

**University of North Texas**  
**Department of World Languages, Literatures, and Cultures**  
**SPAN 2050 MWF Spring 2013**

“The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.”

### **REQUIRED MATERIALS**

Heining-Boynton, Leloup and Cowell, ¡Anda! Curso Intermedio 2/e Book A La Carte plus MySpanishLab with e-book for Anda Curso Intermedio 2/e and Quick Guide to Spanish Grammar ISBN: 0205862063

### **ELIGIBILITY / UNT PREREQUISITE POLICY**

This course is designed for students who have passed Spanish 1010, 1020, and 2040 at UNT or the equivalent. For more information, please contact the Department of World Languages, Literatures, and Cultures in **LANG 101, 565-2404**.

### **COURSE DESCRIPTION / OBJECTIVES**

This is the second semester course of the intermediate level of Spanish. Language knowledge will be expanded by learning more advanced grammatical structures and new vocabulary. This course will be student centered in which a large percentage of class time will be spent practicing the language in pairs and small groups. Outside of class students will practice through various online activities and will interact with the language through such means as movies, newspaper articles, and casual conversation. Through these activities and others, students will continue to develop their proficiency in the four languages skills: listening, speaking, reading, and writing.

By the end of this course you will be able to:

- Describe stores, items in stores, and other places in your community
- Talk about professions, employment, and the business world
- Discuss the visual arts, handicrafts, music, theater, film, and television
- Share information about the environment and identify a variety of animals
- Converse about illnesses and treatments and identify different body parts
- Specify future plans and what will have happened by a specific point in time
- Indicate what would happen or would have happened under certain circumstances
- Convey present and past recommendations, wants, doubts, and emotions
- Express hypothetical as well as unplanned events

<b>Evaluation procedure</b>	<b>Weight</b>
Participation	15%
Oral Interview	10%
Composition: First Draft 5%, Final Copy 5%	10%
In-class Tasks: 10 total with lowest dropped	10%
Portfolio	10%
MySpanishLab Activities	10%
Exams: 2 at 10% each	20%
Final Exam	15%

**GRADE SCALE:** A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = Below 60

**Please note: Grades are not curved. No extra credit will be awarded.**

### **ATTENDANCE POLICY**

Class attendance is mandatory and essential to your success in learning Spanish. You are allowed **three unexcused absences** during the semester. For **each** additional unexcused absence your final grade will be reduced by **1%**. Excused absences include the following: illnesses, deaths in the family, religious holidays, and university sponsored activities. For illnesses and deaths, you must provide documentation (physician's statement, obituary, etc.) within **three** days of the absence in order to be excused. Absences in observance of religious holidays are authorized only if you have notified your instructor in writing within the first **15 days** of the semester. For university sponsored activities, you must obtain authorized absence cards from the Dean of Students and present them to your instructor in order for your absences to be excused. Only those individuals whose absences are authorized by the instructor will be eligible to make up any material missed. No make up work will be allowed for unexcused absences. After the **12<sup>th</sup>** absence you may be dropped from the course. Tardies will also carry penalties according to the policy of the instructor.

### **PARTICIPATION**

Full participation points will be given to those who are present for the entire class period, are prepared for class, are participating fully and cooperatively in all activities, and are using Spanish whenever possible. Partial attendance (tardiness/early departures) will result in a loss of participation points. The following rubric applies to the class:

<b>Level of participation and preparation</b>	<b>Points</b>
Uses only Spanish when possible; exhibits excellent, cooperative behavior; always comes to class prepared.	9-10
Uses Spanish often; exhibits good, cooperative behavior; usually prepared for class.	7-8
Sometimes uses Spanish and exhibits good, cooperative behavior; average preparation.	5-6
Frequent use of English, less than average participation, less than adequate preparation.	3-4
Uses more English than Spanish, minimal participation, unprepared.	1-2
Does not participate.	0

## ORAL INTERVIEW

Toward the end of the semester each student will have a short conversation in Spanish with the instructor or a classmate covering the communicative functions practiced in class. Orals will be graded on information conveyed, vocabulary, grammar, pronunciation, and fluency.

