

**University of North Texas  
Department of Spanish  
SPAN 2040.051 / 2050.051 Accelerated TR Spring 2020**

**Instructor:** Marla Estes

**Instructor's e-mail:** [marla.estes@unt.edu](mailto:marla.estes@unt.edu)

**Office Hours:** T 3:30-4:20 p.m., R 11:30 a.m.-12:20 p.m.

**Office Location:** Lang 403L

**Class Meeting Time & Location:** TR 12:30-3:20 p.m., Lang 113

**REQUIRED MATERIALS**

Blitt, Casas and Copple, *Exploraciones* Curso Intermedio 2<sup>nd</sup> edition book with MindTap access card ISBN: 9780357100806

**ELIGIBILITY / UNT PREREQUISITE POLICY**

This course is designed for students who have passed Spanish 1020 or 1030 at UNT or the equivalent. For more information, please contact the Department of Spanish in **LANG 101, 565-2404**.

**COURSE OBJECTIVES / DESCRIPTION**

This is a six hour accelerated intermediate course 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 2040 you will be able to:

- Describe personal relations, cultural values, traditions, and celebrations
- Talk about foods and eating habits
- Discuss historical figures, government, and politics
- Report and describe past events
- Express feelings, opinions, preferences, and desires
- Recommend or tell others to do something
- Convey doubt, hope, and uncertainty

At the end of 2050 you will be able to:

- Converse about music, film, and entertainment
- Talk about contemporary society, work, and finances
- Compare and contrast rural and urban life
- 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 hypothetical situations as well as unplanned events

**ASSESSMENT FOR SPAN 2040:**

<b>Evaluation procedure</b>	<b>Weight</b>
Participation	10%
Midterm Exam	20%
Final Exam	20%
Quizzes: 5 total	15%
Online Homework	13%
Tasks: 4 total	12%
Oral Interview	10%

**ASSESSMENT FOR SPAN 2050:**

<b>Evaluation procedure</b>	<b>Weight</b>
Participation	10%
Midterm Exam	20%
Final Exam	20%
Quizzes: 5 total	15%
Online Homework	13%
Tasks: 4 total	12%
Oral Interview	10%

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

**You will receive two separate grades for this course. If you do not receive a passing grade for 2040, you will receive a W for 2050.**

**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 each course. 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 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

## 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 **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.

## MIDTERM EXAMS

There will be a midterm 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.** Make-ups of exams are only allowed in the case of excused absences.

## **FINAL EXAMS**

The final for 2040 will be **Thursday, March 5**, during class time. The final for 2050 will be **Thursday, May 7, from 10:30 a.m.-12:30 p.m.** per the Registrar's Exam Schedule at <http://registrar.unt.edu/exams/final-exam-schedule>. Please note that the final exams begin with a listening section. Students arriving late may not have the opportunity to take the listening section.

## **QUIZZES**

There will be 5 quizzes per course assigned and completed during class time. They may or may not be announced and may cover grammar, vocabulary, culture, reading, etc. Make-ups of quizzes are only allowed in the case of excused absences.

## **ONLINE HOMEWORK**

You will be assigned a variety of MindTap online activities. Your online calendar will show the assignments and their due dates. Late submissions of online activities will not be accepted.

## **TASKS**

For each course, you will complete a total of 4 tasks. See "Tasks Requirement" document for specific guidelines and details.

## **ORAL INTERVIEW**

Toward the end of each course every 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**

### **On use of technology during class time**

While technology will be an important component of this course, class time will be focused on face to face communication and interaction. For this reason, the use of electronic devices will not be allowed during class time unless otherwise indicated by your instructor.

### **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/>.

**On academic integrity**

The UNT Department of Spanish adheres to the University's policy on Student Academic Integrity. For all pertinent assignments and assessments, the 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 (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.

**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).

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.

