriate level. They will be able to read, write, speak and present information in Spanish with more fluency and confidence.

Assessment Components

ATTENDANCE AND PARTICIPATION

Attendance is required to each class. Should an absence be unavoidable, make every effort to let your instructor 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 instructor 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 to five weeks. Every late arrival or early departure will be penalized -4 points.

Class participation is a key element in language learning, and is also a very important factor in your grade. 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 be informed and reflect that you have studied the material. The grade will also respond to questions such as: Do you take part in the various exercises? Do you attempt to correct your own errors when using the language? Do you consistently speak Spanish in class? Is the accuracy of your responses improving? English is not allowed in this class.

CLASS WORK

Classes will be conducted in Spanish. You are required to bring the Imagina textbook and the Student Activities Manual 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.

IMAGINA SUPERSITE

On the first day of classes you must set up an account at the Imagina Supersite (http://www.vhlcentral.com/) You will need to access to this site in order to complete the WebSam (workbook). Access to the Imagina Supersite is included with your textbook package.

NYU CLASSES

It is imperative that you set up your NYU e-mail account and that you read it daily so you can access the NYU CLASSES and be in communication with your instructor. In NYU CLASSES you will find the complete program and class calendar for this class. Also you will find power point
presentations, handouts, interactive activities, evaluation sheets for each of the components and everything you need in the course.

HOMEWORK

WebSam (Workbook). The WebSam must be completed and submitted electronically before the due date specified in Imagina Supersite. The activities to be submitted to each day are listed both in Imagina Supersite and in the day-by-day syllabus. Overdue submissions will be penalized 10% per day. Please keep in mind that although VHL Central will assign a grade for each homework you submit, this grade has no bearing on your final homework grade. Each homework will be graded by your instructor. You will have more exercises to practice in NYU Classes, to be done on the day stated on the syllabus.

COMPOSITIONS

Throughout the semester, we will write two one-page compositions. The instructions for each composition are in NYU classes and the assignment appears in the syllabus as "Composición". Each of the 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. No dictionaries or notes are allowed in class. A typical entry should be around 300 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 NYU Classes. The final version will be completed at home. On the day assigned on the syllabus, please turn in both the first and the final versions of each composition stapled together. No make-ups and/or late work will be accepted.

Every typed assignment must be typed double-spaced, using Times New Roman Font #12 and must be submitted both in paper as well as via NYUClasses>Compositions.

ORAL PRESENTATIONS

We will have two oral presentations during the semester:

1) "La noticia que me impactó". The student will choose an article of an Argentine newspaper and in class the student will present a brief summary (7 minutes) of what he has learned. The presentation cannot be read, it must be presented. It should respond to the following questions:

- What topic have you chosen and why?
- Which newspaper have you been following and what do you know about it?

2) "Show and Tell Presentation". The student will choose an item belonging to the Argentine culture and research the chosen item using Spanish sources. 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 thinks it is important for us to know about this particular item. The presentation cannot be read, it must be presented. Create a vocabulary list for the other students, and bring at least three questions based on your presentation for them to answer. Type the presentation and hand it in to your instructor. You will have 10 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.

TESTS AND FINAL EXAM
1. **Tests.** There will be **three in-class tests.** They will consist of a variety of activities that will test your knowledge of grammar and vocabulary in context and in writing, as well as reading comprehension activities.

2. **Final exam.** There will be a comprehensive final exam. More detailed information will be given during the preparation and review days.

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

### Final Grade Distribution

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Class-work (performance, preparation, and participation)*</td>
<td>15%</td>
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<tr>
<td>Homework (completed and corrected)</td>
<td>8 %</td>
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<tr>
<td>Compositions (2* 8 each)</td>
<td>16%</td>
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<tr>
<td>Oral presentations (2* 8 each)</td>
<td>16%</td>
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<tr>
<td>Tests (3* 10 each)</td>
<td>30%</td>
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<tr>
<td>Final exam</td>
<td>15%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Spanish Tutoring Sessions are mandatory for all students who obtain a B- or below in any written or oral assignment. Students must enroll in the tutoring sessions with the Language Coordinator, Prof. Silvia Luppino. Tutoring policies are posted on NYUClasses.

### Grade A

All requirements are met. Interesting content and presentation; ideas developed with sufficient examples; substantive, thorough development of thesis, relevant to assigned topic. Supports ideas with specific, appropriate evidence. The student writes comprehensive essays / exam questions and his /her work shows strong evidence of critical thought and reading.

Appropriate level of complexity in syntax with very few errors, if any. Excellent use of preterit/imperfect, indicative/subjunctive, verb/subject agreement, verb sequence, number and gender agreement, prepositions, etc.

