

**University of North Texas
Department of Foreign Languages and Literatures
SPAN 2040/2050 Accelerated MWF Spring 2012**

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 PREREQUISITE POLICY

This course is designed for students who have passed Spanish 1020, the equivalent or who have tested into this level on the placement exam. For more information, please contact the Department of Foreign Languages and Literatures in LANG 101, 565-2404.

COURSE CONTENT AND OBJECTIVES

This is a six hour accelerated 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, oriented toward students who have completed Spanish 1010 and 1020 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 FOR SPAN 2040:

Evaluation procedure	Weight	Notes
Participation	15%	See rubric below.
Oral Interview	10%	At the end of the semester.
Compositions	10%	First Draft (in class) at 5% and Final Copy at 5%
In-class Tasks	10%	5 total.
Portfolio	15%	See Schedule.
MySpanishLab Activities	10%	See Schedule.
Mid-Term Exam	15%	See Schedule.
Final Exam	15%	Comprehensive.

ASSESSMENT FOR SPAN 2050:

Evaluation procedure	Weight	Notes
Participation	15%	See rubric below.
Oral Interview	10%	At the end of the semester.
Compositions	10%	First Draft (in class) at 5% and Final Copy at 5%
In-class Tasks	10%	5 total.
Portfolio	15%	See Schedule.
MySpanishLab Activities	10%	See Schedule.
Mid-Term Exam	15%	See Schedule.
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.

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.

ATTENDANCE POLICY

Class attendance is mandatory and essential to your success in learning Spanish. You are allowed **two unexcused absences** during each course. For **each** additional unexcused absence per course 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.

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:

Level of participation and preparation	Points
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
Uses Spanish and exhibits good, cooperative behavior sometimes; adequate preparation.	5-6
Frequent use of English, average participation, less than adequate preparation.	3-4
Uses more English than Spanish, minimal participation, unprepared.	1-2
Does not participate.	0

ORAL INTERVIEW

Towards the end of each semester 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.

COMPOSITIONS

Writing is a very important component of foreign language instruction. For this reason, 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 occasionally use additional words and if you do so, you are required to provide a glossary for words used in your compositions that you have not yet studied. The final copies **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. **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 35/40. 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 5 in-class tasks during each course. 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.

PORTFOLIOS

There will be one portfolio project per course due on the days specified in the course calendar. 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 approved activities and their respective point values.

MYPANISHLAB

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.

MID-TERM EXAMS

There will be a mid-term exam for each course.

FINAL EXAMS

The final exam for each course will be comprehensive.

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 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.

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 2012 MWF COURSE CALENDAR

DATE	TEXTBOOK: <i>¡ANDA! Curso Intermedio</i>	SAM: Student Activities Manual	MSL Tutorials
January: 18	Introduction to the course / Capítulo Preliminar A pp 2-9	A-2, A-3, A-4, A-7	
20	Capítulo Preliminar A pp 10-29	A-11, A-12, A-18, A-19, A-23, A-26, A-27, A-29	
23	Capítulo 1: Así somos, pp 30-37	1-1, 1-2, 1-4, 1-6, 1-7	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>
25	Capítulo 1: Así somos, pp 38-45	1-8, 1-12, 1-13, 1-14, 1-16, 1-17	1. <i>Gustar</i> and Similar Verbs 2. Preterit 3. Regular Verbs in the Preterit 4. Irregular Preterit Forms
27	Capítulo 1: Así somos, pp 46-53	1-19, 1-20, 1-21, 1-22, 1-23 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
30	Capítulo 1: Así somos, pp 54-57, 60-63 Capítulo 2: El tiempo libre, pp 66-70	1-25, 1-26, 1-29, 1-34, 2-1, 2-2, 2-3	

February: 1	Capítulo 2: El tiempo libre, pp 70-80	2-4, 2-6, 2-7, 2-9, 2-10, 2-11, 2-15, 2-16	<ol style="list-style-type: none"> 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. <i>We</i> commands (<i>Let's</i>) 9. <i>Nosotros</i> Commands (Subjunctive) 10. Attaching Object and Reflexive Pronouns to <i>Nosotros</i> Commands 11. Vamos a + Infinitive
3	Capítulo 2: El tiempo libre, pp 81-89	2-18, 2-19, 2-20, 2-22 Weekly MSL activities due by 11:59 p.m.	<ol style="list-style-type: none"> 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
6	Capítulo 2: El tiempo libre, pp 90-95 In Class Composition (First Draft)	2-25, 2-26	
8	Capítulo 2: El tiempo libre, pp 98-101 Mid-Term Exam (Chapters 1 and 2)	2-31, 2-32	

10	Capítulo 3: Hogar, dulce hogar, pp 104-116	3-1, 3-3, 3-4, 3-5, 3-6, 3-7, 3-10, 3-11 Weekly MSL activities due by 11:59 p.m.	1. Stem-Changes in the Preterit 2. Definite and Indefinite Articles
13	Capítulo 3: Hogar, dulce hogar, pp 117-124	3-12, 3-14, 3-15, 3-16, 3-17, 3-21, 3-22	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
15	Capítulo 3: Hogar, dulce hogar, pp 125-131, 134-137	3-23, 3-26, 3-30, 3-31, 3-33	1. Past Participle Used as Adjective
17	Capítulo 4: ¡Celebremos! pp 140-146	4-1, 4-2, 4-3, 4-4, 4-5 Weekly MSL activities due by 11:59 p.m.	1. Summary of Uses of Preterit and Imperfect
20	Capítulo 4: ¡Celebremos! pp 147-156	4-8, 4-12, 4-13, 4-14, 4-16	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
22	Capítulo 4: ¡Celebremos! pp 157-165 Portfolio Due	4-19, 4-20, 4-21	1. Formation of Present Perfect Subjunctive 2. Use of Present Perfect Subjunctive

