NYU Madrid
SPAN-UA 9001 Elementary Spanish I
Instruction Mode: In-Person
Spring 2022

Lecturer Information

- TBA

Units earned: 4 credits

Prerequisites: webCAPE online test score under 26

Course Details

- Class meeting day/time: M – W, 10:30 p.m. to 12:30 p.m.
- Location: Rooms will be posted in Albert before your first class.
- 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.
- If you need to quarantine due to COVID or have a COVID related need you should contact your instructor immediately to make arrangements to keep up with your class work

Course Information

This course is a four-credit intensive course designed for students with no knowledge of or less than one year of high school Spanish or its equivalent as shown in a placement test.

Our immediate and ultimate goal is on building communication skills in Spanish through listening, speaking, reading, and writing. Interaction and building learning communities are emphasized in all of our classroom and at-home activities. There will be extensive 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.
For absolute beginners, the first few weeks may seem like a whirlwind of new sounds and structures. Those with some background may be expecting an easy debut. Be assured that after the first few weeks the gap is usually filled, and it is vital for all that you establish a serious, daily study routine from the outset and speak Spanish!

**Desire Objectives**

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

- Practice speaking and listening skills in the classroom setting and in small group work
- Improve writing skills through compositions that allow self-correction
- Improve reading comprehension skills through exposure to different types of reading materials
- Practice communicative functions through the grammar structures, among them:
  - How to talk about habitual and ongoing events, by using the present tense of regular and irregular verbs.
  - How to express likes and dislikes by using the verb “gustar”.
  - How to describe one’s daily routine, by using reflexive verbs.
  - How to narrate in the past, by using the preterite of regular and irregular verbs

**Assessment Components**

**Class Participation:**

Students should attend and actively participate in every class. They are responsible for being prepared for the class. The minimum time required for personal study and homework should at least equal the number of class hours per week. Students are responsible for completion of activities and exercises specified on the syllabus, as well as self-correction with the clues given in the book or in Brightspace. They will be checked in class to go over specific doubts (see Brightspace “Classwork: performance, participation and preparation” grading criteria).

You are expected to attend class remote synchronously. Your active participation in class and attendance will be reflected in this part of the course requirement.

**Written Assignments:**

There are three short paragraphs and one 175-200-word composition. Students will receive guidelines for error correction.

**Tests:**

Students will have 4 one-hour tests on the material covered every 2 or 3 units. It may take any of several written forms including but not limited to multiple choice and fill-in-the-blank activities, sentence completion, short compositions, etc.
Oral Presentations:
There is one oral presentation (5 minutes). You will also receive specific instructions from your professor for the complexion of the task.

Honor Pledge. Please note: in keeping with NYU’s academic guidelines of integrity, students may not use any kind of translation software, dictionaries or receive assistance from anyone else with regard to these assessment components. Therefore, they should reflect student’s actual language level.

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

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Classwork: performance, participation and preparation:</td>
<td>15%</td>
</tr>
<tr>
<td>Written Assignments (3 párrafos: 15% + 1 composición: 10%):</td>
<td>25%</td>
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<tr>
<td>Tests (4 Pruebas)</td>
<td>45%</td>
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<td>Oral: Presentación oral (15%):</td>
<td>15%</td>
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</table>

Failure to submit or fulfill any required course component will result in failure of the class, regardless of grades achieved in other assignments.

Course Schedule

Topics and Assignments

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Homework</th>
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</table>
| Session 1, January 26th WEDNESDAY | Unidad/Unit 0. En el aula (pp. 10-11) | Buy Textbook  
Introducción al curso  
Bios y syllabus  
Saludos y despedidas; números 1-10; lenguas y abecedario.  
Read syllabus carefully |
<table>
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<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Homework</th>
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</table>
| **Session 2, January 28th FRIDAY** | **Unidad 0 (pp. 12-13; 141 –ej. 1 y 2-)**  
  Preguntas del syllabus  
  Objetos; frases importantes; repaso expresiones y vocabulario en abecedario  
  Ej. 4. ¿Cómo se escribe?: p. 11 (A, B y C)  
  Ej. 5. Las cosas de clase: p. 12  
  Ej. 6. ¿Qué significa “vale”?: p. 13  
  **Para Comunicar:**  
  - ¿Cómo se dice esto en español?  
  - ¿Qué significa “ordenador”?  
  - ¿Cómo se pronuncia “pizarra”?  
  Explicar **Cápsulas de fonética**  
  | Cápsula de fonética 0: Entonación de preguntas parciales y su respuesta (p. 12)  
  - Also, see Brightspace > Tarea > session 2.  
| **Session 3, January 31st MONDAY** | **Unidad 1 (pp. 14-15; 18-19)**  
  *Optativas 16-17*  
  Palabras internacionales; presentaciones (profesión y nacionalidad); ser, tener y 1ª persona de llamarse.  
  Ej. 1. Palabras en español p. 15  
  Ej. 3. Estudiantes de español: pp. 18-19 (A-E).  
  **Para Comunicar:** números 1-100  
  | **Más ejercicios. Unidad 1 (soluciones en Brightspace):** 3, 4, 12, 13, 14, 15 y 16  
  Cápsula de fonética 1: Vocales (p. 19)  

