

University of North Texas
Department of World Languages, Literatures, and Cultures
SPAN 2040/2050 Accelerated MWF Spring 2014

DISABILITY ACCOMMODATION STATEMENT

“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 etext 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 and 1020 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 a six hour accelerated intermediate course. 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.

At the end of 2040 you will be able to:

- Describe you, your family, and others in detail
- Talk about pastimes and sports
- Share information about your home and surroundings
- Discuss celebrations, life events, foods, and cooking
- Converse about travel, transportation, and technology
- Express feelings and reactions
- Recommend or tell others to do something
- Convey doubt, hope, and uncertainty
- Indicate what you and others have done

At the end of 2050 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

ASSESSMENT FOR SPAN 2040:

Evaluation procedure	Weight
Participation	20%
Mid-Term Exam	15%
Final Exam	20%
In-class Tasks: 5 total	10%
MySpanishLab Activities	10%
Composition: First Draft 5%, Final Copy 5%	10%
Portfolio	10%
Oral Interview	5%

ASSESSMENT FOR SPAN 2050:

Evaluation procedure	Weight
Participation	20%
Mid-Term Exam	15%
Final Exam	20%
In-class Tasks: 5 total	10%
MySpanishLab Activities	10%
Composition: First Draft 5%, Final Copy 5%	10%
Portfolio	10%
Oral Interview	5%

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

You will receive two separate grades for this course. If you do not receive a passing grade in the 2040 half of this course, you may not proceed to the second half.

PARTICIPATION

Class participation is a vital component to the language learning process. Your level of participation and preparation will be evaluated each class, and you will receive an average score twice during each course. This grade will be based on the following: attendance/punctuality, preparation for class, level of engagement, and use of Spanish. The following rubric applies to the class:

Level of participation and preparation	Points
Arrives on time, stays the full length of class, and meets the following: comes prepared and brings proper materials stays on task and is cooperatively and actively involved in all activities attempts to use Spanish as much as possible	9-10 (A)
Arrives on time, stays the full length of class, and meets the following: generally comes prepared generally stays on task and cooperatively participates in activities generally attempts to use Spanish	8 (B)
Arrives late or leaves early and/or: is not fully prepared is not always on task or participating in activities infrequently attempts to use Spanish	7 (C)
Arrives late or leaves early and/or: comes unprepared is frequently off task or not participating in activities makes little effort to use Spanish	6 (D)
Arrives late or leaves early and/or: comes unprepared participates little to none in activities makes little to no effort to use Spanish	1-5 (F)
Is not present	0

ATTENDANCE POLICY

Class attendance is mandatory and essential to your success in learning Spanish. No make up work will be allowed for unexcused absences. Only those individuals whose absences are authorized by the instructor will be eligible to make up any material missed. 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.) **the first day you return to class** 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.

MID-TERM EXAMS

There will be a mid-term exam for each course. Please note that each exam begins with a listening section. **Students that are not present at the time the listening section is administered may not have the opportunity to take it.** A departmental guide will be available prior to the exam date.

FINAL EXAMS

The final exams will be comprehensive. The final for 2040 will be Friday, March 7, during class time. Please see the Registrar's Exam Schedule at <http://registrar.unt.edu/exams/final-exam-schedule> for day and time of the 2050 final. **Please note that the final exams begin with a listening section. Students arriving late may not have the opportunity to take the listening section.** A departmental guide will be available prior to the exam dates.

IN-CLASS TASKS

There will be 5 tasks per course that will be 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.

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.

COMPOSITIONS

You will write one composition during each semester developed as a two stage process. The first drafts will be composed in class and turned in. Specific topics 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 copies **must** be typed and double-spaced (font size: 12, font type: Times New Roman, standard margins). Handwritten final copies will **not** be accepted. **For each course, 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. 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.**

PORTFOLIOS

There will be one portfolio project per course due on the days specified in the course calendar. Submitted toward the end of each course, the portfolios 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 5 points per class day.**

ORAL INTERVIEWS

Toward the end of each course every 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.

COURSE POLICIES

On food and beverages in the classroom

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

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.

SPANISH 2040/2050 ACCELERATED SPRING 2014 MWF COURSE CALENDAR

DATE	TEXTBOOK: <i>¡ANDA! Curso Intermedio</i>	SAM: Student Activities Manual	MSL Tutorials
January: 13 (M)	Introduction to the course / Capítulo Preliminar A: Para empezar, pp 2-9	PA-02, PA-04, PA-05, PA-07, PA-09	
15 (W)	Capítulo Preliminar A: Para empezar, pp 10-31	PA-15, PA-17, PA-18, PA-22, PA-28, PA-31, PA-33, PA-35, PA-39, PA-40	
17 (F)	Capítulo 1: Así somos, pp 32-38	1-01, 1-02, 1-03, 1-04, 1-06	1. Direct Objects 2. Direct Object Pronouns 3. Placement of Direct Object Pronouns 4. Indirect Objects 5. Indirect Object Pronouns 6. Placement of Indirect Object Pronouns 7. Order and Placement of Direct and Indirect Object Pronouns Used Together 8. Personal <i>a</i> 9. Reflexive Pronoun Forms 10. Placement of Reflexive Pronouns
20 (M)	No Class – Martin Luther King Day		
22 (W)	Capítulo 1: Así somos, pp 39-48	1-11, 1-12, 1-18, 1-19, 1-21	1. <i>Gustar</i> and Similar Verbs 2. Preterit 3. Regular Verbs in the Preterit 4. Spelling Changes in the Preterit 5. Irregular Preterit Forms 6. Preterit Forms of dar and ver 7. Preterit Forms of estar and tener 8. Preterit Forms of ser and ir

