

# SAMPLE

## NYU Madrid SPAN-UA 9050 Advanced Spanish Instruction Mode: In-Person

Summer 2022

### Instructor Contact Information

- Name: Jabier Elorrieta

### Prerequisites

Students who have fulfilled one of the following requirements are eligible to take Advanced Spanish: (a) the satisfactory completion of SPAN-UA 4 or SPAN-UA 20 at NYU, (b) a minimum score of 660 on the SAT II, (c) a score of 60-66 on the NYU Language Exemption, (d) a score of 4 on the AP Language Exam or a score 6 or 7 on IB Spanish (you need to bring a printout of your Albert transcript with this information on the first day of class), (e) permission of the Department's Director of the Language Program.

**If this is your first time taking Spanish at NYU** and you have not fulfilled any of the above requirements, your first step is to take the NYU Online Placement Exam. Please, go to this [link: //www.nyu.edu/cas/flpexam/](https://www.nyu.edu/cas/flpexam/). Follow the instructions carefully in order to complete the Spanish NYU Online Placement Exam. The exam is about 45 minutes long and consists of a series of multiple-choice format questions on vocabulary, grammar, and reading comprehension. If your score on this test is **59** or higher, then you **must also take the NYU Language Exemption Exam** administered in-person by CAS in order to confirm your placement into this class.

# SAMPLE

## Units earned

4

## Course Details

- Meeting Times: 9:30 AM - 11:30 AM MTWTh
- Location: Room 203
- COVID-related details: In the interest of protecting the NYU Madrid 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.

## Course Description

Advanced Spanish (SPAN-UA 9050) is a four-credit advanced-level course designed to expand and consolidate the student's lexical and grammatical understanding of the language and to introduce him/her to the fundamental principles of expository writing as they apply to Spanish, through exercises, cultural and historical readings, and intensive practice of various prose techniques and styles.

## Course Objective / Outcomes

At the end of the semester the student will be able to:

1. Use complex structures of the Spanish grammar, both orally and in written form.
2. Read and critically discuss literary and non-literary authentic texts in Spanish and demonstrate their understanding in oral discussions and written commentary of the text in question.
3. 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.

## Assessment Components

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

### Grade Breakdown

<b>Participation</b>	<b>15 %</b>	(attendance, preparation and class participation)
<b>Controles</b>	<b>8 %</b>	(4 in total: 2% each)
<b>Film reviews</b>	<b>10 %</b>	(2 reviews: 5% each)
<b>Tarea:</b>	<b>13 %</b>	(Active Learning, online)
<b>Ensayos:</b>	<b>24 %</b>	(2 essays)
<b>Exams:</b>	<b>30 %</b>	(3 total: 10% each)

## Course Requirements and Assignments

### 1. Attendance and participation:

# SAMPLE

A significant portion (15%) of your final grade will depend on class participation. You are allowed justified absences in the semester (religious celebration, illness, etc.) Please notify your instructor if you need to miss class or if anything comes up. Communication between instructor and student throughout the semester is key.

Classes will be conducted in Spanish. You are required to have our *Puntos de encuentro* textbook **everyday** during the class, as well as the *Active Learning Site* and any other material assigned from **NYUClasses**. In order to watch the videos go to: [/www.hugedomains.com/domain\\_profile.cfm?d=puntosdeencuentro.com](http://www.hugedomains.com/domain_profile.cfm?d=puntosdeencuentro.com)

There will be little formal presentation of the grammar in class, students are expected to read each lesson carefully, do the grammar exercises listed on the syllabus as homework **before** coming to class, be ready to apply the grammar in class exercises, and bring specific questions to the classroom.

A perfect participation score implies the following:

- a. 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 instructor 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).
- b. Generating questions and comments for the readings, films, and class activities.
- c. Engaging in discussions with your fellow students.

If you feel you are falling behind, don't wait until the last minute to seek help from me, instead talk to me after class or make an appointment to see me as soon as you feel you are struggling.

