

**University of North Texas**  
**Department of World Languages, Literatures, and Cultures**  
**SPAN 2050 TR Fall 2012**

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 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 **two 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 **8<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. 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. 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.

## 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. **Please note that all exams begin with a listening section. Students arriving late may not have the opportunity to take the listening section.** 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/fall/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, [marla.estes@unt.edu](mailto:marla.estes@unt.edu).

### **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 FALL 2012 TR COURSE CALENDAR**

<b>DATE</b>	<b>TEXTBOOK:</b> <i>¡ANDA! Curso Intermedio</i>	<b>SAM: Student Activities Manual</b>	<b>MSL Tutorials</b>
<b>August:</b> 30	Introduction to the course		
<b>September:</b> 4	<b>Capítulo Preliminar B</b> , pp 242-256	B-2, B-4, B-9, B-12, B-13, B-17, B-19, B-21, B-23	
6	<b>Capítulo Preliminar B</b> , pp 257-271	B-26, B-29, B-31, B-33, B-35, B-36, B-44 <b>Weekly MSL activities due by 11:59 p.m. Friday, Sep. 7</b>	
11	<b>Capítulo 7:</b> Bienvenidos a mi mundo, pp 272-279	7-1, 7-2, 7-3, 7-5, 7-6	1. Ser 2. Estar + Adjectives 3. Ser and Estar
13	<b>Capítulo 7:</b> Bienvenidos a mi mundo, pp 279-286	7-7, 7-8, 7-12 <b>Weekly MSL activities due by 11:59 p.m. Friday, Sep. 14</b>	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
18	<b>Capítulo 7:</b> Bienvenidos a mi mundo, pp 287-292	7-13, 7-14, 7-15, 7-17, 7-18	1. Formation of the Present Progressive 2. Use of the Present Progressive 3. Progressive Tenses: the imperfect: andar, continuar, seguir, ir, and venir
20	<b>Capítulo 7:</b> Bienvenidos a mi mundo, pp 293-305	7-29 <b>Weekly MSL activities due by 11:59 p.m. Friday, Sep. 21</b>	

25	<b>Capítulo 8:</b> La vida profesional, pp 306-315	8-1, 8-3, 8-4, 8-5, 8-6	1. Formation of Regular Future Tense 2. Verbs with Irregular Stems in Future Tense 3. Use of Future Tense
27	<b>Capítulo 8:</b> La vida profesional, pp 316-322	8-7, 8-9, 8-10, 8-12, 8-13 <b>Weekly MSL activities due by 11:59 p.m. Friday, Sep. 28</b>	1. Formation of Regular Conditional 2. Verbs with Irregular Stems in Conditional 3. Conditional Mood
<b>October:</b> 2	<b>Capítulo 8:</b> La vida profesional, pp 323-327	8-15, 8-16, 8-17, 8-19	1. Demonstrative Adjectives, 2. Formation of Regular Past Participles 3. Spelling Changes and Irregular Past Participles 4. Formation of Future Perfect 5. Use of Future Perfect
4	<b>Capítulo 8:</b> La vida profesional, pp 328-333	8-21, 8-22, 8-23, 8-24 <b>Weekly MSL activities due by 11:59 p.m. Friday, Oct. 5</b>	1. Formation of Conditional Perfect 2. Use of Conditional Perfect
9	<b>Capítulo 8:</b> La vida profesional, pp 334-345	8-36	
11	<b>Exam 1 (Chapters 7 and 8)</b>	<b>Weekly MSL activities due by 11:59 p.m. Friday, Oct. 12</b>	
16	<b>Capítulo 9:</b> ¿Es arte? pp 346-357	9-1, 9-3, 9-5, 9-6, 9-7	1. Comparing things that are equal 2. Comparing things that are unequal: más de (numbers) 3. Use of the Subjunctive in Noun Clauses 4. Use of the Subjunctive with Verbs of Volition 5. Use of the Subjunctive in Adjective Clauses
18	<b>Capítulo 9:</b> ¿Es arte? pp 358-366	9-8, 9-9, 9-12, 9-15, 9-16, 9-17, 9-18 <b>Weekly MSL activities due by 11:59 p.m. Friday, Oct. 19</b>	1. Superlatives

23	<b>Capítulo 9:</b> ¿Es arte? pp 366-375	9-20, 9-22, 9-23	1. If-Clause with Present Indicative and Future
25	<b>Capítulo 9:</b> ¿Es arte? pp 376-383 <b>In Class Composition (First Draft)</b>	9-31 <b>Weekly MSL activities due by 11:59 p.m. Friday, Oct. 26</b>	
30	<b>Capítulo 10:</b> Un planeta para todos, pp 384-394	10-1, 10-2, 10-3, 10-4, 10-6, 10-7	1. Prepositional Phrase 2. Formation of Imperfect Subjunctive 3. Use of Imperfect Subjunctive
<b>November: 1</b>	<b>Capítulo 10:</b> Un planeta para todos, pp 394-401	10-8, 10-13, 10-14, 10-15 <b>Weekly MSL activities due by 11:59 p.m. Friday, Nov. 2</b>	1. Formation of Pluperfect Subjunctive 2. Use of Pluperfect Subjunctive
6	<b>Capítulo 10:</b> Un planeta para todos, pp 402-409	10-17, 10-19	1. If-Clause with Imperfect Subjunctive and Conditional 2. Use of Pluperfect Subjunctive with Conditional Perfect and Ojalá
8	<b>Capítulo 10:</b> Un planeta para todos, pp 410-423	10-32, 10-33 <b>Weekly MSL activities due by 11:59 p.m. Friday, Nov. 9</b>	
13	<b>Exam 2 (Chapters 9 and 10)</b>		
15	<b>Capítulo 11:</b> Hay que cuidarnos, pp 424-432	11-1, 11-2, 11-3, 11-5, 11-6 <b>Weekly MSL activities due by 11:59 p.m. Friday, Nov. 16</b>	1. Reflexive Pronoun Forms 2. Placement of Reflexive Pronouns 3. Impersonal se
20	<b>Capítulo 11:</b> Hay que cuidarnos, pp 432-440 <b>Portfolio Due</b>	11-7, 11-8, 11-11, 11-13, 11-14, 11-16	1. Reciprocal Constructions 2. Indefinite and Negative Expressions 3. Uses and Placement of Negative Expressions
22	<b>No Class – Thanksgiving</b>		

27	<b>Capítulo 11:</b> Hay que cuidarnos, pp 441-447	11-17, 11-19, 11-20	1. Use of se for Unplanned Occurrences
29	<b>Capítulo 11:</b> Hay que cuidarnos, pp 447-463 <b>Composition Due (Final Copy)</b>	11-21, 11-22, 11-32 <b>Weekly MSL activities due by 11:59 p.m. Friday, Nov. 30</b>	1. Formation of Passive Voice with Ser 2. Use of Passive Voice with Ser
<b>December:</b> 4	<b>Oral Interviews</b> <b>Capítulo 12:</b> Y por fin, ¡lo sé!, pp 464-487, (Selected Activities)		
6	<b>Oral Interviews</b> <b>Capítulo 12:</b> Y por fin, ¡lo sé!, pp 464-487, (Selected Activities)		
10-14	<b>Final Exams</b>		