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<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Homework</th>
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<tbody>
<tr>
<td><strong>Session 4, February 2</strong></td>
<td><strong>Unidad 1 (20-21; 24; 26; ej. 25 p. 147)</strong></td>
<td>-P.27 –vídeo- (ej. A y B)</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>Presentaciones (nombres, nacionalidad, edades, teléfonos, emails);</td>
<td>Más ejercicios.</td>
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<td></td>
<td>tú vs usted; correspondencia de letras con los sonidos [x, g, k, s, θ];</td>
<td>Unidad 1 (soluciones en Brightspace): 6, 7, 9, 17 y 18</td>
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<tr>
<td></td>
<td>de qué país proceden; palabras favoritas; presentación compañero.</td>
<td>Review pages 22 and 23 (just review. No more homework today)</td>
</tr>
<tr>
<td></td>
<td>Ej. 4. En la recepción: p. 20</td>
<td>Contents from the review</td>
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<td>Ej. 6. Letras y sonidos: p. 21</td>
<td>Vocabulario (p. 22):</td>
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<td>Ej. 10. Las personas de la clase: p. 26.</td>
<td>-Saludar y despedirse</td>
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<td><strong>Para Comunicar:</strong></td>
<td>-Números 0-100</td>
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<td></td>
<td>-Se llama</td>
<td>-Profesiones (+ p.134)</td>
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<td>-Es periodista/belga...</td>
<td>Gramática y comunicación (p. 23):</td>
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<td>-Tiene 30/45 años...</td>
<td>-Gender</td>
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<td>-Su nombre/apellido es...</td>
<td>-Personal Pronouns</td>
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<td></td>
<td>-Ej. 25, p. 147</td>
<td>-The verbs ser, tener y llamarse</td>
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<td><strong>Session 5, February 7</strong></td>
<td><strong>Unidad 2 (pp. 28-32; 41A)</strong></td>
<td>-P.41 Turistas en Madrid –vídeo-:</td>
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<tr>
<td>MONDAY</td>
<td>Imágenes cultura hispana; ocio finde (querer + infinitivo 1ª persona);</td>
<td>Ejercicio B</td>
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<td>género gramatical; vídeos intereses.</td>
<td>Más ejercicios.</td>
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<td></td>
<td>Ej. 1. Imágenes de la cultura hispana: pp. 28-29</td>
<td>Unidad 2 (soluciones en Brightspace): 1, 4, 5, 11 y 13</td>
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<td>Ej. 2. Este fin de semana: p. 30 (A, B y C)</td>
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<td><strong>Para comunicar:</strong></td>
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<td>-Ir a/al/de</td>
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<td>-Salir a/de/con</td>
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<td>-Visitar/a</td>
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<td>Week/Date</td>
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| **Session 6, February 9th, WEDNESDAY** | **Unidad 2** (pp. 33-35; 39: 41E) | **Más ejercicios.**
Unidad 2 (soluciones en Brightspace): 14 – 21
Review pages 36 and 37
Contents from the review
Vocabulario (p. 36):
- cultura
- idiomas
- actividades de ocio
Gramática y comunicación (p. 37):
- Talking about motivation: p. 37
- Expressing intentions and plans: p. 37
- Presente de Indicativo: Regular verbs that end in -AR, -ER, -IR: p. 37
- Presente de Indicativo: the verb *Hacer*: p. 37
  - Noun gender: p. 208
  - The definite article: p. 209- 210 |
| - Conjugación completa regulares del presente; hacer; (querer + infinitivo –completo–); para qué estudias español; qué quieres hacer; plan para el finde.
- Ej. 6. ¿Hablas inglés?: p. 33 (A y B)
- Ej. 8. Quiero, quieres, quiere: p. 34 (A-D)
- 9. ¿Por qué estudian español? p. 35 (A-C)
- 11. ¿Qué quieres hacer en este curso? p. 39 (A y B)
| **Session 7, February 14th, MONDAY** | **Unidad 3** (pp. 42-43; p. 155 ej. 3; 46-47) | **Más ejercicios.**
Unidad 3 (soluciones en Brightspace): 4, 5, 6 y 8 |
| - Ciudades (Santiagos); qué sabes sobre Argentina (47); haber/ser/estar; muy y mucho.
- Ej. 1. Ciudades que se llaman Santiago: pp. 42-43 |
<p>| | <strong>Homework</strong> | |