**Please note that electronic devices other than laptops may not be used during the class.**

There is to be no outside interference in the class whatsoever, including texting, phone calls, checking other websites or any such communications. Also, please refrain from activities such as eating or chewing gum while in class.

**Remember:** Each participation grade is always tentative and depends on an acceptable attendance record and the assessment of your daily class participation.

## 2. Homework:

**Active Learning Site for Puntos de encuentro:** Homework and grammar explanation will be found in the *Modules* section on the [Active Learning Site \(/active.cognella.com/\)](http://active.cognella.com/). Please follow the instructions in your textbook bundle in order to sign into your [Cognella Active Learning Site](http://active.cognella.com/) account and select your section. Homework assignments **must be completed before the corresponding sections in the textbook are being covered in class**. Late assignments will receive no credit. Please do your homework on time; the exercises are a particularly useful tool when it comes to studying for exams and they constitute 13% of your final grade. In addition, there may be other worksheets assigned via NYU Brightspace for certain dates.

**3. Writing:** Two papers (*ensayos*). The final version of each essay should be submitted Times New Roman, 12, double-spaced. You will make the necessary corrections and modification of

# SAMPLE

content and organization before submitting the final version along with the correction sheet and the first version by the date indicated on your syllabus. The final grade for the first paper will be the average of the first and the final versions. Class time will be set aside for discussion of grammatical points, style, or other specific problems that may recur in your written work. Evaluation rubrics are available on **NYU Brightspace**> **Evaluaciones**.

**4. Films (2):** We will discuss two movies this semester. Viewing the movie prior to the scheduled day of its discussion in class is required, as well as the reading and completion of the related activities available on **NYU Brightspace** under *Películas*.

**Note on Academic Integrity:** It is mandatory that all work related to the organization, writing, and rewriting of your essays, as well as the *Guías de la película* and homework, be your own and yours only, without the help of any others. This includes tutors, friends, family members, etc.

Plagiarism and other violations of the university's policies on academic integrity are serious offenses and carry severe penalties. Depending on the severity of the offense, plagiarism may result in an F for the course. Minimally, it will result in an F for the assignment. These sanctions are in accordance with the procedures described in the Academic Integrity section of the CAS Academic Handbook. Plagiarism includes presenting or paraphrasing a sentence or a passage of a published work (including material from the Internet) in a composition, oral presentation, or test answer without quotation marks and acknowledgment of the source. It is also plagiarism to submit a composition written by someone else and presenting in any other way the work, ideas, or words of someone else without proper attribution. **Using automated translation programs is also considered plagiarism.** Please consult with your instructor if you have any doubts about any aspects of these policies.

## 5. Examinations.

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

- a) **Controles**, almost every week. These will be short and will concentrate on specific grammar points and/or the content of the assigned readings from our textbook.
- b) Three **exams** during the semester. 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 discussed in class and be able to organize and articulate well-thought-out responses to short essay questions.

**Make-ups:** No late work will be accepted and no make-ups will be given for missed exams. If you miss an exam due to illness, you must provide a note from a health provider in order to make up the missed exam.

**Note:** Under no circumstances is a student permitted to take an exam before the day it is scheduled. You are advised to make travel plans accordingly. There will be no make-up for those who fail to abide by this policy.

## Required Text(s)

# SAMPLE

Purchase your course materials here: <https://store.cognella.com/95397>. **Select eBook and register for Section 2 for Active Learning.**

Do not buy these materials until your class placement is confirmed by your instructor after the first class.

1. - De la Fuente, María J. ***Puntos de encuentro. A Cross-Cultural Approach to Advanced Spanish***. 2<sup>nd</sup> edition. San Diego, CA: Cognella Academic Publishing, 2018, plus  
- Cognella's **Active Learning** site. Available at the NYU Bookstore.  
- In order to watch the videos that accompany the textbook, go to:  
[http://www.puntosdeencuentro.com/Puntos\\_de\\_Encuentro/SECOND\\_EDITION.html](http://www.puntosdeencuentro.com/Puntos_de_Encuentro/SECOND_EDITION.html).

