

**University of North Texas**  
**Department of World Languages, Literatures, and Cultures**  
**SPAN 2040/2050 Accelerated TR Spring 2013**

“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 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:**

<b>Evaluation procedure</b>	<b>Weight</b>
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:**

<b>Evaluation procedure</b>	<b>Weight</b>
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 **one unexcused absence** 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 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 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.**

### **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.

### **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 Thursday, March 7, during class time. Please see the Registrar’s Exam Schedule at <http://essc.unt.edu/registrar/schedule/spring/final.html> 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.

### **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

**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 2040/2050 ACCELERATED    SPRING 2013    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>January:</b> 15 (T)	Introduction to the course / <b>Capítulo Preliminar A</b> pp 2-12	PA-02, PA-04, PA-05, PA-07, PA-09, PA-14	
17 (R)	<b>Capítulo Preliminar A</b> pp 13-31 <b>Capítulo 1:</b> Así somos, pp 32-36	PA-17, PA-18, PA-21, PA-28, PA-31, PA-33, PA-35, PA-36, PA-39, PA-40, 1-01, 1-02, 1-03, 1-04	
22 (T)	<b>Capítulo 1:</b> Así somos, pp 37-48	1-07, 1-11, 1-12, 1-18, 1-19, 1-22	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 11. <i>Gustar</i> and Similar Verbs 12. Preterit 13. Regular Verbs in the Preterit 14. Irregular Preterit Forms
24 (R)	<b>Capítulo 1:</b> Así somos, pp 49-69	1-25, 1-26, 1-28, 1-30, 1-31, 1-32, 1-44, 1-45 <b>Weekly MSL activities due by 11:59 p.m. Fri. Jan. 25</b>	1. Formation of Present Perfect Indicative 2. Formation of Regular Past Participles 3. Spelling Changes and Irregular Past Participles

29 (T)	<b>Capítulo 2:</b> El tiempo libre, pp 70-85	2-01, 2-02, 2-03, 2-04, 2-05, 2-06, 2-07, 2-08, 2-11, 2-12	<ol style="list-style-type: none"> <li>1. Formal/Informal</li> <li>2. Formation of Formal Commands</li> <li>3. Negative Formal Commands</li> <li>4. Attaching Object and Reflexive Pronouns to Formal Commands</li> <li>5. Formation of Regular <i>Tú</i> Commands</li> <li>6. Formation of Irregular <i>Tú</i> Commands</li> <li>7. Negative <i>Tú</i> Commands</li> <li>8. <i>We</i> commands (<i>Let's</i>)</li> <li>9. <i>Nosotros</i> Commands (Subjunctive)</li> <li>10. Attaching Object and Reflexive Pronouns to <i>Nosotros</i> Commands</li> <li>11. Vamos a + Infinitive</li> </ol>
31 (R)	<b>Capítulo 2:</b> El tiempo libre, pp 86-95	2-21, 2-22, 2-23, 2-24, 2-27 <b>Weekly MSL activities due by 11:59 p.m. Fri. Feb. 1</b>	<ol style="list-style-type: none"> <li>1. Regular Forms of the Present Subjunctive</li> <li>2. Irregular Present Subjunctive</li> <li>3. Spelling Changes in Present Subjunctive</li> <li>4. Stem-Changes in Present Subjunctive</li> <li>5. Use of the Subjunctive in Noun Clauses</li> <li>6. Use of the Subjunctive with Verbs of Volition</li> </ol>
<b>February:</b> 5 (T)	<b>Capítulo 2:</b> El tiempo libre, pp 96-107 <b>In Class Composition (First Draft)</b>	2-40, 2-41, 2-42	
7 (R)	<b>Mid-Term Exam (Chapters 1 and 2)</b> <b>Capítulo 3:</b> Hogar, dulce hogar, pp 108-114	3-01, 3-02, 3-03, 3-04, 3-05 <b>Weekly MSL activities due by 11:59 p.m. Fri. Feb. 8</b>	<ol style="list-style-type: none"> <li>1. Stem-Changes in the Preterit</li> </ol>