| | <strong>Topic</strong> | <strong>Week/Date</strong> |
| <strong>- Aprender/a</strong> | | |
| Ej. 4. ¿Femenina o masculina?: p. 32 (A, B) | <strong>- Cápsula de Fonética 2:</strong> Enlaces de palabra (p. 32) | |</p>
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<th>Week/Date</th>
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<th>Homework</th>
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<tr>
<td>Session 8, February 16&lt;sup&gt;th&lt;/sup&gt; WEDNESDAY</td>
<td>Ej. 4. El blog de Lola, p. 46. Ej. 5. ¿Argentina…?: p. 47 (A, B)</td>
<td>Más ejercicios.</td>
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<td><strong>Párrafo 1</strong></td>
<td><strong>Unidad 3 (soluciones en Brightspace):</strong> 11, 12, 13, 14, 15, 18 y 21</td>
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<td><strong>Cápsula de fonética 3:</strong> Acentuación (p. 48)</td>
<td>Review pages 50 and 51</td>
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<td><strong>Unidad 3 (48-49, 52; 54 A oral)</strong></td>
<td>Vocabulario: p. 50</td>
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<td>qué vs cuál; cuánto; dónde; cómo; superlativos; el tiempo; que hay o no hay.</td>
<td>-El tiempo y el clima</td>
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<td>Ej. 6. Juega y gana: p. 48 (A, B, C)</td>
<td>-Datos sobre países</td>
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<td>P. 49 Ej. 8. ¿Qué tiempo hace?: p. 49 (A, B, C)</td>
<td>-Puntos cardinales</td>
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<td><strong>Para comunicar:</strong></td>
<td>-Estaciones de año</td>
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<td>-En verano/otoño/ invierno… + hace…/ hay…</td>
<td>-Geografía</td>
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<td>Ej. 10. ¿De qué país se trata?: p. 52</td>
<td>-Continentes y océanos.</td>
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<td>Ej. 13. Un concurso sobre países: p. 54 (A, B)</td>
<td>Gramática y comunicación (p. 51):</td>
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<td></td>
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<td>-Describe and define places</td>
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<td>(¿cómo/qué es), people and things</td>
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<td>(¿qué es/ son?)</td>
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<td>-Express existence: <em>Hay</em></td>
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<td>-Express location: <em>Estar</em></td>
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<td>-The superlative</td>
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<td>-Quantifiers</td>
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<td>-Asking and replying</td>
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<td>Preparar Prueba 1: unidades 0, 1, 2 y 3</td>
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<td>Session 9, February 21&lt;sup&gt;st&lt;/sup&gt; MONDAY</td>
<td>Repaso</td>
<td>Más ejercicios.</td>
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<td><strong>Prueba 1: unidades 0, 1, 2 y 3</strong></td>
<td>Unidad 3 (soluciones en Brightspace): 23 y 25</td>
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<td>Session 10, February 23&lt;sup&gt;rd&lt;/sup&gt; WEDNESDAY</td>
<td><strong>Unidad 4 (pp. 56-60)</strong></td>
<td>Más ejercicios.</td>
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<td>Unidad 4 (soluciones en Brightspace): 2, 4, 5, 6, 8, 9,</td>
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<td>Week/Date</td>
<td>Topic</td>
<td>Homework</td>
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<td></td>
<td>Tiendas y artículos; ropa y colores; Ir y llevar; qué + nombre.</td>
<td>10 y 12</td>
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<td>Ej. 1. De compras: p. 57 (A, B)</td>
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<td>Ej. 2. Ropa de segunda mano: p. 58 (A)</td>
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<td>Ej. 3. Yo nunca llevo secador de pelo: p. 59 (A, B)</td>
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<td>Ej. 4. ¿Qué tengo que llevar?: p. 60 (A, B)</td>
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<td>Ej. 5. Lleva una chaqueta marrón: p. 60.</td>
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<td>Cápsula de Fonética 4: La erre (p. 60)</td>
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**Unidad 4 (El Corte Inglés)**