Logical progression of ideas with well-executed transitions, fluent expression, ideas clearly stated, succinct, cohesive. The writer arranges the details supporting the topic sentences and the paragraphs supporting the thesis in a logical and orderly sequence. Sentence structure is fluid.

Uses appropriate and varied vocabulary, sophisticated range, effective word/idiom choice and usage, English influence not apparent.

Written works: Correct spelling (including accents) and punctuation. Composition typed with correct format as specified.

Oral: Fluent according to the level.

### Grade B

The student shows a good understanding. Interesting content; adequate range. Could improve with the addition of several sentences or paragraphs.

Effective but simple syntax, minor problems in complex constructions, several errors of agreement, tense, mood, word order, but meaning seldom obscured.
Logical progression of ideas but often lacks transitions. Loosely organized but many ideas stand out, logical but incomplete sequencing.

Vocabulary: Adequate range with some variety; occasional errors of word, form, choice, usage, but meaning not obscured.

Occasional errors of punctuation, capitalization, paragraphing, spelling.

Errors of pronunciation don't affect comprehensibility.

**Grade C**

Work is acceptable and shows a basic grasp of the research problem. Errors frequently affect comprehensibility. Problems in complex constructions, tense, agreement, word order, articles, pronouns and prepositions. Some control of basic structures, tense, agreement, word order, articles, pronouns, and prepositions.


**Grade D**

The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research. Inadequate development of topic, redundancy, shift in point of view, points not sustained or not fully developed. Details do not support ideas. Short.

Errors affect comprehensibility. Very little control of basic structures, frequent problems in simple and complex constructions, tense, agreement, word order, articles, pronouns, and prepositions.

Gaps in logic or no transitions, somewhat choppy; illogical sentence structure, ideas disorganized; examples, details, explanation follow an illogical order.

Lack of variety in word choice, frequent errors of word, form, choice, usage, meaning confused or obscure. Problems with ser/estar, por/para, false cognates, etc. Literal translations.

Numerous errors of punctuation, capitalization, paragraphing. Numerous English spelling. Frequent errors of pronunciation affect comprehensibility.

**Grade F**

Cursory; gives the impression of writing just to complete the assignment. Little substance, no development of topic, directions not followed. Too short.

Message is largely incomprehensible due to inaccurate grammar which alters or obscures it. Reader must know English to comprehend much of the message. Disorganized; appears to have been written as thoughts occurred to the writer, non-fluent, ideas confused or disconnected, lacks logical sequencing and development. Few, if any logical connections. Only elementary vocabulary. Use of words in English. Numerous and serious errors of pronunciation affect comprehensibility.

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<tr>
<th>Grade conversion</th>
<th>100-93</th>
<th>92-90</th>
<th>89-87</th>
<th>86-83</th>
<th>82-80</th>
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<td>A</td>
<td>76-73</td>
<td>C</td>
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<tr>
<td>A-</td>
<td>72-70</td>
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<td>B+</td>
<td>69-67</td>
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<td>B</td>
<td>66-60</td>
<td>D</td>
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<tr>
<td>B-</td>
<td>59-0</td>
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Final 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 professor. Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale. Written work submitted after 2 days after the submission date without an agreed extension fails and is given a zero.

**Attendance Policy**

- NYU’s Global Programs (including NYU Buenos Aires) must adhere to a **strict policy regarding course attendance. No unexcused absences are permitted.**
- Each unexcused absence will be penalized by deducting 1% from the student’s final course grade.
- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña **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 of Academic Affairs, María Pirovano Peña (mpp6@nyu.edu).
- Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, please contact the Assistant Director of Academics Affairs, María Pirovano Peña mpp6@nyu.edu.)
- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half or two hours. **Missing one class represents one absence. For those courses that meet once a week (three-hour block), missing one class represents two absences.**
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.
- Please note that for classes involving a **field trip or other external visit**, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Make-up classes for Holidays are mandatory as regular scheduled classes.
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

**Academic Accommodations**

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.
Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.

Plagiarism Policy

Academic Integrity
Academic Integrity is intimately related to the teaching and learning process. Especially in acquiring skills in a foreign language, what matters is not “perfection” as much as each student’s natural, authentic expression in and use of the new language. Objectives for the learning process are set in accord with what would be expected for foreign speakers’ levels, not with “perfect” use. This is why it is so important that the work you do for your language class – organizing, writing, and rewriting compositions, as well as preparing oral presentations and homework – be your own, done without the help of others. This includes tutors, friends, family members, and on-line tools as well. The use of electronic translators and the excessive use of dictionaries are counter-productive for the learning process and hence must be avoided (unless otherwise indicated by your professor).

When writing research papers, you need to keep in mind that plagiarism also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear acknowledgment of the original source. For formatting in your papers, refer to MLA guidelines.

