School of Humanities and Languages

ARTS1570
Introductory Spanish A
Semester 1 2016

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessments Tasks
7. Attendance
8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
## 1. Course Staff and Contact Details

### Course Convenor

<table>
<thead>
<tr>
<th>Name</th>
<th>A/Prof. Diana Palaversich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>MB 224</td>
</tr>
<tr>
<td>Phone</td>
<td>Please contact me via Moodle Monday to Friday</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:d.palaversich@unsw.edu.au">d.palaversich@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

**Consultation Time**

- Monday 12-12.50; Wed 12-12.50 or by appointment

**Please contact your tutors regarding any issues concerning your attendance, illness, etc.**

**For any comments, concerns, questions, information, come and see the course convener in her consultation hours.**

**Given that there are around 250 students in this course we will often not be able to answer your e-mails. Please use Moodle forum and post your questions there. Also, please come and see the course convener in her consultation time.**

**For any technical problems related to your on-line coaching go to Support page on Linguameeting page.**

**Tutors names:** TBA on Moodle

## 2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UOC)</th>
<th>6</th>
</tr>
</thead>
</table>

**Course Description and Aims**

Spanish is the language of over four hundred million people! It is spoken officially in 23 countries and it is the second language of the United States, where there are some 45 million Spanish speakers. Spanish is also one of the four major languages of the European Union alongside English, French and German.

Intended for students who have little or no previous knowledge of Spanish, this course offers a practical introduction to this language. Based on a communicative and culture-based approach, the aim of this course is to develop your basic speaking, listening, reading and writing skills in the Spanish language. It will also offer basic insights into the culture of the Spanish speaking world.

We are the first and only University in Australia using the innovative *Dicho y hecho en vivo* program which offers you a unique opportunity to work outside of class with a personal, native-speaker language coach located in Spain and Guatemala in a real-time, online learning environment. We hope that this unique personal experience will be truly enjoyable and will motivate you to continue learning Spanish.

**Students are required to undertake each week:**

- 2 hour Spanish Grammar and Culture Lecture (Mondays). *Please note that these are not traditional lectures (and thus are not taped); they are interactive classes often conducted as a large group tutorial.* Please note that lecture theater doors will be closed at 9.05; if you are late you will have to wait until 10 am to enter.

- 3 hours of language /tutorials in two sessions (1 + 2 hours). Please make sure that you attend your classes under the same tutorial number (no mixing of tutorial
times/groups is allowed).

- Weekly 30 min on-line coaching sessions with your coach overseas. 8 sessions are compulsory, you can do 12 if you wish. Starting in week 3.

* To progress in your Spanish language acquisition you should dedicate at least 2-4 hours each week to studying.


Register (in Weeks 1 and 2) for your weekly on-line language coaching. Your registration code is on your live learning/on-line coaching card (inside your Dicho y hecho book). Ignore other codes you may find in the book, they are for web access to Wiley Plus package which is not used in this course. To register you need to enter the name of your course and the course code, ARTS 1570. Choose the available timeslot.

- Your live sessions should take place after your lectures and at least one classroom tutorial. Read carefully the rules regarding your registration (your code can be used only once). http://linguameeting.com

- For any technical problems (your code is not working, problems with connection, etc) that have not been answered on the Linguameeting Support page (under Common Tech issues and FAQs) write directly to the Support center. The correct procedure is explained under Support. From your profile page in Linguameeting you can book new/extra sessions and change time of your coaching session.

- Please do not write to your coaches or UNSW tutors or course convener asking for help, or explaining why you could not attend your session. We are not service providers and have no access to Linguameeting site except as markers of your work. To book an alternative session the same week, follow the procedures explained on the Support page.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>On successful completion, students will have:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A basic understanding of spoken Spanish at beginners level</td>
</tr>
<tr>
<td>2.</td>
<td>Will be able to ask questions, provide answers, and sustain basic conversations on a range of topics</td>
</tr>
<tr>
<td>3.</td>
<td>Will be able to read, comprehend and write short texts about a range of topics covered in the course.</td>
</tr>
</tbody>
</table>

| Graduate Attributes | 1. The disciplinary knowledge we engage is both linguistic (vocabulary and grammar) as well as thematic/cultural |
### 3. Learning and Teaching Rationale

*This course is a beginners-level language course.* All students who have had some experience with the language, either as a heritage language or previous instruction, must fill in the (self) placement questionnaire available at [https://hal.arts.unsw.edu.au/students/courses/language-placements](https://hal.arts.unsw.edu.au/students/courses/language-placements)

This subject is designed for students who have no previous knowledge of the language. The course seeks to create an inclusive environment where students have opportunities to explore the target language. This course introduces students to technology resources (Moodle) and the *Dicho y hecho* website from which they can explore Spanish language and culture, and from which they receive constructive and continuous feedback. The materials selected for this course provide a diversity of activities to assist students with different learning needs and linguistic capabilities.