- Ej. 6. La azul es muy pequeña: p. 61 (A y B)
- Ej. 7 p. 62 ¿Esta o esta?
- Ej. 8A, p. 63 (los números hasta 1000) y p. 167, ej. 20.

**Actividad cocurricular 1: De compras (Brightspace)**

**Más ejercicios.**

**Unidad 4 (soluciones en Brightspace):** 15, 18, 19 y 22

**Review pages 64 and 65**

**Contents from the review**

**Vocabulario (p. 64):**
- colores
- numerales
- llevar/llevarse
- combinaciones con el verbo ir
- ropa y accesorios
- hablar de ropa

**Gramática y Comunicación (p. 65):**
- Cuesta/ Cuestan: p. 65
- Expressing need: tener que+ infinitive: p. 65
- Buying in shops: p. 65
- El/la/los/las+ adjetivo. El/la/los/las + de + sustantivo: 209-210
- Demonstratives: 210-211
- Qué and Qué + noun, Cuál/cuáles: 219-220
- Irregular verbs in the Presente de Indicativo: p. 224.
<table>
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<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Homework</th>
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<tbody>
<tr>
<td><strong>Session 12, March 2</strong>nd <strong>WEDNESDAY</strong></td>
<td><strong>Unidad 6 (84-86; 88-89)</strong> Días de la semana; frecuencias; horas; reflexividad verbal. Ej. 1. Los jueves por la noche: p. 85 (A y B) <strong>Para comunicar:</strong> -Los lunes/los martes/los miércoles…+ por la mañana/ al mediodía…. Ej. 4. ¿Qué hora es?: p. 88 (A, B, C, D) Ej. 6. Un día normal: p. 89 <strong>Cápsula de fonética 6.</strong> Entonación: narración y enumeraciones (p. 89)</td>
<td>Más ejercicios. Unidad 6 (soluciones en Brightspace): 1, 2, 4, 5, 9, 10 y 20</td>
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<tr>
<td><strong>Session 13, March 7</strong>th <strong>MONDAY</strong></td>
<td><strong>Unidad 6 (pp. 90-91; 94)</strong> Cambios de raíz (vestirse, acostarse, despertarse) e irregulares (hacer, salir); frecuencias. Ej. 7. Siempre hago la cama…: p. 89 (A y B) Ej. 9. Todos los días: p. 91 (A, B, C, D) Ej. 10. Mis momentos preferidos de la semana: p. 94 (A)</td>
<td>Más ejercicios. Unidad 6 (soluciones en Brightspace): 11,12, 16, 21, 22 y 23 Review pages 92 and 93 Contents from the review <strong>Vocabulario (p. 92):</strong> -los días de la semana -expresar frecuencia -situar en el día -actividades diarias <strong>Gramática y Comunicación (p. 93):</strong> -Telling the time -Sequence of actions -Pronominal verbs -Irregular verbs in the present tense: p. 210</td>
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<tr>
<td><strong>Session 14, March 9</strong>th</td>
<td><strong>Unidad 7 (pp. 98-102)</strong></td>
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<td>Week/Date</td>
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<tr>
<td>WEDNESDAY</td>
<td>Comida; diálogo en restaurante.</td>
<td>Más ejercicios.</td>
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<td>Ej. 1. Una comida en casa: pp. 98-99 (A, B, C)</td>
<td>Unidad 7 (soluciones en Brightspace): 2, 3, 4, 6, 8 y 10</td>
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<td>Ej. 2. Bocadillos: p.100 -101 (A, B, C); Ej. 3. (A y B) de 101</td>
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<td>¿Qué desean?:</td>
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<td>Ej. 4. La cuenta, por favor: p. 102 (A y B)</td>
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<td><strong>Cápsula de fonética 7</strong>. La che y la jota** (p.103)</td>
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<td>MONDAY</td>
<td><strong>Unidad 7 (pp. 104-105)</strong> Pronombres de OD; estilos de cocinado.</td>
<td>Más ejercicios.</td>
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<tr>
<td>Session 15, March 21st</td>
<td>Ej. 6. ¿Tomas el té?: p. 104 (B y C)</td>
<td>Unidad 7 (soluciones en Brightspace): 13, 14, 15, 21, 22</td>
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<td>Ej. 7. La verdura de temporada: p. 105 (A, B, C)</td>
<td>Review pages 106 and 107</td>
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<td><strong>Actividad cocurricular 2: Visita virtual al Mercado</strong> (Brightspace)</td>
<td>Contents from the review</td>
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<td>WEDNESDAY</td>
<td>Repaso</td>
<td>Unidad Unit 7: ¡A comer!</td>
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<td><strong>Prueba 2: unidades 4, 6 y 7</strong></td>
<td>Vocabulario (p. 106):</td>
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<td>- Alimentos</td>
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<td>- Maneras de cocinar</td>
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<td>- Poner la mesa</td>
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<td>Gramática y Comunicación (p. 107):</td>
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<tr>
<td></td>
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<td>- Asking for giving information about food</td>
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<td>- The prepositions “de” and “con”</td>
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<td>- Bars and restaurants</td>
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<td>- Presente de indicativo verbos <em>poner</em> y <em>traer</em></td>
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<td>- Personal pronouns that depend on the direct object</td>
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<td><strong>Preparar Prueba 2: unidades 4, 6 y 7</strong></td>
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<td>Session 16, March 23rd</td>
<td>Unidad 8. Libro clase. P. 114 ej. A (we will correct it in class).</td>
