

**University of North Texas
Department of Foreign Languages and Literatures
SPAN 2050 Fall 2010**

Level Coordinator: Ms. M. Estes, marla.estes@unt.edu

Class & section # _____

Meeting Times & Location:

Instructor's Name:

E-mail / Phone:

Office hours & Location:

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

Students must follow the Procedure for Requesting Special Accommodation, as indicated in the UNT Policy Manual, which can be found at the following URL: <http://policy.unt.edu/policy/18-1-14>.

According to these guidelines, "Within the first week of class, qualified students must notify the instructor or academic unit liaison for disability accommodation that options to standard methods of educational access will be needed."

REQUIRED MATERIALS

Heining-Boynton, Leloup and Cowell, ¡Anda! Curso Intermedio 1/e Book A La Carte plus MySpanishLab with e-book for Anda Curso Intermedio 1/e and Quick Guide to Spanish Grammar
ISBN 10: 020577444X ISBN 13: 9780205774449

ELIGIBILITY / UNT PROOF OF PREREQUISITE POLICY

This course is designed for students who have passed Spanish 2040 at UNT or who have tested into this level on the placement exam. Each student is required to show proof to the instructor at the beginning of the semester. If you took Spanish 2040 at UNT, documentation showing that you successfully completed it will suffice (transcript, grade report, etc.). If you did not take 2040 at UNT, you will need to provide your instructor with the course approval from the Department of Foreign Languages showing placement into 2050. If you do not have proof, you must drop yourself from the course to receive a refund before the appropriate deadline. It is the student's responsibility to know the deadlines for refunds and other actions.

COURSE CONTENT AND OBJECTIVES

This is an intermediate course designed for students who have taken beginning Spanish.

At the end of this course the successful student:

- will be able to use Spanish to negotiate meaning in a variety of contexts, including academia
- will be able to interact with a wide variety of Spanish texts, including literary texts, newspapers, and popular song

- will have attained a heightened awareness of and sensitivity to language in general
- will have attained a deeper understanding of some of the significant social, cultural, historical, and political aspects of Spanish speaking communities
- will be prepared to participate in higher-level academic courses in Spanish, relating to literary, linguistic, and cultural topics

COURSE ORGANIZATION

This course is the second semester of a two-semester intermediate-level of Spanish. This course, oriented toward students who have completed Spanish 2040 at UNT (or the equivalent), is designed to provide students with the tools to succeed in the next level course. You will expand proficiency through coursework, homework, and practice using the language. You will continue to develop your grammar, listening, writing, and reading skills in Spanish. Since regular oral practice is essential for improving proficiency in a foreign language, daily attendance and active participation are necessary for your success in this course.

ASSESSMENT:

Evaluation procedure	Weight	Notes
Attendance	5%	See rubric below. Graded every exam period.
Participation	5%	See rubric below. Graded every exam period.
Oral Interview	8%	At the end of the semester.
Compositions	10%	First Draft (in class) at 5% and Final Copy at 5%
In-class Tasks	15%	10 total.
Portfolio	12%	2 at 6% each.
MySpanishLab Activities	15%	See Schedule.
Exams	15%	Three total.
Final Exam	15%	Comprehensive.

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 / PARTICIPATION

The following rubrics apply to the class:

Participation & Attendance Grading Rubrics

Level of participation and preparation	Points
Uses only Spanish when possible; exhibits excellent, cooperative behavior; always comes to class prepared.	5
Uses Spanish often; exhibits good, cooperative behavior; usually prepared for class.	4
Uses Spanish and exhibits good, cooperative behavior sometimes; adequate preparation.	3

Frequent use of English, average participation, adequate preparation.	2
Uses more English than Spanish, minimal participation, unprepared.	1
Does not participate.	0

Attendance	Points
No more than one absence and/or two tardies.	5
No more than two unexcused absences.	4
No more than three unexcused absences.	3
Four or more unexcused absences.	0

ORAL INTERVIEW

Towards 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.

COMPOSITIONS

Writing is a very important component of foreign language instruction. For this reason, 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 occasionally use additional words and if you do so, you are required to provide a glossary for words used in your composition that you have not yet studied. The final copy **MUST** be typed and double-spaced (font size: 12, font type: Times New Roman, or Arial, standard margins). Handwritten final copies will **not** be accepted. See additional information on the First-and Second-Year Spanish webpage (“Techniques on using a Bilingual Dictionary”).