Intermediate Coordinator: Ms. M. Estes

**DISABILITY ACCOMMODATION STATEMENT**

*The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable 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 a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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 deliver letters of reasonable accommodation during faculty 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 see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).*

The Department of Spanish strictly adheres to UNT standards for diversity and inclusion in all interactions with students, faculty and staff as stated in **UNT Policy 04.018 University Policy Statement on Diversity:**

“The University of North Texas values diversity and individuality as part of advancing ideals of human worth, dignity and academic excellence. Diverse viewpoints enrich open discussion, foster the examination of values and exposure of biases, help educate people in rational conflict resolution and responsive leadership, and prepare us for the complexities of a pluralistic society. As such, the University of North Texas is committed to maintaining an open, welcoming atmosphere that attracts qualified students, staff, and faculty from all groups to support their success.

The University of North Texas does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, or veteran status in its application and admission process, educational programs and activities, employment policies and use of university facilities.”

**SPANISH 2040/2050 ACCELERATED    SPRING 2020    TR COURSE CALENDAR**

<b>WEEK</b>	<b>DATE</b>	<b>TEXTBOOK: <i>Exploraciones</i> curso intermedio</b>
<b>Week 1</b>	<b>January:</b> 14 (T)	Introduction to the course / preliminary activities
	16 (R)	<b>Capítulo 1: Generaciones y relaciones humanas</b> pp 2-13 Vocabulario Video: Cápsula cultural “Uruguay regala tabletas a sus jubilados” A perfeccionar: El pretérito y el imperfecto I
<b>Week 2</b>	21 (T)	<b>Capítulo 1: Generaciones y relaciones humanas</b> pp 10-23 A perfeccionar: El pretérito y el imperfecto I Conexiones culturales Estructuras 1: Verbos pronominales
	23 (R)	<b>Capítulo 1: Generaciones y relaciones humanas</b> pp 24-29, 31 Cortometraje “Un día de estos” Estructuras 2: Verbos recíprocos A escuchar “Los ancianos y su papel en la familia”
<b>Week 3</b>	28 (T)	<b>Capítulo 2: Costumbres, tradiciones y valores</b> pp 38-49 Vocabulario Video: Cápsula cultural “Cometas gigantes para los muertos” A perfeccionar: El imperativo
	30 (R)	<b>Capítulo 2: Costumbres, tradiciones y valores</b> pp 46-59 A perfeccionar: El imperativo Conexiones culturales Estructuras 1: El subjuntivo con expresiones impersonales
<b>Week 4</b>	<b>February:</b> 4 (T)	<b>Capítulo 2: Costumbres, tradiciones y valores</b> pp 60-65, 67 Cortometraje “Rogelio” Estructuras 2: El subjuntivo con verbos de deseo e influencia A escuchar “¿Cómo son las fiestas?”

	6 (R)	<b>TBA</b> <b>Midterm Exam</b>
<b>Week 5</b>	11 (T)	<b>Capítulo 3: A la mesa</b> pp 74-85 Vocabulario Video: Cápsula cultural “Las tapas: las reinas de la revolución gastronómica” A perfeccionar: Ser, estar y haber
	13 (R)	<b>Capítulo 3: A la mesa</b> pp 82-95 A perfeccionar: Ser, estar y haber Conexiones culturales Estructuras 1: El subjuntivo con expresiones de duda
<b>Week 6</b>	18 (T)	<b>Capítulo 3: A la mesa</b> pp 96-101, 103 Cortometraje “La suerte de la fea a la bonita no le importa” Estructuras 2: El subjuntivo con expresiones de emoción A escuchar “¿Cómo es la dieta en España?”
	20 (R)	<b>Capítulo 4: Líderes del presente y del pasado</b> pp 110-121 Vocabulario Video: Cápsula cultural “¿Dónde está Colón?” A perfeccionar: El pretérito y el imperfecto II
<b>Week 7</b>	25 (T)	<b>Capítulo 4: Líderes del presente y del pasado</b> pp 118-131 A perfeccionar: El pretérito y el imperfecto II Conexiones culturales Estructuras 1: El imperfecto del subjuntivo
	27 (R)	<b>Capítulo 4: Líderes del presente y del pasado</b> pp 132-137, 139 Cortometraje “Lo importante” Estructuras 2: El subjuntivo con cláusulas adjetivales A escuchar “¿Fue heroína o villana la Malinche?”