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<td>Week/Date</td>
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<td><strong>Unidad 8</strong> (pp. 112-114; 116-117C; 124A)</td>
<td>- Also, see Brightspace &gt; Tarea &gt; session 16.</td>
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</table>
| Session 17, March 28th MONDAY | Vocabulario barrio; cuantificadores (muy, mucho, bastante, etc.); barrio ideal. | **Más ejercicios.**
|                | Ej. 1 Puerto Madero: pp. 112-113 (A)                                   | **Unidad 8 (soluciones en Brightspace): 1,3, 4, 5 y 7**                  |
|                | Ej. 2. Un barrio típico: p. 114 (A, B y C)                              |                                                                         |
|                | Ej. 3. Mi barrio: p. 116-117 (A, B, C, D)                               |                                                                         |
|                | Ej. 11. Un barrio ideal: p. 124 (A)                                     |                                                                         |
|                | **Cápsula de fonética 9.** La pronunciación de /p/, /t/, /k/ (p. 128) |                                                                         |
|                | **Unidad 8 (pp. 118-119; Aula 2 U5. 70-71 –estar + gerundio-)**        | **Más ejercicios.**
| Session 18, March 30th WEDNESDAY | Adverbios de lugar; estar + gerundio (Aula 2, Unidad 5).                | **Unidad 8 (Aula Internacional Plus 1) (soluciones en Brightspace): 10, 11 y 13** |
|                | Ej. 5. La estación de metro ...: p. 118 (A, B, C)                       | **Más ejercicios.**
<p>|                | Ej. 6. ¿Hay algún supermercado...?: p.119 (A, B, C)                     | <strong>Unidad 5 (Aula Internacional Plus 2) (soluciones en Brightspace): 5, 6 y 9 (Estar + gerundio).</strong> |
|                | Estar + gerundio. U5 Aula 2 pp. 70-71 (ej. 4 A, B, C y D)              | <strong>Review pages 120 and 121</strong>                                            |
|                |                                                                        | Contents from the review                                                |
|                |                                                                        | <strong>Unidad/Unit 8: El barrio ideal</strong>                                      |
|                |                                                                        | <strong>Vocabulario (p. 120):</strong>                                               |
|                |                                                                        | -describir barrios y ciudades                                           |</p>
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<th>Week/Date</th>
<th>Topic</th>
<th>Homework</th>
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<tr>
<td><strong>MONDAY</strong></td>
<td><strong>Unidad 9 (pp. 126-128; 130; 131)</strong></td>
<td>-lugares servicios y mobiliario urbano</td>
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<td></td>
<td>Vocabulario (cualidades y defectos de un compañero de piso, del estudiante, de profesiones; tener que + infinitivo; introducción al pretérito perfecto).</td>
<td>Gramática y Comunicación (p. 121): - Asking information about location - Quantifiers - Expressing likes and dislikes: highlighting an aspect</td>
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<td>Ej. 1 El estudio de Laura: pp. 126 y 127 (cinco afirmaciones)</td>
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<td>Ej. 2 Dos compañeros de piso para Raquel (A, B y C): p. 128</td>
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<td>Ej. 4 Cualidades y defectos (A, B y C): p. 130</td>
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<td>Ej. 5 ¿Eres una persona despistada? (A. B y C): p. 131</td>
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<td><strong>Más ejercicios.</strong></td>
<td><strong>Unidad 9 (soluciones en Brightspace): 1, 3, 12, 13 y 14</strong></td>
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<tr>
<td><strong>WEDNESDAY</strong></td>
<td><strong>Unidad 9 (pp. 136-137; 139; 203 –ej.20-)</strong></td>
<td><strong>Más ejercicios.</strong></td>
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<td>Repaso del pretérito perfecto; experiencias y habilidades.</td>
<td><strong>Unidad 9 (soluciones en Brightspace): 10, 11, 19</strong></td>
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<td>Ej. 8A y B Busca a alguien que…; Ej. 9A y B Experiencias curiosas: p. 136</td>
<td><strong>Review pages 134 and 135</strong></td>
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<td>Ej. 10A, B, C y D. Yo: mis experiencias y mis habilidades: p. 137</td>
<td><strong>Contents from the review</strong></td>
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<td>Ej. 20 Piensa en una persona famosa: p. 203</td>
<td><strong>Vocabulario (p. 134):</strong> - adjetivos de carácter - cambios en la vida - profesiones - habilidades y capacidades</td>
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<td>Gramática y Comunicación (p. 135): - Talking about past experiences</td>
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<td>Week/Date</td>
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<td><strong>Session 21, April 11th</strong> MONDAY</td>
<td><strong>Repaso</strong></td>