24 (F)	Capítulo 1: Así somos, pp 49-57	1-25, 1-26, 1-27, 1-30, 1-31, 1-32 Weekly MSL activities due by 11:59 p.m.	1. Formation of Present Perfect Indicative 2. Formation of Regular Past Participles 3. Spelling Changes and Irregular Past Participles
27 (M)	Capítulo 1: Así somos, pp 58-69 Capítulo 2: El tiempo libre, pp 70-74	1-44, 1-45, 2-01, 2-02, 2-03, 2-04	
29 (W)	Capítulo 2: El tiempo libre, pp 74-85	2-06, 2-07, 2-08, 2-11, 2-12	1. Formal/Informal 2. Formation of Formal Commands 3. Negative Formal Commands 4. Attaching Object and Reflexive Pronouns to Formal Commands 5. Formation of Regular <i>Tú</i> Commands 6. Formation of Irregular <i>Tú</i> Commands 7. Negative <i>Tú</i> Commands 8. Attaching Object and Reflexive Pronouns to <i>Tú</i> Commands 9. <i>We</i> commands (<i>Let's</i>) 10. <i>Nosotros</i> Commands (Subjunctive) 11. Attaching Object and Reflexive Pronouns to <i>Nosotros</i> Commands 12. <i>Vamos a + Infinitive</i>
31 (F)	Capítulo 2: El tiempo libre, pp 86-93	2-21, 2-22, 2-23, 2-24, 2-27 Weekly MSL activities due by 11:59 p.m.	1. Regular Forms of the Present Subjunctive 2. Irregular Present Subjunctive 3. Spelling Changes in Present Subjunctive 4. Stem-Changes in Present Subjunctive 5. Use of the Subjunctive in Noun Clauses

			6. Use of the Subjunctive with Verbs of Volition
February: 3 (M)	Capítulo 2: El tiempo libre, pp 94-99 In Class Composition (First Draft)		
5 (W)	Capítulo 2: El tiempo libre, pp 100-107 Mid-Term Exam (Chapters 1 and 2)	2-40, 2-41, 2-42	
7 (F)	Capítulo 3: Hogar, dulce hogar, pp 108-121	3-01, 3-02, 3-03, 3-04, 3-06, 3-09, 3-10 Weekly MSL activities due by 11:59 p.m.	1. Stem-Changes in the Preterit 2. Definite and Indefinite Articles
10 (M)	Capítulo 3: Hogar, dulce hogar, pp 122-129	3-15, 3-17, 3-18, 3-19, 3-20, 3-24, 3-25	1. Imperfect (Aspect) 2. Use of the Imperfect 3. Imperfect of Regular Verbs 4. Imperfect of Irregular Verbs 5. Subjunctive in Noun Clauses with Verbs of Feelings and Emotions 6. Subjunctive in Noun Clauses with Verbs of Doubt and Denial 7. Use of Subjunctive in Noun Clauses After Impersonal Expressions
12 (W)	Capítulo 3: Hogar, dulce hogar, pp 130-145	3-28, 3-29, 3-41	1. Past Participle Used as Adjective
14 (F)	Capítulo 4: ¡Celebremos! pp 146-152	4-01, 4-02, 4-03, 4-04, 4-05, 4-06 Weekly MSL activities due by 11:59 p.m.	1. Summary of Uses of Preterit and Imperfect

17 (M)	Capítulo 4: ¡Celebremos! pp 153-163	4-09, 4-10, 4-11, 4-15, 4-16, 4-18	1. Formation of Pluperfect Indicative 2. Placement of Object-Pronouns with Pluperfect Indicative 3. Pluperfect Indicative 4. Use of Pluperfect Indicative 5. <i>Hacer</i> in Time Expressions
19 (W)	Capítulo 4: ¡Celebremos! pp 164-173 Composition Due (Final Copy)	4-21, 4-22, 4-23, 4-25, 4-26	1. Formation of Present Perfect Subjunctive 2. Use of Present Perfect Subjunctive
21 (F)	Capítulo 4: ¡Celebremos! pp 174-185 Capítulo 5: Viajando por aquí y por allá, pp 186-188	4-39, 4-40, 5-01, 5-02 Weekly MSL activities due by 11:59 p.m.	
24 (M)	Capítulo 5: Viajando por aquí y por allá, pp 189-198	5-04, 5-05, 5-07, 5-08, 5-10, 5-11	1. <i>Por</i> and <i>Para</i> 2. Relative Pronouns
26 (W)	Capítulo 5: Viajando por aquí y por allá, pp 199-210 Portfolio Due	5-13, 5-14, 5-15, 5-22, 5-23, 5-24, 5-27, 5-28	1. Adjective Clause 2. Use of the Subjunctive in Adjective Clauses
28 (F)	Capítulo 5: Viajando por aquí y por allá, pp 211-227	5-30, 5-31, 5-42, 5-43 Weekly MSL activities due by 11:59 p.m.	
March: 3 (M)	Capítulo 6: ¡Sí, lo sé! pp 228-253, (Selected Activities) Oral Interviews		
5 (W)	Capítulo 6: ¡Sí, lo sé! pp 228-253, (Selected Activities) Oral Interviews		
7 (F)	Final Exam		