**2. NYU Brightspace site for Advanced Spanish (SPAN-UA 9050):** You will need to have an NYU email account in order to access the Web Page. If you encounter any problems accessing the site, call ITS [Client Services Center](http://nyu.edu/its/helpdesk) ([nyu.edu/its/helpdesk](http://nyu.edu/its/helpdesk)) at 212-998-3333. Content: Videos (from the textbook), *Gramática, Ensayos, Películas*, etc.

- *Please familiarize yourself thoroughly with the contents of the course web page during the first week of classes.*

## Supplemental Text(s) (not required to purchase)

### Recommended

- A good bilingual dictionary, either in digital or paper form. In digital form we recommend the *wordreference.com* phone app or webpage.

## Course Schedule

### Topics and Assignments

**Libro de texto:** [Puntos de encuentro](#)

**Videos** que acompañan al libro de texto

**Active Learning** = AL (*Student Activities Manual-Puntos de Encuentro*)

Week/Da te	Topic	Homework
Session 1, May 24 <sup>th</sup>	<b>Introducción al curso.</b> Presentaciones. Ejercici  <a href="#">1-1: La civilización más antigua de América: Vocabulario meta</a> (pp. 4-6) <a href="#">1-2: Pueblos prehispánicos</a> (pp. 7-8) <a href="#">Latinoamérica: ciudades y civilizaciones indígenas: mayas, aztecas e incas.</a> <a href="#">1-6: Del pasado al presente: aportaciones de los pueblos indígenas</a> (pp. 11-12)	NYU Brightspace > Gramática: Verbos como gustar NYU Brightspace > Gramática: Ser y estar
Session 2, May 25 <sup>th</sup>	<b>Capítulo 2:</b> El encuentro de dos mundos y la colonización	<b>AL:</b> <a href="#">Capítulo 2: Actividades: 1, 2, 4, 5, 6, 7 y 8</a> (p <b>AL:</b> <a href="#">G-1: Use of past tenses: preterit and imperfect</a> (pp. 6-9)

# SAMPLE

Week/Date	Topic	Homework
	<p><a href="#">Vocabulario meta</a> (p. 26)  <b>2-3: Objetivos de la colonización</b> (pp. 28-29)  <b>2-4: Colonizaciones: Norte y Sur</b> (pp. 29-30)  <b>2-6: El mestizaje</b> (p. 33-34)</p> <p><u>El pasado</u>            Ensayo 1: <u>El ensayo argumentativo</u>.            Explicación en clase.</p>	<p><a href="#">G-2: Uso del pluscuamperfecto</a> (pp. 10-11)</p>
Session 3, May 26 <sup>th</sup>	<p><b>Capítulo 3: Los procesos de independencia</b></p> <p><b>3-1: ¿Qué fue la independencia? Vocabulario meta</b> (pp. 48-50)  <b>3-2: América a principios del siglo XIX</b> (pp. 50-51)  <b>3-3: El estallido de las revoluciones de independencia</b> (p. 52). Encuentras el video <a href="#">aquí</a>.</p>	<p><b>AL: G-3: Fechas</b> (pp. 12-13), <b>G-4: Marcadores temporales</b> (pp. 14-16) <b>Active Learning</b>  <b>AL: Capítulo 3: Actividades: 7, 8, 9, 10, 11</b> (pp. 8 <b>Learning</b>  <b>NYU Brightspace: Repaso Pretérito/Imperfecto</b>            Formas del <a href="#">pretérito</a>.</p>
Session 4, May 27 <sup>th</sup> FRIDAY	<p><b>Control 1</b></p> <p><b>Capítulo 4: Las dictaduras del siglo XX</b></p> <p><b>4-1: Dictadura y democracia. Vocabulario meta</b> (pp. 70-72)  <b>4-2: La dictadura de Argentina</b> (pp. 72-73). Encuentras el video <a href="#">aquí</a>.  <b>4-3: La dictadura de Chile</b> (pp. 73-74). Encuentras el video <a href="#">aquí</a>.</p> <p>Discusión en clase sobre <i>También la lluvia</i></p> <p>Contestar preguntas de la Guía sobre <i>También la lluvia</i> (NYU Brightspace &gt; Assignments)</p>	<p><b>AL: G-5: La voz pasiva</b> (pp. 17-19) <b>Active Learning</b>  <b>AL: Capítulo 4: Actividades: 1, 2, 3, 4, 5, 6</b> (pp. 90-95) <b>Active Learning</b>            Expresiones temporales con hacer y llevar            La voz pasiva</p>
Session 5, May 30 <sup>th</sup>	<p><b>4-4: Centroamérica: El Salvador</b> (75-76)  <b>Lectura: La Operación Cóndor</b> (pp. 85-87) Encuentras el video <a href="#">aquí</a>.  <b>4-6: Violaciones de derechos humanos: los desaparecidos</b> (pp. 77-78) Ver el video de Abuelas y Madres de <a href="#">Plaza de Mayo: gwu.app.box.com/s/rw02q6f10r66oijpacbsku0qzb44lbcu</a>.</p> <p><b>Ensayo 1: El ensayo argumentativo</b>            Hablaremos en clase sobre el ensayo</p>	<p><b>AL: Capítulo 4: Actividades: 8, 9</b> (pp. 96-97)  <b>AL: G-6: Uso del condicional</b> (p. 20)</p>