<td><strong>Redacción 1</strong> (200 palabras) <em>(Plagiarism policy)</em> This is a personal work. No dictionaries or language translation software allowed)</td>
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<td><strong>Prueba 3: unidades 8, 9 + estar + gerundio</strong></td>
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<td><strong>Session 22, April 13th</strong> WEDNESDAY</td>
<td><strong>Unidad 5 (pp. 70-71;73-75)</strong> Gustar; carácter; a mí también/tampoco/a mí sí/a mí no.</td>
<td>Más ejercicios. Unidad 5 (soluciones en Brightspace): 2, 4, 7, 8, 9 ,11 y 12</td>
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<td>Ej. 1. Las fotos de Olivia: pp. 70-71 (A y C)</td>
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<td>Ej. 3. Contactos: p. 73 (A) Ej. 4. El tiempo libre: p. 74 (A, B. C, de forma individual)</td>
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<td>P. 75. Ej 5 y 6.</td>
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<td><strong>Cápsula de Fonética 5: la entonación en las preguntas (p. 72)</strong></td>
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<td><strong>Session 23, April 18th</strong> MONDAY</td>
<td><strong>Unidad 5 (pp. 76-77; ej. 10 de 80; 82)</strong> Vocabulario familia; posesivos <em>mi, tu, su</em> físico.</td>
<td>Más ejercicios. Unidad 5 (soluciones en Brightspace): 13, 14, 15, 17, 19 y 22</td>
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<td>- Ej. 7. La familia de Paco y de Lucía: p. 76 (A, B)</td>
<td>Review pages 78 and 79</td>
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<td>- P. 77 posesivos (8B) y físico (9A)</td>
<td>Contents from the review</td>
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<td></td>
<td>- Repaso vocabulario página 78. P. 80, ej. 10 (A y B). P. 82 Yo quiero conocer al hermano de Flavia.</td>
<td>Unidad/Unit 5: Tus amigos son mis amigos</td>
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<td><strong>Párrafo 3</strong></td>
<td>Vocabulario (p. 78):</td>
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<td></td>
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<td>-aspecto físico</td>
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<td>-la familia</td>
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<td>-carácter</td>
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<td>-la música.</td>
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<td><strong>Gramática y Comunicación (p. 79):</strong></td>
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<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Homework</td>
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| **Session 24, April 20th**   | **Unidad 2. Aula Internacional Plus 2** (pp. 24-25; 28-29 A-F; 30).  
Biografía. Introducción al indefinido.  
Ej. 1. Fueron los primeros: p. 24-25  
Ej. 4. Viví en un barco durante dos años: p. 28-29 (A-F)  
Ej. 6. Una información falsa: p. 30 (A-E) | -Likes, dislikes and interests  
The verb “gustar”  
Asking about likes and dislikes  
Comparing likes and dislikes  
Possessives  
Diacritical accents. |
| **Session 25, April 25th**   | **Unidad 2. Aula Internacional Plus 2** (p. 37)  
Continuación indefinido  
Ej. 12 (vídeo): Nahui Olin: poeta, pintora, escritora y musa (p. 37) | **Presentación Oral:** Mi familia (Brightspace)  
**Más ejercicios. Aula Internacional Plus 2. Unidad 2** (soluciones en Brightspace): 6, 7, 8 y conjugación 10; Review page 33 from book Aula Internacional Plus 2 |
| **Session 26, April 27th**   | **Unidad 2. Aula Internacional Plus 2** (pp. 31, 34, 36Ay B, ej. 10)  
Ej. 7. Un currículum: p. 31 (A-E)  
Ej. 8. Una historia de amor: p. 34 (A, B)  
Ej. 10. Los lugares de mi vida: p. 36 (A, B) | **Más ejercicios. Aula Internacional Plus 2. Unidad 2** (soluciones en Brightspace): 13, 14, 15, 16, 17 y 22 |
|                             | **Presentación Oral:** Mi familia |                                                                 |
### Week/Date           | Topic                                           | Homework                                                                                                                                                                                                 |
|----------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Session 27, May 4** | **UNIDAD 2. AULA INTERNACIONAL PLUS 2** (p. 29 ej. A y B; p. 35A y C; p. 36, ej. 11) Repaso indefinido  | **Review pages 32 and 33 from Aula Internacional 2**  
  Contents from the review  
  **Una vida de película**  
  **Vocabulario (p. 32):**  
  - biografías  
  - ir / irse  
  - cine  
  **Gramática y Comunicación (p. 33):**  
  - Preterite  
  - Time markers to talk about the past  
  - Connecting events from the past  
  - Connecting about how long (II)  
  **Preparar Prueba 4: unidad 5 (Aula Internacional Plus 1) + unidad 2 (Aula Internacional Plus 2)** |
| **MONDAY**            | **REPROSO**                                     |                                                                                                                                                                                                         |
| **Session 28, May 9** | **PRUEBA 4: unidad 5 (Aula Internacional Plus 1) + unidad 2 (Aula Internacional Plus 2)** |                                                                                                                                                                                                         |