<b>Week 8</b>	<b>March:</b> 3 (T)	<b>TBA</b> <b>Oral Interviews</b>
	5 (R)	<b>TBA</b> <b>Final Exam</b>
<b>Week 9</b>	10 (T)	<b>No Class – Spring Break</b>
	12 (R)	<b>No Class – Spring Break</b>
<b>Week 10</b>	17 (T)	<b>Capítulo 5: Sociedades en transición</b> pp 146-157 Vocabulario Video: Cápsula cultural “Los primeros universitarios gratis de Chile” A perfeccionar: El presente perfecto
	19 (R)	<b>Capítulo 5: Sociedades en transición</b> pp 154-167 A perfeccionar: El presente perfecto Conexiones culturales Estructuras 1: El presente perfecto del subjuntivo
<b>Week 11</b>	24 (T)	<b>Capítulo 5: Sociedades en transición</b> pp 168-173, 175 Cortometraje “Connecting people” Estructuras 2: El subjuntivo con cláusulas adverbiales A escuchar “La inmigración en la Argentina”
	26 (R)	<b>Capítulo 6: Entretenimiento... ¡de película!</b> pp 182-193 Vocabulario Video: Cápsula cultural “Revalorizando el quechua con música pop” A perfeccionar: El pluscuamperfecto
<b>Week 12</b>	31 (T)	<b>Capítulo 6: Entretenimiento... ¡de película!</b> pp 194-205, 211 Conexiones culturales Estructuras 1: El pluscuamperfecto del subjuntivo Cortometraje “La mujer de mi vida” A escuchar “La censura española y el cine estadounidense”

	<b>April:</b> 2 (R)	<b>TBA</b> <b>Midterm Exam</b>
<b>Week 13</b>	7 (T)	<b>Capítulo 7: Ganarse la vida</b> pp 220-231 Vocabulario Video: Cápsula cultural “Las princesas quinceañeras” A perfeccionar: El futuro
	9 (R)	<b>Capítulo 7: Ganarse la vida</b> pp 232-243, 249 Conexiones culturales Estructuras 1: El condicional Cortometraje “La lista” A escuchar “¿Cómo serán los trabajos del futuro?”
<b>Week 14</b>	14 (T)	<b>Capítulo 8: El campo y la ciudad</b> pp 256-267 Vocabulario Video: Cápsula cultural “Cuando el arte cambia la vida de un barrio pobre” A perfeccionar: Comparaciones
	16 (R)	<b>Capítulo 8: El campo y la ciudad</b> pp 268-279, 285 Conexiones culturales Cortometraje “A la otra” Estructuras 2: Cláusulas <i>si</i> (hipotéticas) A escuchar “La vida de los pueblos y ciudades en España”
<b>Week 15</b>	21 (T)	<b>Capítulo 9: Sigue el ritmo</b> pp 292-303 Vocabulario Video: Cápsula cultural “La ópera aborda el metro en Argentina” A perfeccionar: Los usos de se
	23 (R)	<b>Capítulo 9: Sigue el ritmo</b> pp 300-309 A perfeccionar: Los usos de se Conexiones culturales

<b>Week 16</b>	28 (T)	<b>Capítulo 9: Sigue el ritmo</b> pp 314-319, 321 Cortometraje “Músicos subterráneos” Estructuras 2: El participio pasado con <i>estar</i> A escuchar “La función de la música”
	30 (R)	<b>TBA</b> <b>Oral Interviews</b>
<b>Week 17</b>	7 (R)	<b>Final Exam: 10:30 a.m.-12:30 p.m.</b>