## COMPOSITION

You will write one composition during the semester developed as a two stage process. The first draft will be composed in class and turned in. A specific topic will be given in class and you must incorporate the vocabulary and grammar that you have studied up to that time. You may use up to four words you have not yet studied. If you do so, you are required to provide a glossary for each word. The final copy **must** be typed and double-spaced (font size: 12, font type: Times New Roman, standard margins). Handwritten final copies will **not** be accepted. **The graded first draft must be submitted along with the final copy. If the graded first draft is not submitted, the maximum score that can be earned on the final copy is 45/50. The final copy MUST be turned in on time and MUST be your own work. You will receive a zero (0) if you hand in something not your own. See Outside Help/Academic Integrity.**

## IN-CLASS TASKS

There will be 10 tasks assigned and completed during class time. They may or may not be announced, and could be quizzes, or other activities that cover grammar, vocabulary, culture, etc. No make ups of in-class tasks for unexcused absences will be allowed. Your instructor will drop your lowest grade at the end of the semester.

## PORTFOLIO

The portfolio project, submitted toward the end of the course, will be comprised of your handwritten commentaries on a variety of activities you will do throughout the semester. Please refer to the “puntuario” and the “portfolio guide” for details including the list of activity options and their respective point values. **Portfolios submitted after the due date will automatically be reduced 10 points per class day.**

## MYSPANISHLAB

You will be assigned a variety of online activities from the SAM (Student Activities Manual). Your on-line calendar will show the due dates of the activities. Late submissions of SAM activities will not be accepted.

## EXAMS

There will be two exams given during the semester. The first will cover chapters 7 and 8. The second will cover chapters 9 and 10. The listening section of the exams will be administered one class prior to the written sections. Make ups of either the listening or the written components are only allowed in the case of excused absences. A departmental guide for each exam will be available approximately one week prior to exam dates.

## **FINAL EXAM**

The final exam will be comprehensive and will include chapter 11. Please see the Registrar's Exam Schedule at <http://essc.unt.edu/registrar/schedule/spring/final.html> for day and time. **Please note that the final exam begins with a listening section. Students arriving late may not have the opportunity to take the listening section.** A departmental guide will be available approximately one week prior to the week of final exams.

## **COURSE POLICIES**

### **On food and beverages in the classroom**

You are not allowed to consume food or carbonated beverages in the classroom during the class period. You are, however, allowed to consume appropriate/legal beverages only if the instructor gives his or her approval for doing so in the classroom during the class period.

### **On outside help/academic integrity**

All assignments should be the student's work only and should reflect the student's level of proficiency. Cheating, plagiarism, and other examples of academic misconduct will be pursued and sanctions will be levied.

### **On cell phones and laptops**

Cell phones must be off and kept out of sight at all times during class meetings. Any use of a cell phone in class will lower your participation grade. The use of laptop computers in class is not allowed.

### **On use of e-mail**

Instructors of first and second year Spanish (1010 through 2050) require students to use official UNT Eagle Connect for all communication. This means that your instructor will only respond to e-mail sent by their students from a UNT Eagle Connect address. Likewise, your instructor will only send e-mail to your UNT Eagle Connect address. Information about Eagle Connect can be found at the following Web address: <http://eagleconnect.unt.edu/>.

A note on protocol: If you have a problem with anything related to your course (textbook, instructor, testing, etc.), it is your responsibility to discuss the problem first with your instructor before contacting the Coordinator. Most problems or misunderstandings can be dealt with effectively and efficiently if the people most directly involved can discuss the problem and communicate honestly with each other.