12 (T)	<b>Capítulo 3:</b> Hogar, dulce hogar, pp 115-129	3-08, 3-10, 3-15, 3-17, 3-18, 3-19, 3-20, 3-24, 3-26	<ol style="list-style-type: none"> <li>1. Definite and Indefinite Articles</li> <li>2. Imperfect (Aspect)</li> <li>3. Use of the Imperfect</li> <li>4. Imperfect of Regular Verbs</li> <li>5. Imperfect of Irregular Verbs</li> <li>6. Subjunctive in Noun Clauses with Verbs of Feelings and Emotions</li> <li>7. Subjunctive in Noun Clauses with Verbs of Doubt and Denial</li> </ol>
14 (R)	<b>Capítulo 3:</b> Hogar, dulce hogar, pp 130-145 <b>Capítulo 4:</b> ¡Celebremos! pp 146-149	3-28, 3-29, 3-41, 4-01, 4-02, 4-03 <b>Weekly MSL activities due by 11:59 p.m. Fri. Feb. 15</b>	<ol style="list-style-type: none"> <li>1. Past Participle Used as Adjective</li> </ol>
19 (T)	<b>Capítulo 4:</b> ¡Celebremos! pp 150-159	4-04, 4-05, 4-09, 4-10, 4-11, 4-15, 4-16	<ol style="list-style-type: none"> <li>1. Summary of Uses of Preterit and Imperfect</li> <li>2. Formation of Pluperfect Indicative</li> <li>3. Placement of Object-Pronouns with Pluperfect Indicative</li> <li>4. Pluperfect Indicative</li> <li>5. Use of Pluperfect Indicative</li> </ol>
21 (R)	<b>Capítulo 4:</b> ¡Celebremos! pp 160-185 <b>Portfolio Due</b>	4-18, 4-21, 4-22, 4-23, 4-25, 4-26, 4-39, 4-40 <b>Weekly MSL activities due by 11:59 p.m. Fri. Feb. 22</b>	<ol style="list-style-type: none"> <li>1. <i>Hacer</i> in Time Expressions</li> <li>2. Formation of Present Perfect Subjunctive</li> <li>3. Use of Present Perfect Subjunctive</li> </ol>
26 (T)	<b>Capítulo 5:</b> Viajando por aquí y por allá, pp 186-195	5-01, 5-02, 5-04, 5-05, 5-07, 5-08	<ol style="list-style-type: none"> <li>1. <i>Por</i> and <i>Para</i></li> </ol>



28 (R)	<b>Capítulo 5:</b> Viajando por aquí y por allá, pp 196-210 <b>Composition Due (Final Copy)</b>	5-10, 5-11, 5-13, 5-14, 5-15, 5-22, 5-24, 5-27, 5-28 <b>Weekly MSL activities due by 11:59 p.m. Fri. March 1</b>	1. Relative Pronouns 2. Adjective Clause 3. Use of the Subjunctive in Adjective Clauses
<b>March:</b> 5 (T)	<b>Capítulo 5:</b> Viajando por aquí y por allá, pp 211-227 <b>Oral Interviews</b>	5-30, 5-31, 5-42, 5-43	
7 (R)	<b>Capítulo 6:</b> ¡Sí, lo sé! pp 228-253, (Selected Activities) <b>Final Exam</b>	<b>Weekly MSL activities due by 11:59 p.m. Fri. March 8</b>	
11-15	<b>No Class – Spring Break</b>		
19 (T)	<b>Capítulo 7:</b> Bienvenidos a mi comunidad, pp 288-302	7-01, 7-02, 7-03, 7-04, 7-05, 7-07, 7-09, 7-11	1. Ser 2. Estar + Adjectives 3. Ser and Estar 4. Adverbial Conjunctions that Always Require Subjunctive 5. Adverbial Conjunctions that May Require Indicative or Subjunctive
21 (R)	<b>Capítulo 7:</b> Bienvenidos a mi comunidad, pp 303-311	7-17, 7-18, 7-19, 7-20, 7-23, 7-24, 7-25 <b>Weekly MSL activities due by 11:59 p.m. Fri. March 22</b>	1. Formation of the Present Progressive 2. Use of the Present Progressive 3. Progressive Tenses: the imperfect: andar, continuar, seguir, ir, and venir
26 (T)	<b>Capítulo 7:</b> Bienvenidos a mi comunidad, pp 312-323 <b>Capítulo 8:</b> La vida profesional, pp 324-334	7-39, 7-42, 8-01, 8-02, 8-05, 8-06	1. Formation of Regular Future Tense 2. Verbs with Irregular Stems in Future Tense 3. Use of Future Tense