### Required Co-curricular Activities
- El Corte Inglés: session 11 (February, 28th)  
- El Mercado: session 15 (March, 21st)

### Course Materials

#### Required Textbooks & Materials in Print Form
- *Aula Internacional Plus 1 (A1)* Libro del alumno +12 meses premium (Librería Booksellers)

#### Required Textbooks & Materials in NYU Classes
• Complementary materials (seen as Brightspace in course schedule) and course information available in Brightspace.

Resources
• Access your course materials: NYU LMS Brightspace (brightspace.nyu.edu/d2l/home)
• Databases, journal articles, and more: Bobst Library (library.nyu.edu)
• Assistance with strengthening your writing: NYU Madrid Writing Center (nyumadridhub.com/writing-center-for-spanish-language-courses/)
• Obtain 24/7 technology assistance: IT Help Desk (nyu.edu/it/servicedesk)

Course Policies

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>100 – 93</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>92 – 90</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>89 – 87</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>86 – 83</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>82 – 80</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>79 – 77</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>76 – 73</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>72 – 70</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>69 – 67</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>66 – 60</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>59 – 0</td>
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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 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), 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); until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled.

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

Classroom Etiquette

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.
- It is not permitted to use laptops for note taking. Exceptions will be made for students with accommodations from the Moses Center.

### Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](https://www.gpc.nyu.edu/globalprograms/policies-and-guidelines/index.html)" 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](https://www.gpc.nyu.edu/globalprograms/policies-and-guidelines/index.html)
- [NYU Library Guides](https://library.nyu.edu)

### 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 Madrid’s Academics Office in writing via e-mail (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 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) 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
- Phone: 212-998-2277
- Insert Local Phone Number: 91 904 42 54