The graded First Draft must be submitted along with the Final Copy. Final copies 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 in-class tasks during the semester. They may or may not be announced, and could be quizzes, or other activities that cover grammar, vocabulary, culture, etc., (any material pertaining to the chapter being studied). No make ups of in-class tasks for un-authorized absences will be allowed.

PORTFOLIO

These will be due on the days specified in the course calendar. While there are no set assignments, students will be provided with a set of options with possible point values for each option. All work should be submitted in a form consistent with the norms established by your instructor. All material used for the portfolio (including films, music, TV, etc.) must be the product of Hispanic cultures. All writing about portfolio activities must also be in Spanish. In cases of suspected plagiarism students may be called upon

to reasonably demonstrate that any work they have submitted is their own. Refer to the *Puntuario* for suggested activities and their respective point values.

MYSPANISHLAB

You will complete student activities and readiness checks on-line. Your on-line calendar will show the due dates of the activities.

EXAMS

There will be three exams given during the semester. The first will be worth 100 points and will cover chapters 7 and 8. The second will also be worth 100 points and will cover chapters 9 and 10. The third will be worth 50 points and will cover chapter 11.

FINAL EXAM

The final exam will be comprehensive and will be administered during the week of finals.

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

Homework and compositions should be YOUR OWN work only. This means no help at all from humans or technology (i.e. translation program). Cheating, plagiarism, and other examples of academic misconduct will be pursued and sanctions will be levied. More specifically, you cannot copy off another student. You CANNOT have another student, tutor or friend CORRECT or TRANSLATE your work. Your work should reflect the level of proficiency that you are in. You will receive a zero (0) if you attempt to hand in work that you have not done yourself. For any specific questions about your work, you should contact your instructor during his/her office hours.

On Make Ups

Only those individuals whose absences are authorized and approved by the instructor will be eligible to take make ups over the material missed.

On Exams

If you must miss an exam contact your instructor IMMEDIATELY and provide the appropriate documentation (as outlined above) within 3 days after the absence. Your instructor will set a date for you to make up the missed assignment(s).

On Cell phones and Laptops

Cell phones must be off at all times during class meetings. Inappropriate use of a laptop will not be tolerated; you will be asked to put it away and your participation grade will be affected.

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.

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

SPANISH 2050 FALL 2010 MWF COURSE CALENDAR

DATE	TEXTBOOK: <i>¡ANDA! Curso Intermedio</i>	SAM: Student Activities Manual	MSL Tutorials
August: 27	Introduction to the course		
30	Capítulo Preliminar B pp 242-250	B-2, B-4, B-9, B-12, B-13	
September: 1	Capítulo Preliminar B pp 251-260	B-17, B-19, B-21, B-23, B-26	
3	Capítulo Preliminar B pp 261-271	B-29, B-31, B-33, B-35, B-36, B-44 Weekly MSL activities due by 11:59 p.m.	
8	Capítulo 7: Bienvenidos a mi mundo, pp 272-275	7-1, 7-2, 7-3	
10	Capítulo 7: Bienvenidos a mi mundo, pp 275-279	7-5, 7-6 Weekly MSL activities due by 11:59 p.m.	1. Ser 2. Estar + Adjectives 3. Ser and Estar
13	Capítulo 7: Bienvenidos a mi mundo, pp 279-286	7-7, 7-8, 7-12	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
15	Capítulo 7: Bienvenidos a mi mundo, pp 287-291	7-13, 7-14, 7-15	1. Formation of the Present Progressive 2. Use of the Present Progressive

17	Capítulo 7: Bienvenidos a mi mundo, 291-295	7-17, 7-18, 7-21, 7-22, 7-23 Weekly MSL activities due by 11:59 p.m.	1. Progressive Tenses: the imperfect: andar, continuar, seguir, ir, and venir
20	Capítulo 7: Bienvenidos a mi mundo, 296-297, 300-304	7-29	
22	Capítulo 8: La vida profesional, pp 306-312	8-1, 8-3	
24	Capítulo 8: La vida profesional, pp 312-318	8-5, 8-6, 8-7 Weekly MSL activities due by 11:59 p.m.	1. Formation of Regular Future Tense 2. Verbs with Irregular Stems in Future Tense 3. Use of Future Tense
27	Capítulo 8: La vida profesional, pp 318-322	8-9, 8-10	1. Formation of Regular Conditional 2. Verbs with Irregular Stems in Conditional 3. Conditional Mood
29	Capítulo 8: La vida profesional, pp 323-326	8-13, 8-15, 8-17	1. Demonstrative Adjectives
October: 1	Capítulo 8: La vida profesional, pp 326-329	8-19, 8-22 Weekly MSL activities due by 11:59 p.m.	1. Formation of Regular Past Participles 2. Spelling Changes and Irregular Past Participles 3. Formation of Future Perfect 4. Use of Future Perfect
4	In Class Composition (First Draft)		
6	Capítulo 8: La vida profesional, pp 330-335	8-23, 8-24, 8-28, 8-29	1. Formation of Conditional Perfect 2. Use of Conditional Perfect
8	Capítulo 8: La vida profesional, pp 336-337, 340-343	8-36 Weekly MSL activities due by 11:59 p.m.	