### 4. Teaching Strategies

*This is a "blended learning" course which contains a large out of class learning component, namely your weekly on-line live coaching sessions with tutors in Spain/Ecuador/Guatemala and your weekly activities on the *Dicho y hecho* Student Companion Site.* See Moodle for details. In addition to this we will be using a range of other teaching modalities, including in-class small and large group discussions, and task-oriented activities in pairs and groups. In your lectures, tutorials and live coaching you will be engaging in:

- Speaking activities
- Grammar activities
- Writing activities
- Reading comprehension activities related to the themes studied
- Audio-visual comprehension activities
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 tests (testing vocabulary, grammar, culture, listening, writing)</td>
<td>60 min each</td>
<td>20% each-60% total</td>
<td>1, 2, 3</td>
<td>1-8</td>
<td>Weeks: 5, 10, 13 (check Moodle for venue and the exact date)</td>
</tr>
<tr>
<td>On-line live coaching sessions</td>
<td>Weekly 30 min</td>
<td>20%</td>
<td>1, 2, 3</td>
<td>1-8</td>
<td>Weekly (8 sessions are compulsory)</td>
</tr>
<tr>
<td>Tutorial activities + a short oral test in week 13</td>
<td>Continuous</td>
<td>10%</td>
<td>1, 2, 3</td>
<td>1-8</td>
<td>Continuous</td>
</tr>
<tr>
<td>Homework, pre-class activities and quizzes</td>
<td>varies</td>
<td>10%</td>
<td>1, 2, 3</td>
<td>1-8</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission and Explanation of Assessment Tasks

3 Tests. 20% each, total weight 60%

This is a comprehensive assessment which is based on all aspects of Spanish studied in the lectures, tutorials and on-line coaching. Each test consists of the following 5 segments: Así es dice (vocabulary), Así se forma (grammar), Para escuchar (Listening comprehension), Para escribir (writing), and Cultura. To prepare for these tests complete Self-tests you will find on this site under relevant week, as well as Quizzes you will find on Moodle under relevant week. Quizzes are compulsory (graded/part of your homework). Self-tests and Quizzes prepare you for your Tests and give you an immediate feedback on your Spanish
The format used in these tests is: a grammatical on-line component /Quiz ("fill in the blanks" and "multiple choice"). Para escribir component (a short 80-100 word composition in Spanish on topics practiced in the class). Done in the lab, see Moodle for details.

On-line live coaching. Weight 20%

A substantial oral component (30 min per week/8 compulsory sessions). Your mark will reflect your regular attendance, preparedness for the class, and active participation in a range of activities. Coaches do not mark your oral performance. The convenor marks your work based on the recordings of your sessions and weekly reports from coaches. See On-line coaching ppt on Moodle for further information.

Tutorial activities (on-going) and a short oral test in week 13. 10% Your final mark will reflect the quality of your performance in completing tutorial activities (weekly oral activities) + your performance in a short oral test.

Homework and pre-class activities. Weight 10%

Students will complete weekly short written tasks (typed or neatly written on a separate piece of paper) plus 5 Moodle quizzes (submitted on Moodle). NOTE that the weekly short written tasks must be completed BEFORE your lectures and tutorials each week. They are peer-corrected in the class. This is explained in detail under Homework on Moodle. The five Moodle quizzes are as follows:

<table>
<thead>
<tr>
<th>Grammar Quizzes /Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>Any time in Week 2 (Mon-Sun. 11 pm)</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>Any time in Week 4 (Mon-Sun. 11 pm)</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>Any time in Week 7 (Mon-Sun. 11 pm)</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>Any time in Week 9 (Mon-Sun. 11 pm)</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>Any time in Week 11 (Mon-Sun. 11 pm)</td>
</tr>
</tbody>
</table>

Many university courses require the use of turnitin to submit assessments electronically; HOWEVER, this is NOT applicable to ARTS 1570 (our assessments are short grammar, listening and vocabulary exercises). Your only submissions on Moodle done outside the class will be the 5 quizzes listed above.