# SAMPLE

Week/Date	Topic	Homework
Session 6, May 31 <sup>st</sup>	<p><b>Capítulo 6:</b> España: Guerra Civil, dictadura y democracia</p> <p><b>6-1:</b> <a href="#">La Guerra Civil, antecedente de la dictadura en España</a>; <a href="#">Vocabulario meta</a> (pp. 122-124)</p> <p><b>6-2; 6-3:</b> <a href="#">La dictadura militar de España I y II</a> (pp.124-126). Encuentras los videos aquí: <a href="#">6-2</a>; <a href="#">6-3</a></p> <p>Entregar crítica cinematográfica de <i>También la lluvia</i> (NYU Brightspace &gt; Assignments)</p>	<p>AL: <a href="#">Capítulo 5: Actividades: 5, 6, 7, 9, 10 (p. 100)</a></p> <p>AL: <a href="#">Capítulo 6: Actividades: 4, 5, 6, 7, 8, 9, 10 (p. 100)</a></p> <p>AL: <a href="#">G-7: Comparaciones (pp. 21-24)</a></p>
Session 7, June 1 <sup>st</sup>	<p><b>6-4:</b> <a href="#">La transición a la democracia</a> (p. 127). Encuentras el video <a href="#">aquí</a> y el video de la pregunta de <i>PenALiento crítico</i> <a href="#">aquí</a>.</p> <p><b>Repaso Examen 1</b> (NYU Brightspace/Gramática)</p> <p>Ensayo 1: Entregar Tarea y Bosquejo en NYU Brightspace &gt; Assignments</p>	<p>AL: <a href="#">Capítulo 6: Actividades: 1, 2, (pp. 107-108)</a></p>
Session 8, June 2 <sup>nd</sup>	<p><b>6-5:</b> <a href="#">La memoria histórica</a> (pp. 128-129). Encuentras el video para las actividades de comprensión <a href="#">aquí</a>.</p> <p><b>Examen 1</b></p>	
Session 9, June 6 <sup>th</sup>	<p><b>Capítulo 7:</b> España hoy (I)</p> <p><b>Enfoque 1:</b> Organización política y sociedad</p> <p><b>7-1:</b> ¿Qué sabes ya de España? Vocabulario meta (pp. 146-148)</p> <p>Actividad de escritura para la clase centrada en el uso del condicional</p>	<p>AL: G-6: Uso del condicional en el pasado</p> <p>AL: <a href="#">G-8: Subjuntivo en cláusulas nominales (pp. 25-32)</a></p> <p>AL: <a href="#">Capítulo 7: Actividades: 1, 2, 4, 5, 6 (pp. 115-119)</a></p>
Session 10, June 7 <sup>th</sup>	<p><b>7-3:</b> La división territorial de España: un estado de autonomías (pp. 151-153)</p> <p><b>7-6:</b> Movimientos sociales en España y en Estados Unidos (p. 158-161)</p>	<p><u>Formas y uso del subjuntivo</u></p> <p><u>Formas del subjuntivo (presente e imperfecto)</u></p> <p><u>El subjuntivo en cláusulas nominales</u></p> <p>AL: G-9: Subjuntivo para expresar propósito (adverbiales) (pp. 33-34)</p> <p>AL: Capítulo 7: Actividades: 7, 8, 9, 10 (pp. 119-122)</p>
Session 11, June 8 <sup>th</sup>	<p><b>Capítulo 8:</b> España hoy (II)</p> <p><b>8-2:</b> Las lenguas oficiales de España, Vocabulario meta (pp. 176-179)</p>	<p>AL: Capítulo 8: Actividades: 1, 2, 4, 5 (pp. 123-125)</p>