On matters regarding academic integrity, refer to the section “Academic Standards and Discipline” in the College of Arts and Science Bulletin [http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS](http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS) and to “Statement on Academic Integrity” in NYU Expository Writing Program: Policies and Procedures: [http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity](http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity)

Required Text(s)


NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE

Week 2

Class 1, 2/15: Lección 1: Las relaciones personales – vocabulario, presente del indicativo
Homework: WebSam

Class 2, 2/17: Presente del indicativo - ser y estar - Homework: WebSam

Week 3

Class 3, 2/22: Ser y estar- verbos como gustar - Homework: WebSam
February 22-24
**Class 4, 2/24:** Verbos como gustar – pronombres posesivos -  *Homework:* WebSam Ver el cortometraje *No me ama*

**Week 4**
February 29-March 4
**Class 5, 2/29:** Lección 2: Vivir en la ciudad – vocabulario – Imperfecto -  *Homework:* WebSam

**Class 6, 3/2:** Pretérito regulares e irregulares -- *Homework:* WebSam

**Class 7, 3/4 (make up for Monday 2/8): Visita Librería El Ateneo – Contraste pretérito e imperfecto- Homework: WebSam – Ver cortometraje *Adiós mamá*

**Week 5**
March 7-9
**Class 8, 3/7:** Contraste Pretérito e imperfecto - *Homework:* Webquiz – repaso examen 1

**Class 9, 3/9:** EXAMEN 1: lección 1 y 2 -- *Homework:* Preparación para presentación oral

**Week 6**
March 14-16
**Class 10, 3/14:** - Presentación oral. Lección 3: Los medios de comunicación – vocabulario  *Homework:* WebSam

**Class 11, 3/16:** Presente del subjuntivo – Objeto directo e indirecto - *Homework:* WebSam

**March 21-24**
SPRING BREAK

**Week 7**
March 28-30
**Class 12, 3/28:** Objeto directo e indirecto – Subjuntivo – *Homework:* WebSam

**Class 13, 3/30:** Objeto directo e indirecto – Mandatos – *Homework:* WebSam – *Preparación composición 1*

**Week 8**
April 4-8
**Class 14, 4/4:** Composición 1 en clase – Lección 4: En familia – por y para - *Homework:* WebSam

**Class 15, 4/6:** Subjuntivo en cláusulas adjetivas - *Homework:* WebSam

**Class 16, 4/8 (make up for Monday):** Verbos reflexivos – subjuntivo en adjetivas – *Homework:* WebSam – *Composición 1 versión final*

**Week 9**
April 11-13
**Class 17, 4/11:** Entrega composición 1 versión final- Por y para – vrebos reflexivos – subjuntivo en adjetivas - *Homework Webquiz - Repaso*

**Class 18, 4/13:** EXAMEN 2: lección 3 y 4 - *Homework:* WebSam

**Week 10**
April 18-22
**Class 19, 4/18:** Lección 5: Las riquezas naturales – vocabulario - futuro- *Homework: WebSam – Preparación presentación oral 2*

**Class 20, 4/20:** Presentación oral 2 - Pronombres relativos – *Homework WebSam- ver cortometraje Raíz*
Class 21, 4/22 (make up for Wednesday): Cortometraje Raíz – Condicional – Homework: WebSam – Preparación composición 2

Week 11

Class 23, 4/27: Subjuntivo en adverbiales – Homework: WebSam - Composición 2 versión final

Week 12
Class 24, 5/2: Entrega composición 2 versión final – Subjuntivo en adverbiales – subjuntivo pasado – Homework: handout


Week 13
Class 26, 5/9: EXAMEN 3: lección 5 y 6 – Homework: handout

Class 27, 5/11: Repaso examen final – Cierre de curso

Week 14
FINAL EXAM – Viernes 13 de mayo, 11:00

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 professor 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 professor’s authorization.

Required Co-curricular Activities
Field trips: Librería El Ateneo

Suggested Co-curricular Activities
Non-mandatory Conferences of Lecture and Outings Series as well as activities organized by Student Life are strongly recommended in order to gain more contact with Spanish and the local reality.

Your Instructor
Susana Benedek has been with NYUBA since both its opening in 2000, when she was appointed instructor of elementary courses, also in charge of the coordination of student city tours and cultural outings, and its re-opening in 2008, as instructor for the beginners level. In 2014 she completed her coursework for a masters 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 and privately. She 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 Beszéljünk magyarul 1, 2, 3 (Let's speak Hungarian 1, 2, 3), and Írjunk magyarul 1 (Let's write in Hungarian 1), 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. In addition, she produced, directed and conducted a weekly cultural radio program, "Hungria Cerca" during two years (2008-2010). 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.