

University of North Texas
Department of World Languages, Literatures, and Cultures
SPAN 2040/2050 Accelerated MWF 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 2/e Book A La Carte plus MySpanishLab with e-book 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	15%
Oral Interview	10%
Compositions: First Draft 5%, Final Copy 5%	10%
In-class Tasks: 5 total	10%
Portfolio	10%
MySpanishLab Activities	10%
Mid-Term Exam	15%
Final Exam	20%

ASSESSMENT FOR SPAN 2050:

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

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. 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:

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
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 INTERVIEWS

Toward 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

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. 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. 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. 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.**

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. Please note that each exam begins with a listening section. **Students that 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 exam will be comprehensive. 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.

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 FALL 2012 MWF COURSE CALENDAR

DATE	TEXTBOOK: <i>¡ANDA! Curso Intermedio</i>	SAM: Student Activities Manual	MSL Tutorials
August: 29	Introduction to the course / Capítulo Preliminar A pp 2-9	PA-02, PA-04, PA-05, PA-7, PA-09	
31	Capítulo Preliminar A pp 10-31	PA-14, PA-17, PA-18, PA-21, PA-28, PA-31, PA-33, PA-35, PA-36, PA-39, PA-40	
September: 3	No Class – Labor Day		
5	Capítulo 1: Así somos, pp 32-38	1-01, 1-02, 1-03, 1-04, 1-07	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
7	Capítulo 1: Así somos, pp 39-48	1-11, 1-12, 1-18, 1-19, 1-22 Weekly MSL activities due by 11:59 p.m.	1. <i>Gustar</i> and Similar Verbs 2. Preterit 3. Regular Verbs in the Preterit 4. Irregular Preterit Forms
10	Capítulo 1: Así somos, pp 49-57	1-25, 1-26, 1-28, 1-30, 1-31, 1-32	1. Formation of Present Perfect Indicative 2. Formation of Regular Past Participles

			3. Spelling Changes and Irregular Past Participles
12	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	
14	Capítulo 2: El tiempo libre, pp 74-85	2-05, 2-06, 2-07, 2-08, 2-11, 2-12 Weekly MSL activities due by 11:59 p.m.	<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
17	Capítulo 2: El tiempo libre, pp 86-93	2-21, 2-22, 2-23, 2-24, 2-27	<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
19	Capítulo 2: El tiempo libre, pp 94-99 In Class Composition (First Draft)		

21	Capítulo 2: El tiempo libre, pp 100-107 Mid-Term Exam (Chapters 1 and 2)	2-40, 2-41, 2-42 Weekly MSL activities due by 11:59 p.m.	
24	Capítulo 3: Hogar, dulce hogar, pp 108-121	3-01, 3-02, 3-03, 3-04, 3-05, 3-08, 3-10	1. Stem-Changes in the Preterit 2. Definite and Indefinite Articles
26	Capítulo 3: Hogar, dulce hogar, pp 122-129	3-15, 3-17, 3-18, 3-19, 3-20, 3-24, 3-26	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
28	Capítulo 3: Hogar, dulce hogar, pp 130-145	3-28, 3-29, 3-41 Weekly MSL activities due by 11:59 p.m.	1. Past Participle Used as Adjective
October: 1	Capítulo 4: ¡Celebremos! pp 146-152	4-01, 4-02, 4-03, 4-04, 4-05	1. Summary of Uses of Preterit and Imperfect
3	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
5	Capítulo 4: ¡Celebremos! pp 164-173 Portfolio Due	4-21, 4-22, 4-23, 4-25, 4-26 Weekly MSL activities due by	1. Formation of Present Perfect Subjunctive 2. Use of Present Perfect Subjunctive

		11:59 p.m.	
8	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	
10	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
12	Capítulo 5: Viajando por aquí y por allá, pp 199-210 Composition Due (Final Copy)	5-13, 5-14, 5-15, 5-22, 5-24, 5-27, 5-28 Weekly MSL activities due by 11:59 p.m.	1. Adjective Clause 2. Use of the Subjunctive in Adjective Clauses
15	Capítulo 5: Viajando por aquí y por allá, pp 211-227	5-30, 5-31, 5-42, 5-43	
17	Capítulo 6: ¡Sí, lo sé! pp 228- 253, (Selected Activities) Oral Interviews		
19	Final Exam	Weekly MSL activities due by 11:59 p.m.	
22	Capítulo 7: Bienvenidos a mi comunidad, pp 288-294	7-01, 7-02, 7-03, 7-04, 7-05, 7-07	1. Ser 2. Estar + Adjectives 3. Ser and Estar
24	Capítulo 7: Bienvenidos a mi comunidad, pp 295-306	7-09, 7-11, 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
26	Capítulo 7: Bienvenidos a mi comunidad, pp 307-323	7-23, 7-24, 7-25, 7-39, 7-42 Weekly MSL	1. Progressive Tenses: the imperfect: andar, continuar, seguir, ir, and

		activities due by 11:59 p.m.	venir
29	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
31	Capítulo 8: La vida profesional, pp 338-347	8-11, 8-18, 8-19	1. Formation of Regular Conditional 2. Verbs with Irregular Stems in Conditional 3. Conditional Mood 4. Demonstrative Adjectives
November: 2	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
5	Capítulo 8: La vida profesional, pp 354-369	8-29, 8-43	1. Formation of Conditional Perfect 2. Use of Conditional Perfect
7	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)
9	Capítulo 9: La expresión artística pp 375-387	9-07, 9-08, 9-10, 9-12, 9-13, 9-21, 9-22 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
12	Capítulo 9: La expresión artística pp 388-399	9-23, 9-28, 9-29	1. Superlatives 2. If-Clause with Present Indicative and Future
14	Capítulo 9: La expresión artística pp 400-409 Capítulo 10: Un planeta para	9-42, 10-01, 10-02, 10-03, 10-04, 10-05	1. Prepositional Phrase

	todos, pp 410-416		
16	Capítulo 10: Un planeta para todos, pp 416-424	10-07, 10-10 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
19	Capítulo 10: Un planeta para todos, pp 425-441 Portfolio Due	10-17, 10-18, 10-21, 10-22, 10-24, 10-25	1. Use of Pluperfect Subjunctive with Conditional Perfect and Ojalá 2. If-Clause with Imperfect Subjunctive and Conditional
21	Capítulo 10: Un planeta para todos, pp 442-451 Capítulo 11: Hay que cuidarnos, pp 452-456	10-41, 10-42, 11-01, 11-02, 11-03	1. Reflexive Pronoun Forms 2. Placement of Reflexive Pronouns
23	No Class – Thanksgiving		
26	Capítulo 11: Hay que cuidarnos, pp 457-464	11-06, 11-09, 11-10	1. Impersonal se 2. Reciprocal Constructions
28	Capítulo 11: Hay que cuidarnos, pp 465-468	11-16, 11-17, 11-18, 11-19	1. Indefinite and Negative Expressions 2. Uses and Placement of Negative Expressions
30	Capítulo 11: Hay que cuidarnos, pp 469-476	11-21, 11-24, 11-25 Weekly MSL activities due by 11:59 p.m.	1. Use of se for Unplanned Occurrences
December: 3	Capítulo 11: Hay que cuidarnos, pp 476-493 Composition Due (Final Copy)	11-27, 11-41	1. Formation of Passive Voice with Ser 2. Use of Passive Voice with Ser

5	Capítulo 12: Y por fin, ¡lo sé!, pp 494-520, (Selected Activities) Oral Interviews		
7	Reading Day – No class	Weekly MSL activities due by 11:59 p.m.	
10-14	Final Exams		