# SAMPLE

Week/Date	Topic	Homework
	<p><b>Capítulo 7:</b> La independencia de las nacionalidades históricas de España (170-172)  <b>Enlaces NYU:</b> Problema político – Cataluña/País Vasco  <b>Control 2</b></p>	<p><u>Continuar con el Subjuntivo</u></p>
<p>Session 12, June 9<sup>th</sup></p>	<p><b>8-6:</b> La inmigración en España (pp. 185-187)  <b>Lectura:</b> Esto es lo que el mundo piensa de España (190-92)  <b>Actividad Cocurricular:</b> TBA</p> <p>Ensayo 1: Entregar Ensayo Argumentativo NYU Brightspace &gt; Assignments</p> <p>Ensayo 2: El Ensayo Académico. Explicación en clase.</p>	<p><b>AL:</b> G-10: Ser y Estar (pp. 35-37)  <b>AL:</b> Capítulo 8: Actividades: 6, 7, 8, 9 (pp. 126-129)</p> <p>Pensar en un tema sobre el que te interesaría investigar para tu ensayo académico.            En casa: Ver película <i>La pequeña Suiza</i> de Kepa Sojo</p>
<p>Session 13, June 13<sup>th</sup></p>	<p><b>Capítulo 9:</b> El mapa político de América Latina  <b>9-1:</b> Izquierda y derecha políticas en Latinoamérica, Vocabulario meta (p. 202-204)</p> <p>NOTA: Averiguar cambios políticos desde 2015 hasta hoy.  <b>9-2:</b> Tendencias políticas en América Latina (pp. 204-206)  <b>9.5:</b> Las relaciones de EE.UU. con América Latina: antes y ahora (pp. 210-211 y video)</p>	<p>Ver película <i>La pequeña Suiza</i> de Kepa Sojo            Responder preguntas de la Guía sobre <i>La pequeña Suiza</i> (NYU Brightspace &gt; Assignments)  <b>AL:</b> G-11: Verbos reflexivos (pp. 38-42)  <b>AL:</b> Capítulo 9: Actividades: 1, 2, 4, 5, 6, 7, 8 (pp. 130-135)</p>
<p>Session 14, June 14<sup>th</sup></p>	<p>9.6: Mujeres en la política (pp. 212-213 y vídeo)</p> <p><b>Capítulo 10:</b> Pueblos y movimientos indígenas en América Latina  <b>10-1:</b> ¿Qué son los pueblos indígenas? Vocabulario meta (pp. 226-228 y vídeo)</p> <p>Entregar crítica cinematográfica de <i>La pequeña Suiza</i> (NYU Brightspace &gt; Assignments)</p>	<p><b>AL:</b> Capítulo 10: Actividades: 4, 5, 6, 7 (pp. 138-140)</p>
<p>Session 15, June 15<sup>th</sup></p>	<p><b>10-2:</b> Problemas de los pueblos indígenas en Latinoamérica (pp. 228-229 y video)  <b>10-6:</b> Lenguas originarias en peligro (pp. 235-237 y vídeo)</p>	<p><b>AL:</b> G-12: Verbos como <i>gustar</i> (pp. 43-45)  <b>AL:</b> Capítulo 10: Actividades: 1, 2, 4, 8, 9 (pp. 136-142)  <b>AL:</b> G-13: Cláusulas relativas (pp. 46-49)</p> <p><u>Cláusulas relativas</u></p>