Intermediate Coordinator: Ms. M. Estes

### **On student behavior in the classroom**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

**SPANISH 2050    SPRING 2013    MWF COURSE CALENDAR**

<b>DATE</b>	<b>TEXTBOOK: <i>¡ANDA! Curso Intermedio</i></b>	<b>SAM: Student Activities Manual</b>	<b>MSL Tutorials</b>
<b>January:</b> 14 (M)	Introduction to the course		
16 (W)	<b>Capítulo Preliminar B</b> pp 254-262	B-02, B-04, B-08, B-14, B-15	
18 (F)	<b>Capítulo Preliminar B</b> pp 263-273	B-17, B-19, B-21, B-23, B-24	
21 (M)	<b>No Class – Martin Luther King Day</b>		
23 (W)	<b>Capítulo Preliminar B</b> pp 274-287	B-27, B-31, B-34, B-38, B-41	
25 (F)	<b>Capítulo 7:</b> Bienvenidos a mi comunidad, pp 288-294	7-01, 7-02, 7-03, 7-04, 7-05, 7-07 <b>Weekly MSL activities due by 11:59 p.m.</b>	1. Ser 2. Estar + Adjectives 3. Ser and Estar
28 (M)	<b>Capítulo 7:</b> Bienvenidos a mi comunidad, pp 295-297	7-09, 7-11	1. Regular Forms of the Present Subjunctive 2. Irregular Present Subjunctive 3. Spelling Changes in Present Subjunctive 4. Stem-Changes in Present Subjunctive 5. Adverbial Conjunctions that Always Require Subjunctive 6. Adverbial Conjunctions that May Require Indicative or Subjunctive
30 (W)	<b>Capítulo 7:</b> Bienvenidos a mi comunidad, pp 298-302		
<b>February:</b> 1 (F)	<b>Capítulo 7:</b> Bienvenidos a mi comunidad, pp 303-306	7-17, 7-18, 7-19, 7-20 <b>Weekly MSL activities due by 11:59 p.m.</b>	1. Formation of the Present Progressive 2. Use of the Present Progressive
4 (M)	<b>Capítulo 7:</b> Bienvenidos a mi comunidad, 307-313	7-23, 7-24, 7-25	1. Progressive Tenses: the imperfect: andar, continuar, seguir, ir, and

			venir
6 (W)	<b>Capítulo 7:</b> Bienvenidos a mi comunidad, 314-323	7-39, 7-42	
8 (F)	<b>Capítulo 8:</b> La vida profesional, pp 324-330	8-01, 8-02 <b>Weekly MSL activities due by 11:59 p.m.</b>	
11 (M)	<b>Capítulo 8:</b> La vida profesional, pp 330-337	8-05, 8-06, 8-08	1. Formation of Regular Future Tense 2. Verbs with Irregular Stems in Future Tense 3. Use of Future Tense
13 (W)	<b>Capítulo 8:</b> La vida profesional, pp 338-344	8-11	1. Formation of Regular Conditional 2. Verbs with Irregular Stems in Conditional 3. Conditional Mood
15 (F)	<b>Capítulo 8:</b> La vida profesional, pp 345-347	8-18, 8-19 <b>Weekly MSL activities due by 11:59 p.m.</b>	1. Demonstrative Adjectives
18 (M)	<b>Capítulo 8:</b> La vida profesional, pp 348-353	8-23, 8-26, 8-27	1. Formation of Regular Past Participles 2. Spelling Changes and Irregular Past Participles 3. Formation of Future Perfect 4. Use of Future Perfect
20 (W)	<b>Capítulo 8:</b> La vida profesional, pp 354-363	8-29	1. Formation of Conditional Perfect 2. Use of Conditional Perfect
22 (F)	<b>Capítulo 8:</b> La vida profesional, pp 364-369 <b>Listening Component of Exam 1</b>	8-43 <b>Weekly MSL activities due by 11:59 p.m.</b>	
25 (M)	<b>Exam 1 (Chapters 7 and 8)</b>		
27 (W)	<b>Capítulo 9:</b> La expresión artística, pp 370-374	9-01, 9-02, 9-04	1. Comparing things that are equal 2. Comparing things that are