10-14	No Class – Spring Break		
17 (M)	Capítulo 7: Bienvenidos a mi comunidad, pp 288-294	7-01, 7-02, 7-03, 7-04, 7-05, 7-06	1. Ser 2. Estar + Adjectives 3. Ser and Estar
19 (W)	Capítulo 7: Bienvenidos a mi comunidad, pp 295-306	7-09, 7-10, 7-17, 7-18, 7-19, 7-20	1. Adverbial Conjunctions that Always Require Subjunctive 2. Adverbial Conjunctions that May Require Indicative or Subjunctive 3. Formation of the Present Progressive 4. Use of the Present Progressive
21 (F)	Capítulo 7: Bienvenidos a mi comunidad, pp 307-323	7-23, 7-24, 7-25, 7-39, 7-42 Weekly MSL activities due by 11:59 p.m.	1. Imperfect Progressive
24 (M)	Capítulo 8: La vida profesional, pp 324-337	8-01, 8-02, 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
26 (W)	Capítulo 8: La vida profesional, pp 338-347	8-11, 8-12, 8-18, 8-19	1. Formation of Regular Conditional 2. Verbs with Irregular Stems in Conditional 3. Conditional Mood 4. Demonstrative Adjectives
28 (F)	Capítulo 8: La vida profesional, pp 348-353 In Class Composition (First Draft)	8-23, 8-26, 8-27 Weekly MSL activities due by 11:59 p.m.	1. Formation of Future Perfect 2. Use of Future Perfect
31 (M)	Capítulo 8: La vida profesional, pp 354-369	8-29, 8-42, 8-43	1. Formation of Conditional Perfect 2. Use of Conditional Perfect

April: 2 (W)	Mid-Term Exam (Chapters 7 and 8) Capítulo 9: 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)
4 (F)	Capítulo 9: La expresión artística pp 375-385	9-07, 9-09, 9-10, 9-12, 9-13 Weekly MSL activities due by 11:59 p.m.	
7 (M)	Capítulo 9: La expresión artística pp 386-393	9-19, 9-21, 9-22, 9-23	1. Superlatives 2. If-Clause with Present Indicative and Future
9 (W)	Capítulo 9: La expresión artística pp 394-409	9-28, 9-29, 9-42	
11 (F)	Capítulo 10: Un planeta para todos, pp 410-419	10-01, 10-02, 10-03, 10-04, 10-05, 10-07, 10-08 Weekly MSL activities due by 11:59 p.m.	1. Prepositional Phrase 2. Formation of Imperfect Subjunctive 3. Use of Imperfect Subjunctive
14 (M)	Capítulo 10: Un planeta para todos, pp 420-429 Composition Due (Final Copy)	10-10, 10-11, 10-17, 10-18	1. Formation of Pluperfect Subjunctive 2. Use of Pluperfect Subjunctive
16 (W)	Capítulo 10: Un planeta para todos, pp 430-439	10-21, 10-22, 10-24, 10-25	1. If-Clause with Imperfect Subjunctive and Conditional 2. Use of Pluperfect Subjunctive with Conditional Perfect and Ojalá
18 (F)	Capítulo 10: Un planeta para todos, pp 440-451 Capítulo 11: Hay que cuidarnos, pp 452-456	10-41, 10-42, 11-01, 11-02, 11-03 Weekly MSL activities due by 11:59 p.m.	1. Reflexive Pronoun Forms 2. Placement of Reflexive Pronouns

21 (M)	Capítulo 11: Hay que cuidarnos, pp 457-464 Portfolio Due	11-06, 11-09, 11-10	1. Impersonal se 2. Reciprocal Constructions
23 (W)	Capítulo 11: Hay que cuidarnos, pp 465-471	11-16, 11-17, 11-18, 11-19, 11-21	1. Indefinite and Negative Expressions 2. Uses and Placement of Negative Expressions 3. Use of se for Unplanned Occurrences
25 (F)	Capítulo 11: Hay que cuidarnos, pp 472-493	11-24, 11-25, 11-27, 11-41 Weekly MSL activities due by 11:59 p.m.	1. Formation of Passive Voice with Ser 2. Use of Passive Voice with Ser
28 (M)	Capítulo 12: Y por fin, ¡lo sé!, pp 494-520, (Selected Activities) Oral Interviews		
30 (W)	Capítulo 12: Y por fin, ¡lo sé!, pp 494-520, (Selected Activities) Oral Interviews		
May: 2 (F)	Reading Day – No class		
9-13	Final Exams		