# **University of North Texas**

# **Department of World Languages, Literatures, & Cultures**

# **SPAN 2050 TR Fall 2025**

**Instructor: Dr. Karen Upchurch**

**Instructor’s e-mail: karen.upchurch@unt.edu**

**Office Hours: Tuesdays at 12:30pm and by appointment**

**Office Location: Language 403 B**

# **COURSE DESCRIPTION & OBJECTIVES:**

This is the second semester course of the intermediate level of Spanish in which students will continue to develop their proficiency in the four language skills: listening, speaking, reading, and writing. 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 both practice and interact through various online activities.

At the end of this course students will be able to:

* Compare and contrast rural and urban life
* Describe personal relations and the stages of life
* Talk about professions, the workforce, and finances
* Discuss current events, government, and civic responsibility
* Indicate what you and others have done
* Specify future plans and what could happen under certain circumstances
* Convey past recommendations, wants, doubts, and emotions
* Express purpose and contingency as well as hypothetical situations

# **COURSE PREREQUISITES:**

This course is designed for students who have passed Spanish 2040 at UNT or the equivalent.

# **REQUIRED MATERIALS:**

Dorwick, *Puntos de partida* 11th edition with Connect online access ISBN: 9781265028480

# **ASSESSMENT:**

| **Evaluation Procedure** | **Weight** |
| --- | --- |
| Participation | 14% |
| Midterm Exam | 15% |
| Final Exam | 15% |
| Quizzes: 8 total | 16% |
| Tasks: 8 total | 16% |
| Online Homework | 14% |
| Oral Interview | 10% |

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

# **PARTICIPATION:**

Class participation is a vital component to the language learning process. Your level of participation and preparation will be evaluated in each class, and you will receive an average score five times during the semester. 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 * stays on task and is cooperatively and actively involved in all activities * attempts to use Spanish as much as possible and willingly volunteers | 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 and volunteers | 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 |

# **MIDTERM EXAM**:

The midterm exam will cover chapters 15 and 16. Please note that the midterm 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.

# **FINAL EXAM:**

The final exam will cover chapters 17 and 18. Please note that the final exam begins with a listening section. Students arriving late may not have the opportunity to take it.

# **QUIZZES:**

There will be 8 quizzes assigned and completed during class time. They may or may not be announced and may cover grammar, vocabulary, culture, reading, or listening comprehension.

# **TASKS:**

Throughout the semester a variety of task options will be offered, 8 of which you will complete. See “Tasks Requirement” document for specific guidelines and details.

# **ONLINE HOMEWORK:**

You will be assigned a variety of online activities via Connect. Your online calendar will show the assignments and their due dates.

# **ORAL INTERVIEW:**

Toward the end of the semester each student will have a short conversation in Spanish with a classmate covering the communicative functions practiced in class. Orals will be graded on content and detail provided, incorporation of grammatical structures and vocabulary studied throughout the semester, and use of communication strategies.

# **COURSE POLICIES:**

## **Attendance Policy and Late Work**

Class attendance is mandatory, and no late/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 assignment missed. Excused absences include the following: illnesses, injuries, deaths in the family, religious holidays, military duties, and university sponsored activities. For illnesses, injuries, and deaths in the family, documentation (physician’s statement, obituary, etc.) must be provided the first day upon returning to class for the absence to be excused. Absences in observance of religious holidays are authorized only if students have notified the instructor in writing within the first 15 days of the semester. For absences due to scheduled (not emergency) military duties, students must present their documentation to the instructor within the first 15 days of the semester. For absences due to university sponsored activities, students must present documentation provided by the Dean of Students. After the **6th** absence, whether excused or unexcused, **1 percentage point per absence** will be deducted from the student’s final score.

## **Academic Integrity**

All work must be the student’s work only (unless otherwise indicated by the course instructor) and should reflect the student’s level of proficiency. Students are prohibited from asking another person (i.e. a friend, tutor, or relative) to help them develop or compose a response (oral or written) in preparation for, or while completing, an assignment or assessment that will be graded and applied to the student’s final grade in the course. This includes, but is not limited to, receiving outside assistance with drafting, revising, editing, or developing the content and structure of a response to an assignment or assessment question without consent from the course instructor. Also, the use of translation technology (AI or any digital translation tool or app) is prohibited for all assignments and assessments and will be considered academic misconduct. Information “cut and pasted” or otherwise copied from other sources and used as answers in assignments and assessments will be considered plagiarism. If a student has any doubts whatsoever as to what constitutes any form of scholastic dishonesty, they should consult with the course instructor before submitting their work. Cheating, plagiarism, and other examples of academic misconduct defined by University Policy will result in a zero on the assignment or assessment in question and may be reported to the Dean of Students.

## **Use of email**

Students are required to use official UNT Eagle Connect for all communication. Instructors will only respond to email sent by students from a UNT Eagle Connect address. Likewise, instructors will only send email to UNT Eagle Connect addresses. Information about Eagle Connect can be found at [Eagle Connect](http://eagleconnect.unt.edu/) (<http://eagleconnect.unt.edu/>).

## **ADA Policy**

The University of North Texas makes reasonable accommodation for students with disabilities. Students needing reasonable academic accommodations must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the student will request their letter of accommodation. ODA will provide faculty with a reasonable accommodation letter via email to begin a private discussion regarding a student’s specific needs in a course. Students may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to meet with faculty regarding their accommodations during office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website: <https://studentaffairs.unt.edu/office-disability-access>.