			unequal: más de (numbers)
<b>March:</b> 1 (F)	<b>Capítulo 9:</b> La expression artística, pp 375-380	9-07, 9-08, 9-10 <b>Weekly MSL activities due by 11:59 p.m.</b>	<ol style="list-style-type: none"> <li>1. Use of the Subjunctive in Noun Clauses</li> <li>2. Use of the Subjunctive with Verbs of Volition</li> <li>3. Subjunctive in Noun Clauses with Verbs of Feelings and Emotions</li> <li>4. Subjunctive in Noun clauses with Verbs of Doubt and Denial</li> <li>5. Adjective Clause</li> <li>6. Use of the Subjunctive in Adjective Clauses</li> </ol>
4 (M)	<b>Capítulo 9:</b> pp 381-387	9-12, 9-13, 9-21, 9-22	
6 (W)	<b>Capítulo 9:</b> La expression artística, pp 388-393	9-23	<ol style="list-style-type: none"> <li>1. Superlatives</li> <li>2. If-Clause with Present Indicative and Future</li> </ol>
8 (F)	<b>Capítulo 9:</b> La expression artística, pp 394-399	9-28, 9-29 <b>Weekly MSL activities due by 11:59 p.m.</b>	
11-15	<b>No Class – Spring Break</b>		
18 (M)	<b>Capítulo 9:</b> La expression artística, pp 400-409	9-42	
20 (W)	<b>In Class Composition (First Draft)</b>		
22 (F)	<b>Capítulo 10:</b> Un planeta para todos, pp 410-416	10-01, 10-02, 10-03, 10-04, 10-05 <b>Weekly MSL activities due by 11:59 p.m.</b>	<ol style="list-style-type: none"> <li>1. Prepositional Phrase</li> </ol>
25 (M)	<b>Capítulo 10:</b> Un planeta para todos, pp 416-419	10-07	<ol style="list-style-type: none"> <li>1. Formation of Imperfect Subjunctive</li> <li>2. Use of Imperfect Subjunctive</li> </ol>
27 (W)	<b>Capítulo 10:</b> Un planeta para todos, pp 420-424	10-10	<ol style="list-style-type: none"> <li>1. Formation of Pluperfect Subjunctive</li> <li>2. Use of Pluperfect</li> </ol>

			Subjunctive
29 (F)	<b>Capítulo 10:</b> Un planeta para todos, pp 425-429	10-17, 10-18 <b>Weekly MSL activities due by 11:59 p.m.</b>	
<b>April:</b> 1 (M)	<b>Capítulo 10:</b> Un planeta para todos, pp 430-434	10-21, 10-22, 10-24, 10-25	1. Use of Pluperfect Subjunctive with Conditional Perfect and Ojalá 2. If-Clause with Imperfect Subjunctive and Conditional
3 (W)	<b>Capítulo 10:</b> Un planeta para todos, pp 435-439		
5 (F)	<b>Capítulo 10:</b> Un planeta para todos, pp 440-445	<b>Weekly MSL activities due by 11:59 p.m.</b>	
8 (M)	<b>Capítulo 10:</b> Un planeta para todos, pp 446-451 <b>Listening Component of Exam 2</b>	10-41, 10-42	
10 (W)	<b>Exam 2 (Chapters 9 and 10)</b>		
12 (F)	<b>Capítulo 11:</b> Hay que cuidarnos, pp 452-456	11-01, 11-02, 11-03 <b>Weekly MSL activities due by 11:59 p.m.</b>	1. Reflexive Pronoun Forms 2. Placement of Reflexive Pronouns
15 (M)	<b>Capítulo 11:</b> Hay que cuidarnos, pp 457-463 <b>Portfolio Due</b>	11-06, 11-09, 11-10	1. Impersonal se 2. Reciprocal Constructions
17 (W)	<b>Capítulo 11:</b> Hay que cuidarnos, pp 463-468	11-16, 11-17, 11-18, 11-19	1. Indefinite and Negative Expressions 2. Uses and Placement of Negative Expressions
19 (F)	<b>Capítulo 11:</b> Hay que cuidarnos, pp 469-473	11-21, 11-24, 11-25 <b>Weekly MSL activities due by 11:59 p.m.</b>	1. Use of se for Unplanned Occurrences
22 (M)	<b>Capítulo 11:</b> Hay que cuidarnos, pp 474-483 <b>Composition Due (Final Copy)</b>	11-27	1. Formation of Passive Voice with Ser 2. Use of Passive Voice with Ser



24 (W)	<b>Capítulo 11:</b> Hay que cuidarnos, pp 484-493	11-41	
26 (F)	<b>Oral Interviews</b> <b>Capítulo 12:</b> Y por fin, ¡lo sé!, pp 494-520, (Selected Activities)	<b>Weekly MSL activities due by 11:59 p.m.</b>	
29 (M)	<b>Oral Interviews</b> <b>Capítulo 12:</b> Y por fin, ¡lo sé!, pp 494-520, (Selected Activities)		
<b>May:</b> 1 (W)	<b>Capítulo 12:</b> Y por fin, ¡lo sé!, pp 494-520, (Selected Activities)		
3 (F)	<b>Reading Day - No Class</b>		
6-10	<b>Final Exams</b>		