24	Capítulo 4: ¡Celebramos! pp 166-169, 172-175 Capítulo 5: Viajando por aquí y por allá, pp 178-180	4-25, 4-32, 5-1, 5-2 Weekly MSL activities due by 11:59 p.m.	
27	Capítulo 5: Viajando por aquí y por allá, pp 181-190	5-5, 5-7, 5-8, 5-9, 5-10, 5-12, 5-13	1. <i>Por</i> and <i>Para</i> 2. Relative Pronouns
29	Capítulo 5: Viajando por aquí y por allá, pp 191-200 Composition Due (Final Copy)	5-19, 5-20, 5-21, 5-23, 5-24	1. Adjective Clause 2. Use of the Subjunctive in Adjective Clauses
March: 2	Capítulo 5: Viajando por aquí y por allá, pp 201-209, 212-215	5-25, 5-26, 5-29, 5-30, 5-35 Weekly MSL activities due by 11:59 p.m.	
5	Capítulo 6: ¡Sí, lo sé! pp 218- 241, (Selected Activities) Oral Interviews		
7	Capítulo 6: ¡Sí, lo sé! pp 218- 241, (Selected Activities) Oral Interviews		
9	Final Exam		
12	Capítulo 7: 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
14	Capítulo 7: Bienvenidos a mi mundo, pp 279-291	7-7, 7-8, 7-12, 7-13, 7-14, 7-15	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 7. Formation of the Present Progressive 8. Use of the Present Progressive
16	Capítulo 7: Bienvenidos a mi mundo, pp 291-297, 300-304	7-17, 7-18, 7-21, 7-22, 7-23, 7-29 Weekly MSL activities due by 11:59 p.m.	1. Progressive Tenses: the imperfect: andar, continuar, seguir, ir, and venir
19-23	Spring Break!		
26	Capítulo 8: La vida profesional, pp 306-318	8-1, 8-3, 8-5, 8-6, 8-7	1. Formation of Regular Future Tense 2. Verbs with Irregular Stems in Future Tense 3. Use of Future Tense
28	Capítulo 8: La vida profesional, pp 318-326	8-9, 8-10, 8-13, 8-15, 8-17	1. Formation of Regular Conditional 2. Verbs with Irregular Stems in Conditional 3. Conditional Mood 4. Demonstrative Adjectives
30	Capítulo 8: La vida profesional, pp 326-329 In Class Composition (First Draft)	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
April: 2	Capítulo 8: La vida profesional, pp 330-337, 340-343	8-23, 8-24, 8-28, 8-29, 8-36	5. Formation of Conditional Perfect 6. Use of Conditional Perfect
4	Mid-Term Exam (Chapters 7 and 8) 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)
6	Capítulo 9: ¿Es arte? pp 352-363	9-5, 9-6, 9-7, 9-8, 9-9, 9-12, 9-15 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
9	Capítulo 9: ¿Es arte? pp 364-373	9-18, 9-20, 9-22, 9-26	1. Superlatives 2. If-Clause with Present Indicative and Future
11	Capítulo 9: ¿Es arte? pp 374-375, 378-381 Capítulo 10: Un planeta para todos, pp 384-391	9-31, 10-1, 10-2, 10-3, 10-4	1. Prepositional Phrase
13	Capítulo 10: Un planeta para todos, pp 391-398	10-6, 10-8, 10-13, 10-14, 10-15 Weekly MSL activities due by 11:59 p.m.	1. Formation of Imperfect Subjunctive 2. Use of Imperfect Subjunctive 3. Formation of Pluperfect Subjunctive 4. Use of Pluperfect Subjunctive
16	Capítulo 10: Un planeta para todos, pp 399-413	10-17, 10-19, 10-25, 10-26	1. Use of Pluperfect Subjunctive with Conditional Perfect and Ojalá 2. If-Clause with Imperfect Subjunctive and Conditional
18	Capítulo 10: Un planeta para todos, pp 414-415, 418-421 Capítulo 11: Hay que cuidarnos, pp 424-429 Portfolio Due	10-32, 10-33, 11-1, 11-2, 11-3	1. Reflexive Pronoun Forms 2. Placement of Reflexive Pronouns
20	Capítulo 11: Hay que cuidarnos, pp 429-436	11-5, 11-6, 11-7, 11-8, 11-11 Weekly MSL activities due by 11:59 p.m.	1. Impersonal se 2. Reciprocal Constructions

23	Capítulo 11: Hay que cuidarnos, pp 437-440	11-13, 11-14, 11-16	1. Indefinite and Negative Expressions 2. Uses and Placement of Negative Expressions
25	Capítulo 11: Hay que cuidarnos, pp 441-447	11-17, 11-19, 11-20	1. Use of se for Unplanned Occurrences
27	Capítulo 11: Hay que cuidarnos, pp 447-455, 458-461 Composition Due (Final Copy)	11-21, 11-22, 11-25, 11-26, 11-32 Weekly MSL activities due by 11:59 p.m.	1. Formation of Passive Voice with Ser 2. Use of Passive Voice with Ser
30	Capítulo 12: y por fin, ¡lo sé!, pp 464-487, (Selected Activities) Oral Interviews		
May: 2	Capítulo 12: y por fin, ¡lo sé!, pp 464-487, (Selected Activities) Oral Interviews		
4	Reading Day – No class		
7-11	Final Exams		