11	Exam 1 (Chapters 7 and 8)		
13	Capítulo 9: ¿Es arte?, pp 346-352	9-1, 9-3	1. Comparing things that are equal 2. Comparing things that are unequal: más de (numbers)
15	Capítulo 9: ¿Es arte?, pp 352-357 Portfolio #1 Due	9-5, 9-6, 9-7 Weekly MSL activities due by 11:59 p.m.	1. Use of the Subjunctive in Noun Clauses 2. Use of the Subjunctive with Verbs of Volition 3. Use of the Subjunctive in Adjective Clauses
18	Capítulo 9: ¿Es arte?, pp 358-363	9-8, 9-9, 9-12, 9-15	
20	Capítulo 9: ¿Es arte?, pp 364-368	9-18, 9-20	1. Superlatives 2. If-Clause with Present Indicative and Future
22	Capítulo 9: ¿Es arte?, pp 369-373	9-22, 9-26 Weekly MSL activities due by 11:59 p.m.	
25	Capítulo 9: ¿Es arte?, pp 374-375, 378-381	9-31	
27	Capítulo 10: Un planeta para todos, pp 384-391	10-1, 10-2, 10-3, 10-4	1. Prepositional Phrase
29	Capítulo 10: Un planeta para todos, pp 391-394	10-6 Weekly MSL activities due by 11:59 p.m.	1. Formation of Imperfect Subjunctive 2. Use of Imperfect Subjunctive
November: 1	Capítulo 10: Un planeta para todos, pp 394-398	10-8, 10-13, 10-14, 10-15	1. Formation of Pluperfect Subjunctive 2. Use of Pluperfect Subjunctive
3	Capítulo 10: Un planeta para todos, pp 399-404	10-17, 10-19	1. Use of Pluperfect Subjunctive with Conditional Perfect and

			Ojalá 2. If-Clause with Imperfect Subjunctive and Conditional
5	Capítulo 10: Un planeta para todos, pp 404-413 Composition Due (Final Copy)	10-25, 10-26 Weekly MSL activities due by 11:59 p.m.	
8	Capítulo 10: Un planeta para todos, pp 414-415, 418-421	10-32, 10-33	
10	Exam 2 (Chapters 9 and 10)		
12	Capítulo 11: Hay que cuidarnos, pp 424-429	11-1, 11-2, 11-3 Weekly MSL activities due by 11:59 p.m.	1. Reflexive Pronoun Forms 2. Placement of Reflexive Pronouns
15	Capítulo 11: Hay que cuidarnos, pp 429-432	11-5, 11-6	1. Impersonal se
17	Capítulo 11: Hay que cuidarnos, pp 432-436 Portfolio #2 Due	11-7, 11-8, 11-11	1. Reciprocal Constructions
19	Capítulo 11: Hay que cuidarnos, pp 437-440	11-13, 11-14, 11-16 Weekly MSL activities due by 11:59 p.m.	1. Indefinite and Negative Expressions 2. Uses and Placement of Negative Expressions
22	Capítulo 11: Hay que cuidarnos, pp 441-444	11-17, 11-19, 11-20	1. Use of se for Unplanned Occurrences
24	Capítulo 11: Hay que cuidarnos, pp 445-453	11-21, 11-22, 11-25, 11-26	1. Formation of Passive Voice with Ser 2. Use of Passive Voice with Ser
29	Capítulo 11: Hay que cuidarnos, pp 454-455, 458-461	11-32	

December: 1	Exam 3 (Chapter 11)		
3	Oral Interviews Capítulo 12: y por fin, ¡lo sé!, pp 464-487, (Selected Activities)	Weekly MSL activities due by 11:59 p.m.	
6	Oral Interviews Capítulo 12: y por fin, ¡lo sé!, pp 464-487, (Selected Activities)		
8	Capítulo 12: y por fin, ¡lo sé!, pp 464-487, (Selected Activities)		
13-17	Final Exams		