# SAMPLE

Week/Date	Topic	Homework
	<b>Control 3</b>	
Session 16, June 16 <sup>th</sup>	<p><b>Capítulo 11:</b> La violencia en América Latina</p> <p><b>11-1:</b> ¿Qué tipos de violencia existen en Latinoamérica? (pp 250-251)</p> <p><b>11-2:</b> Vocabulario meta; El fin de la violencia política en Colombia (252-253)</p> <p><b>Enlaces:</b> 6. Las Farc en Colombia</p>	<p>Repaso Examen 2 en NYU Brightspace &gt; Gramática.</p> <p><b>AL:</b> Capítulo 11: Actividades: 1, 2, 4, 5, 6, 7, 8 y 9 (pp. 143-150)</p>
Session 17, June 20 <sup>th</sup>	<p><b>11-4:</b> La violencia de las maras en El Salvador (p. 256-258)</p> <p><b>11-6:</b> La narcocultura (260-261)</p> <p><b>Examen 2</b></p>	<p><b>AL:</b> Capítulo 12: Actividades: 4, 5, 6 (pp. 153-154)</p>
Session 18, June 21 <sup>st</sup>	<p>Podcast: “Radio Ambulante” Capítulo: Postal San Salvador (Fragmentos para trabajar en clase)</p> <p><b>Capítulo 12:</b> El medio ambiente en América Latina</p> <p><b>12-1:</b> Los retos medioambientales de América Latina, Vocabulario meta (pp. 274-276)</p> <p><b>12-4:</b> El agua: ¿un bien económico o un derecho humano? (pp. 280-282)</p>	<p><b>AL:</b> G-14: Subjuntivo en el pasado (pp. 50-51)</p> <p><b>AL:</b> Capítulo 12: Actividades: 1, 2, 6, 7, 8, 9 (pp. 151-159)</p>
Session 19, June 22 <sup>nd</sup>	<p>Podcast: ‘Cinco Minutos Más’ Capítulo: ¿Qué se viene en la cumbre por el cambio climático?</p> <p><b>Capítulo 13:</b> El desarrollo humano en América Latina</p> <p><b>13-1:</b> Múltiples visiones del desarrollo, Vocabulario meta (pp. 300-302)</p> <p><b>13-2:</b> La pobreza y la desigualdad en América Latina (pp. 302-304)</p> <p>TAREA: Elegir dos países y actualizar la información del libro.</p> <p><b>13-6:</b> La fuga de cerebros</p> <p>Ensayo 2. Entregar Parte 1: tesis, bosquejo y bibliografía en (NYU Brightspace &gt; Assignments)</p>	<p><b>AL:</b> G-15: Imperfecto del subjuntivo para situaciones hipotéticas (pp. 52-53)</p> <p><b>AL:</b> Capítulo 13: Actividades: 1, 2, 4, 5, 6, 7 (pp. 158-162)</p>