Below is information on turnitin; however it is not relevant to this course.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:
• provide a copy to another staff member of the University
• communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

• An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

• The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.

• Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

• Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks
The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

**SPECIFIC RULES WHICH APPLY TO ARTS 1570**

- *N.B. on all assessments:* Late sitting of Tests will only be allowed in cases of serious illness supported by a medical certificate covering the specific date(s). In case of illness contact your tutor via e-mail as soon as possible, copy the course convener on this correspondence. The course convener will arrange an alternative date for you to sit the Test. Show a copy of your medical certificate to your tutor and convener. The late test must be taken within 6 days of the original date. After this time no late sitting will be allowed as the correct answers/test feedback is released and made available to all students a week after the tests was taken in the lab. There are no make up sessions for your En vivo component as your on-line coaches are located overseas and your weekly meetings are fixed and prearranged.
- No extension is given on weekly homework and pre-class activities.
- See the rules above for longer and sustained absence.

### 7. Attendance

#### Attendance

The Arts and Social Sciences Attendance Guidelines state the following:
• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

• Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

ARTS 1570. Class roll is taken in lectures and tutorials. At the end of each lecture (conducted effectively as a large group language tutorial) there is a
short grammar test (not marked). This test is used as a proof of your attendance.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

ARTS 1570. Any clashes have to be approved by the course convenor. A clash for one lecture hour is permitted but students must alternate attendance 50/50 between the clashing courses. A student who is approved a permissible clash must fulfil the following requirements:

a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student. In the case of ARTS 1570 this means that you have to complete grammar exercises from Lecture notes powerpoint and send them to the course convenor by 5 pm that same Monday.

b. Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty’s course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.

c. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a graded quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: http://www.lc.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem
fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

Your detailed weekly program on Moodle will tell you exactly what topics+exercises we are covering each week. It will also give information on your weekly homework/pre-class activities, as well as the dates of your assessments.

<table>
<thead>
<tr>
<th>SEMANA</th>
<th>FECHA</th>
<th>CONTENIDO (lecturas y tutorías)</th>
</tr>
</thead>
</table>
| 1      | 29 de febrero | **Unidad 1 Nuevos encuentros**  
  - (Las presentaciones (Presentations); Saludos y despedidas (Greetings and good-byes in informal (tú) and formal (Usted) situations); Expresiones de cortesía (Polite phrases)El alfabeto  
  - Subject pronouns; Verbs *ser* and *estar* (to be) -ar (hablar-to speak/talk) |
| 2      | 7 de marzo   | **Unidad 1 Nuevos encuentros**  
  - Review of topics done in Week 1  
  - Nacionalidades (Nationalities, p.29)  
  - Los números de 0-100  
  - Los días de la semana y los meses del año (¿Qué fecha (date) es hoy? ¿Qué día es hoy? ¿Cuándo es tu cumpleaños? ¿Cuál es tu número de teléfono?)  
  - Los cognados (cognates) used when describing people. We are doing only cognates of words describing character; no physical descriptions until Unit 3 |
| 3      | 14 de marzo  | **Unidad 2 La vida universitaria**  
  - La vida universitaria  
  - Nouns and articles  
  - Hay  
  - Ir + a + destination (¿Cuándo vamos? ¿Por cuánto tiempo? ¿Con qué frecuencia? ¿Tarde o temprano?) |
<table>
<thead>
<tr>
<th>No.</th>
<th>Fecha</th>
<th>Unidad</th>
<th>Temas</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>21 de marzo</td>
<td>Unidad 2 La vida universitaria</td>
<td>- La vida universitaria&lt;br&gt;- -ar, -ir and -er verbs&lt;br&gt;- Introduction to Irregular verbs hacer, tener, salir</td>
</tr>
<tr>
<td>5</td>
<td>4 de abril</td>
<td>Repaso/Review Unidad es 1 y 2</td>
<td>TEST 1 in the Lab – details on Moodle</td>
</tr>
<tr>
<td>6</td>
<td>11 de abril</td>
<td>Unidad 3 Así es mi familia</td>
<td>- La familia, los parientes y los amigos&lt;br&gt;- Possessive adjectives and possessions with de&lt;br&gt;- La a personal&lt;br&gt;- Descriptive adjectives with ser, los opuestos&lt;br&gt;- Tener indicating possession and age</td>
</tr>
<tr>
<td>7</td>
<td>18 de abril</td>
<td>Unidad 3 Así es mi familia</td>
<td>- La a personal (continuation)&lt;br&gt;- Verb estar&lt;br&gt;- Estar + location and estar + condition</td>
</tr>
<tr>
<td>8</td>
<td>25 de abril</td>
<td>Unidad 4 ¡A la mesa!</td>
<td>- La comida&lt;br&gt;- The verb gustar&lt;br&gt;- Definite and indefinite articles</td>
</tr>
<tr>
<td>9</td>
<td>2 de mayo</td>
<td>Unidad 4 ¡A la mesa!</td>
<td>- La comida&lt;br&gt;- Stem-changing verbs&lt;br&gt;- Interrogative words</td>
</tr>
<tr>
<td>10</td>
<td>9 de mayo</td>
<td>Unidad 5 Recreaciones y pasatiempos</td>
<td>- Pasatiempos&lt;br&gt;- Additional yo-irregular verbs&lt;br&gt;- Saber y conocer&lt;br&gt;- Ser and estar (review)</td>
</tr>
<tr>
<td>11</td>
<td>16 de mayo</td>
<td></td>
<td>TEST 2 in the Lab – details on Moodle</td>
</tr>
</tbody>
</table>
### Unidad 5 Recreaciones y pasatiempos
- tener que+infinitive; deber etc
- ir+a+infinitive (review)
- The present progressive tense (I am talking, you are writing etc)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>23 de mayo</td>
</tr>
<tr>
<td>13</td>
<td>30 de mayo</td>
</tr>
</tbody>
</table>