## **Acceptable Student Behavior**

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 Dean of Students 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. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>)

to learn more.

# **SPANISH 2050 FALL 2025 TR COURSE CALENDAR**

| **WEEK** | **DATE** | **TEXTBOOK: *Puntos de partida*** |
| --- | --- | --- |
| **Week 1** | **August:**  19 (T) | Introduction to the course / Preliminary Activities |
| 21 (R) | Preliminary Activities |
| **Week 2** | 26 (T) | **Capítulo 15:** **La naturaleza y el medio ambiente**  pp. 448-457  Vocabulario  Nota cultural  Nota comunicativa |
| 28 (R) | **Capítulo 15:** **La naturaleza y el medio ambiente**  pp. 458-461  Past Participle Used as an Adjective |
| **Week 3** | **September:**  2 (T) | **Capítulo 15:** **La naturaleza y el medio ambiente**  pp. 458-465  Past Participle Used as an Adjective  Perfect Forms: Present Perfect Indicative and  Present Perfect Subjunctive |
| 4 (R) | **Capítulo 15:** **La naturaleza y el medio ambiente**  pp. 462-465  Perfect Forms: Present Perfect Indicative and  Present Perfect Subjunctive |
| **Week 4** | 9 (T) | **Capítulo 15:** **La naturaleza y el medio ambiente**  pp. 466  Nota comunicativa |
| 11 (R) | **Capítulo 15:** **La naturaleza y el medio ambiente**  pp. 467-473  Todo junto  Salu2  Mundo hispano  Portafolio |
| **Week 5** | 16 (T) | **Capítulo 16: La vida social y afectiva**  pp. 476-481  Vocabulario  Nota cultural  Nota comunicativa |
| 18 (R) | **Capítulo 16: La vida social y afectiva**  pp. 482-486  The Subjunctive (Part 6): The Subjunctive After  Nonexistent and Indefinite Antecedents |
| **Week 6** | 23 (T) | **Capítulo 16: La vida social y afectiva**  pp. 482-486  The Subjunctive (Part 6): The Subjunctive After  Nonexistent and Indefinite Antecedents |
| 25 (R) | **Capítulo 16: La vida social y afectiva**  pp. 487-490  The Subjunctive (Part 7): The Subjunctive After  Conjunctions of Purpose and Contingency  Nota comunicativa |
| **Week 7** | 30(T) | **Capítulo 16: La vida social y afectiva**  pp. 487-490  The Subjunctive (Part 7): The Subjunctive After  Conjunctions of Purpose and Contingency  Nota comunicativa |
| **October:**  2 (R) | **Capítulo 16: La vida social y afectiva**  pp. 491-498  Todo junto  Salu2  Mundo hispano  Portafolio |
| **Week 8** | 7 (T) | **Midterm Exam**  **(Chapters 15 and 16)** |
| 9 (R) | **Capítulo 17: ¿Trabajar para vivir o vivir para**  **trabajar?** pp. 500-508  Vocabulario  Nota cultural  Nota comunicativa |
| **Week 9** | 14 (T) | **Capítulo 17: ¿Trabajar para vivir o vivir para**  **trabajar?** pp. 509-514  Future Verb Forms  Nota comunicativa |
| 16 (R) | **Capítulo 17: ¿Trabajar para vivir o vivir para**  **trabajar?** pp. 509-514  Future Verb Forms  Nota comunicativa |
| **Week 10** | 21 (T) | **Capítulo 17: ¿Trabajar para vivir o vivir para**  **trabajar?** pp. 514-519  The Subjunctive (Part 8): The Subjunctive and  Indicative After Conjunctions of Time |
| 23 (R) | **Capítulo 17: ¿Trabajar para vivir o vivir para**  **trabajar?** pp. 514-519  The Subjunctive (Part 8): The Subjunctive and  Indicative After Conjunctions of Time |
| **Week 11** | 28 (T) | **Capítulo 17: ¿Trabajar para vivir o vivir para**  **trabajar?** pp. 519-525  Todo junto  Salu2  Mundo hispano  Portafolio |
| 30 (R) | **Capítulo 18: La actualidad** pp. 528-535  Vocabulario  Nota cultural |
| **Week 12** | **November:**  4 (T) | **Capítulo 18: La actualidad** pp. 536-542  The Subjunctive (Part 9): The Past Subjunctive  Nota comunicativa |
| 6 (R) | **Capítulo 18: La actualidad** pp. 536-542  The Subjunctive (Part 9): The Past Subjunctive  Nota comunicativa |
| **Week 13** | 11 (T) | **Capítulo 18: La actualidad** pp. 543-546  Conditional Verb Forms |
| 13 (R) | **Capítulo 18: La actualidad** pp. 543-548  Conditional Verb Forms  Nota comunicativa |
| **Week 14** | 18 (T) | **Capítulo 18: La actualidad** pp. 549-556  Todo junto  Salu2  Mundo hispano  Portafolio |
| 20 (R) | **TBA** |
| **Week 15** | 24-28 | **No Class – Thanksgiving Break** |
| **Week 16** | **December:**  2 (T) | **Oral Interviews**  **Review** |
| 4 (R) | **Oral Interviews**  **Review** |
| **Week 17** | 6-12 | **Final Exam** For day and time see the Registrar’s  [Final Exam Schedule](https://registrar.unt.edu/exams/final-exam-schedule) (<https://registrar.unt.edu/exams/final-exam-schedule>) |