# SAMPLE

Week/Date	Topic	Homework
<p>Session 20, June 23<sup>rd</sup></p>	<p><b>Capítulo 14:</b> La población latina en Estados Unidos</p> <p><b>14-1:</b> Datos de población latina de Estados Unidos, Vocabulario meta (pp. 326-328)  <b>14-4:</b> Estereotipos vs realidades (pp. 332-334)</p> <p><b>Control 4</b></p>	<p>Presentaciones informales sobre un tema (literatura, política, economía, religión...) y un país de su elección.</p> <p><b>AL:</b> G-16: Subjuntivo en cláusulas relativas (pp. 52-53)  <b>AL:</b> Capítulo 13: Actividades: 8, 9, 10 (pp. 163-165)  <b>AL:</b> G18: Cláusulas condicionales en el presente (pp. 61-63)  <b>AL:</b> Capítulo 14: Actividades: 10, 11, 12 (pp. 173-176)</p>
<p>Session 21, June 27<sup>th</sup></p>	<p><b>Capítulo 15:</b> El español y el bilingüismo en Estados Unidos</p> <p><b>15-1:</b> La lengua española en Estados Unidos, Vocabulario meta (pp. 354-356)  <b>15-2:</b> El uso del inglés entre la población hispana (pp. 356-358)  <b>15-3:</b> Tres políticas lingüísticas (pp. 358-359)</p>	<p><b>AL:</b> G-17: Discurso indirecto (pp. 55-60)  <b>AL:</b> Capítulo 14: Actividades: 1, 2, 4, 5, 6, 7, 8, 9 (pp. 166-174)</p>
<p>Session 22, June 28<sup>th</sup></p>	<p><b>15-7:</b> Escritores hispanos en EEUU: bilingüismo y biculturalismo (pp 366-368)            La Casa de Mango Street (NYU Brightspace &gt; Gramática): Discusión en clase</p> <p><b>Ensayo 2. Entregar Parte 2 - Versión Final en NYU Brightspace &gt; Assignments.</b></p>	<p><b>AL:</b> G19: Cláusulas condicionales en el pasado (pp. 64-65)  <b>AL:</b> Capítulo 15: Actividades: 1, 2, 10, 11 (pp. 177-186)</p>
<p>Session 23, June 29<sup>th</sup></p>	<p><b>15-4:</b> La educación bilingüe en Estados Unidos (pp. 359-362)  <b>15-5:</b> La lengua española como herramienta política (361-363)  <b>15-6:</b> El estudio del español en los Estados Unidos (pp. 364-365)</p> <p>Podcast: “Cinco Minutos Más”: ¿Por qué tantos artistas nacionales la están rompiendo en otros países?</p>	<p><b>AL:</b> G18: Cláusulas condicionales en el presente (pp. 61-63)  <b>AL:</b> Capítulo 15: Actividades: 4, 5, 6, 7, 8, 9 (pp. 179-183)</p> <p><b>Repaso Examen 3 (NYU Brightspace/Gramática)</b></p>

# SAMPLE

Week/Date	Topic	Homework
Session 24, June 30 <sup>th</sup>	<b>14-7:</b> Lin-Manuel Miranda (pp. 340-341) <b>Enlaces:</b> 8. Español en la política de Estados Unidos Celebración del último día de clase  <b>Examen 3</b>	

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

- Please join the class promptly
- Eating and drinking in class are not allowed
- Please do not leave the classroom before the break, unless absolutely necessary.
- Cell phones should be turned off or in silent mode during class time.
- Students should be respectful and courteous at all times to all participants in class.

## Co-Curricular Activities

9 de junio: Actividad Cocurricular: TBA

## Academic Policies

### Grade Conversion

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points	Percent
<b>A</b>	4.0	100 – 93
<b>A-</b>	3.7	92 – 90
<b>B+</b>	3.3	89 – 87
<b>B</b>	3.0	86 – 83
<b>B-</b>	2.7	82 – 80
<b>C+</b>	2.3	79 – 77
<b>C</b>	2.0	76 – 73

# SAMPLE

<b>Letter Grade</b>	<b>Points</b>	<b>Percent</b>
<b>C-</b>	1.7	72 – 70
<b>D+</b>	1.3	69 – 67
<b>D</b>	1.0	66 – 60
<b>F</b>	0.0	59 – 0

## **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 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 [madrid.academics@nyu.edu](mailto:madrid.academics@nyu.edu) to see if you can take your remote class at the Academic Center.

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

For Attendance Rules on Religious Holidays please see section "Inclusivity Policies and Priorities" in this syllabus.

# SAMPLE

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

## **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 instructor 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 instructor and NYU Madrid's Academics Office in writing via e-mail ([madrid.academics@nyu.edu](mailto:madrid.academics@nyu.edu)) one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that

# SAMPLE

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, NYU LMS 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 Madrid.

## **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

# SAMPLE

- Phone: +34 91 904 42 58