### Unidad 6 La vida diaria
- Daily activities done in the morning/afternoon/night
- Reflexive verbs

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>23 de mayo</td>
</tr>
<tr>
<td>13</td>
<td>30 de mayo</td>
</tr>
</tbody>
</table>

### 11. Course Resources

**COMPULSORY TEXT:**

*Dicho y hecho en vivo* package. Buy it in the Bookshop, approximate price $135-160.

In S1 we are doing the first 5 chapters of this book and roughly a half of chapter 6 (we are doing chapters 6-10 in Session 2). Do not bring the whole book to class. The book is loose leaf and you can separate the chapters we are using from the rest of the text. **Buy a special three-holes folder or a clamp folder** in which you will keep the relevant chapters used in S1.

Get familiar with the content and distribution of materials in your book. Have a good look at the *Dicho en vivo* sections which are located at the end of each chapter and which show you what you will be doing in your weekly live on-line sessions.

**ON-LINE RESOURCES** (Moodle and *Dicho y hecho en vivo* Student Companion site)

Your on-line resources are on your book’s **Student Companion site, no codes necessary,** free access:

[http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0470880600&bcsId=6038](http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0470880600&bcsId=6038)

Explore this site to get familiar with all activities. This site gives you access to the rich tools and resources available for this text. You can navigate these resources in two ways:

1. Using the menu at the top, select a chapter. A list of resources available for that particular chapter will be provided.
2. Using the menu at the top, select a resource. This will allow you to access a particular resource section. You will then have the option of selecting resources within the section or going directly to a specific chapter.

On this site you will find **Self-test, Videos, Student edition audio, Audio flashcards.** You do not need to use other resources available on the same page. Please note that your book is linked with **Student edition audio** on your *Dicho y hecho companion site* (link above) and **NOT** with *Lab Manual Audio*. All audio files for exercises marked in your book with the earphones sign can be found under the **Student edition audio** link. Under **Student edition audio** you will also find other audio files linked to images and vocabulary for each chapter.

Under **Audio flashcards** you will find several interesting learning activities (Cards, Glossary, Quizzes). Under Glossary you can listen to the pronunciation of new words and phrases pertinent to each chapter, and under Audio flashcard quizzes you can test your knowledge.
12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
https://my.unsw.edu.au/student/atoz/Complaints.html

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.
Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course. They should also contact the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.