

**University of North Texas**  
**Department of World Languages, Literatures and Cultures**  
**SPAN 2040 Summer 1 2014**

“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 the first 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 interact with the language through a variety of online activities. 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 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

<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%
MySpanishLab Activities	15%
Mid-Term Exam	20%
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.**

### **ATTENDANCE POLICY**

Class attendance is mandatory and essential to your success in learning Spanish. No 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 material missed. 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.) **the first day you return to class** 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 week 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.

### **PARTICIPATION**

Class participation is a vital component to the language learning process. Your level of participation and preparation will be evaluated each class, and you will receive an average score twice 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:

<b>Level of participation and preparation</b>	<b>Points</b>
Arrives on time, stays the full length of class, and meets the following: comes prepared and brings proper materials stays on task and is cooperatively and actively involved in all activities attempts to use Spanish as much as possible	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	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

## 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. The final copy 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.**

## IN-CLASS TASKS

There will be 5 tasks 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 unexcused absences will be allowed.

## 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 EXAM**

The mid-term exam will take place on Monday, June 16.

## **FINAL EXAM**

The final exam for the course will take place on Thursday, July 3, during regular class time.

## **COURSE POLICIES**

### **On food and beverages in the classroom**

You are not allowed to consume food in the classroom. You are, however, allowed to consume appropriate beverages only if the instructor gives his or her approval for doing so.

### **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. 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](http://www.unt.edu/csrr)

**SPANISH 2040 SUMMER I 2014 COURSE CALENDAR**

DATE	TEXTBOOK: <i>¡ANDA! Curso Intermedio</i>	SAM: Student Activities Manual	MSL Tutorials
<b>June:</b> 2-6 Note: class meets on Friday, June 6	Introduction to the course / <b>Capítulo Preliminar A</b> , Para empezar, pp 2-31, selected activities <b>Capítulo 1:</b> Así somos, pp 32-69	1-01, 1-02, 1-03, 1-04, 1-07, 1-11, 1-12, 1-18, 1-19, 1-22, 1-25, 1-26, 1-28, 1-30, 1-31, 1-32 <b>Weekly MSL activities due by 11:59 p.m. Friday, June 6</b>	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 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. Spelling Changes in the Preterit 15. Irregular Preterit Forms 16. Preterit Forms of dar and ver 17. Preterit Forms of estar and tener 18. Preterit Forms of ser and ir 19. Formation of Present Perfect Indicative 20. Formation of Regular Past Participles 21. Spelling Changes and Irregular Past Participles
9-12	<b>Capítulo 2:</b> El tiempo libre, pp 70-107 <b>In Class Composition: First Draft</b>	2-01, 2-02, 2-03, 2-04, 2-05, 2-06, 2-07, 2-08, 2-12, 2-21, 2-22, 2-23, 2-24, 2-27 <b>Weekly MSL activities due by 11:59 p.m. Friday,</b>	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>

		<b>June 13</b>	<p>Commands</p> <p>6. Formation of Irregular <i>Tú</i> Commands</p> <p>7. Negative <i>Tú</i> Commands</p> <p>8. Attaching Object and Reflexive Pronouns to <i>Tú</i> Commands</p> <p>9. <i>We</i> commands (<i>Let's</i>)</p> <p>10. <i>Nosotros</i> Commands (Subjunctive)</p> <p>11. Attaching Object and Reflexive Pronouns to <i>nosotros</i> Commands</p> <p>12. <i>Vamos a + Infinitive</i></p> <p>13. Regular Forms of the Present Subjunctive</p> <p>14. Irregular Present Subjunctive</p> <p>15. Spelling Changes in Present Subjunctive</p> <p>16. Stem-Changes in Present Subjunctive</p> <p>17. Use of the Subjunctive in Noun Clauses</p> <p>18. Use of the Subjunctive with Verbs of Volition</p>
16-19	<p><b>Mid-Term Exam</b></p> <p><b>Capítulo 3:</b> Hogar, dulce hogar, pp 108-145</p>	<p>3-01, 3-02, 3-03, 3-04, 3-05, 3-09, 3-10, 3-15, 3-17, 3-18, 3-19, 3-20, 3-24, 3-25, 3-28, 3-29</p> <p><b>Weekly MSL activities due by 11:59 p.m. Friday, June 20</b></p>	<p>1. Stem Changes in the Preterit</p> <p>2. Definite and Indefinite Articles</p> <p>3. Imperfect (Aspect)</p> <p>4. Use of the Imperfect</p> <p>5. Imperfect of Regular Verbs</p> <p>6. Imperfect of Irregular Verbs</p> <p>7. Subjunctive in Noun Clauses with Verbs of Feelings and Emotions</p> <p>8. Subjunctive in Noun Clauses with Verbs of Doubt and Denial</p> <p>9. Past Participle Used as Adjective</p>

23-26	<b>Capítulo 4:</b> ¡Celebremos! pp 146-185 <b>Capítulo 5:</b> Viajando por aquí y por allá, pp 186-192 <b>Composition Due: Final Copy</b>	4-01, 4-02, 4-03, 4-04, 4-05, 4-06, 4-09, 4-10, 4-11, 4-15, 4-16, 4-18, 4-21, 4-22, 4-23, 4-25, 4-26, 5-01, 5-02, 5-04, 5-05 <b>Weekly MSL activities due by 11:59 p.m. Friday, June 27</b>	1. Summary of Uses of Preterit and Imperfect 2. Formation of Pluperfect Indicative 3. Placement of Object Pronouns with Pluperfect Indicative 4. Pluperfect Indicative 5. Use of Pluperfect Indicative 6. <i>Hacer</i> in Time Expressions 7. Formation of Present Perfect Subjunctive 8. Use of Present Perfect Subjunctive 9. <i>Por</i> and <i>Para</i>
30-July 2	<b>Capítulo 5:</b> Viajando por aquí y por allá, pp 193-227 <b>Oral Interviews</b> <b>Capítulo 6:</b> ¡Sí, lo sé! pp 228-253, selected activities	5-07, 5-08, 5-10, 5-11, 5-13, 5-14, 5-15, 5-22, 5-23, 5-24, 5-27, 5-28, 5-30, 5-31 <b>Weekly MSL activities due by 11:59 p.m. Wednesday, July 2</b>	1. Relative Pronouns 2. Adjective Clause 3. Use of the Subjunctive in Adjective Clauses
3	<b>Final Exam</b>		