28 (R)	<b>Capítulo 8:</b> La vida profesional, pp 335-344	8-08, 8-11 <b>Weekly MSL activities due by 11:59 p.m. Fri. March 29</b>	1. Formation of Regular Conditional 2. Verbs with Irregular Stems in Conditional 3. Conditional Mood 4. Demonstrative Adjectives
<b>April:</b> 2 (T)	<b>Capítulo 8:</b> La vida profesional, pp 345-353 <b>In Class Composition (First Draft)</b>	8-18, 8-19, 8-23, 8-26, 8-27	1. Formation of Future Perfect 2. Use of Future Perfect
4 (R)	<b>Capítulo 8:</b> La vida profesional, pp 354-369 <b>Mid-Term Exam (Chapters 7 and 8)</b>	8-29, 8-43 <b>Weekly MSL activities due by 11:59 p.m. Fri. April 5</b>	1. Formation of Conditional Perfect 2. Use of Conditional Perfect
9 (T)	<b>Capítulo 9:</b> La expresión artística pp 370-385	9-01, 9-02, 9-04, 9-07, 9-08, 9-10, 9-12, 9-13	1. Comparing things that are equal 2. Comparing things that are unequal: más de (numbers)
11 (R)	<b>Capítulo 9:</b> La expresión artística pp 386-409	9-21, 9-22, 9-23, 9-28, 9-29, 9-42 <b>Weekly MSL activities due by 11:59 p.m. Fri. April 12</b>	1. Superlatives 2. If-Clause with Present Indicative and Future
16 (T)	<b>Capítulo 10:</b> Un planeta para todos, pp 410-419	10-01, 10-02, 10-03, 10-04, 10-05, 10-07	1. Prepositional Phrase 2. Formation of Imperfect Subjunctive 3. Use of Imperfect Subjunctive
18 (R)	<b>Capítulo 10:</b> Un planeta para todos, pp 420-439 <b>Portfolio Due</b>	10-10, 10-17, 10-18, 10-21, 10-22, 10-24, 10-25 <b>Weekly MSL activities due by 11:59 p.m. Fri. April 19</b>	1. Formation of Pluperfect Subjunctive 2. Use of Pluperfect Subjunctive 3. Use of Pluperfect Subjunctive with Conditional Perfect and Ojalá 4. If-Clause with Imperfect

			Subjunctive and Conditional
23 (T)	<b>Capítulo 10:</b> Un planeta para todos, pp 440-451 <b>Capítulo 11:</b> Hay que cuidarnos, pp 452-459	10-41, 10-42, 11-01, 11-02, 11-03, 11-06	1. Reflexive Pronoun Forms 2. Placement of Reflexive Pronouns 3. Impersonal se
25 (R)	<b>Capítulo 11:</b> Hay que cuidarnos, pp 460-468 <b>Composition Due (Final Copy)</b>	11-09, 11-10, 11-16, 11-17, 11-18, 11-19 <b>Weekly MSL activities due by 11:59 p.m. Fri. April 26</b>	1. Reciprocal Constructions 2. Indefinite and Negative Expressions 3. Uses and Placement of Negative Expressions
30 (T)	<b>Capítulo 11:</b> Hay que cuidarnos, pp 469-493	11-21, 11-24, 11-25, 11-27, 11-41	1. Use of se for Unplanned Occurrences 2. Formation of Passive Voice with Ser 3. Use of Passive Voice with Ser
<b>May:</b> 2 (R)	<b>Capítulo 12:</b> Y por fin, ¡lo sé!, pp 494-520, (Selected Activities) <b>Oral Interviews</b>	<b>Weekly MSL activities due by 11:59 p.m. Fri. May 3</b>	
6-10	<b>Final Exams</b>		