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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Henar Vicente Cristobal</td>
</tr>
<tr>
<td>Room</td>
<td>228</td>
</tr>
<tr>
<td>Phone</td>
<td>Email</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:h.vicentecristobal@unsw.edu.au">h.vicentecristobal@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

Consultation Time: Mondays 11.30 - 12.30pm or by appointment

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 units of credit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Lectures will start on week 1, Tutorials will start on Week 2. Students are required to undertake each week 4 hours of language classes plus 2 hours self-access. Lectures are interactive and will not be recorded. Assistance is a requisite. This course intents to review, develop and extend the language skills acquired by students in the previous course. Throughout the subject students will be presented with increasingly complex language situations requiring a greater proficiency in language skills with the aim of increasing fluency and accuracy in listening, speaking, reading and writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Aims</th>
<th>This course will encourage students to develop the following generic attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>to improve the quality of the students’ language production</td>
</tr>
<tr>
<td>2.</td>
<td>to improve their reading and aural comprehension skills by exposing them to a wide variety of written and aural materials, from different sources and with different local varieties.</td>
</tr>
<tr>
<td>3.</td>
<td>to improve their ability to speak and write in Spanish by discussing and writing about Spanish issues in different registers.</td>
</tr>
<tr>
<td>4.</td>
<td>to become engaged with topics related to the Hispanic world</td>
</tr>
<tr>
<td>5.</td>
<td>to think critically about the role of the Hispanic world in cultural issues</td>
</tr>
<tr>
<td>6.</td>
<td>to appreciate the cultural and linguistic legacy of the Spanish Language</td>
</tr>
</tbody>
</table>
7. to gain a better understanding of themselves and their environment by examining the Hispanic world.

**Student Learning Outcomes**

By the end of this course students must be able to:

1. Write diaries and formal reports using conventionalisms, punctuation, accents and relevant vocabulary.
2. Identify and use expository and argumentative discourse.
3. Memorise vocabulary related to the themes studied.
4. Describe hypothetical events using connectors and complex sentences.
5. Recognise and use different tenses in the subjunctive modes in complex texts.
6. Understand and apply vocabulary and grammar structures from audio-visual material.
7. Speak Spanish using complex sentences, a variety of synonyms and appropriate vocabulary.
8. Reflect upon their experiences in Spanish speaking country using the appropriate register, vocabulary and grammar.
9. Comprehend and describe the complexity of events in a Spanish speaking society by examining past events important in history.

**Graduate Attributes**

This course contributes towards the development of the University's Graduate Attributes through:

1. Involving students in activities they are likely to be undertaking in a Spanish-speaking country.
2. Involving students in the assessment process by using assessment practice designed to support achievement.
3. Engaging students in critical thinking to complete activities where English and Spanish language are compared and discussed.
4. Recognising and using student’s prior experiences by using the Internet as a research tool to complete tasks.
5. Engaging students in multiple modes of instruction to support different approaches to learning. Auditory and visual modes of instruction is used extensively in the course.
6. Encouraging students to take responsibility for their own learning by providing a wide selection of Internet activities and resources for students to explore outside the classroom.
7. Engaging students in expressing opinions related to a theme chosen by them.
8. Engaging students in contextualised and inclusive activities to improve students’ learning outcomes through the innovative use of information technology.
9. Encourage self-directed learning by engaging students in the use of the University teaching tool / Learning Platform Moodle.
3. Learning and Teaching Rationale

This subject is designed for students who have finished Advanced Spanish A. The course seeks to create an inclusive environment where students have opportunities to explore the target language at their own pace, following their own interests. It includes interesting, inter-cultural real-life learning experiences which are a key for life-long learning. Experiences of active and dialectic learning to develop critical thinking are also included in the curriculum.

This course introduces students to technology resources from which they must research and discover, and technology tools from which they receive constructive and continuous feedback. The language materials used for this course are based upon the belief that foreign language learning materials are the road to practice the language and the trip along this road will be enhanced if the materials are engaging, contextualised and relevant to the students' interests whether personal or professional. The materials selected for this course provides a diversity of activities to assist students with different learning needs.

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

4. Teaching Strategies

Students will be assigned complex tasks in the four language skill areas. These tasks will include reading from a variety of texts, delivering oral presentations about Hispanic topics, interpreting situations, viewing and discussing films and writing assignments using narrative, expository and argumentative discourse.

A range of teaching presentation styles will be used, including class and small group discussions, and task-oriented activities in pairs and in groups. Resources will include extensive use of Moodle and the Internet, a wide range of written material as well as songs, audio and video resources.

Each of the four hours contact a week will be used for a different task:

- **Writing activities** include different types of texts and three kinds of discourse: narrative, expositive and argumentative.
- **Reading comprehension activities** of increasing difficulty in the discourse selected for the semester. As part of the program students will read a selection of texts or short novels from different authors, from Cervantes to Elvira Lindo.
- **Aural comprehension activities** using a variety of spoken Spanish (2 movies, songs and dialogues). The audio visual materials include the movie: “Belle Epoque” from the Spanish director F. Trueba and “Todo sobre mi madre” from the Spanish director P. Almodóvar.
- **Speaking activities** (class discussions and presentations).

These tasks will be completed partly through Moodle, partly through the face-to-face mode.
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>Oral/Cultural</td>
<td>15 minutes plus discussions</td>
<td>20%</td>
<td>2,3,4,5,7,8,9</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Weeks 3 to 12</td>
</tr>
<tr>
<td>On-line Audiovisual quizzes</td>
<td>6 Quizzes</td>
<td>20%</td>
<td>2,3,4,5,6,7,8</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Weeks: 3,5,6,7,10,11</td>
</tr>
<tr>
<td>On-line Grammar</td>
<td>3 Quizzes</td>
<td>35%</td>
<td>1,2,3,4,5,6,7</td>
<td>1,2,3,4,5,6,8,9</td>
<td>Weeks: 4,8,12</td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td>2 hours</td>
<td>20%</td>
<td>1,2,3,4,5,8</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Week 13 Lecture Time</td>
</tr>
<tr>
<td>audiovisual activities</td>
<td>varies</td>
<td>5%</td>
<td>2,3,4,5,6,7,8</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Tutorial</td>
</tr>
</tbody>
</table>

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

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 grade of UF (Unsatisfactory Fail).

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

Submission of assessments

This subject will be assessed as follows:

Oral/cultural assessment. Weight 20%
- 15% oral presentation and inclass conversation and discussions
- 5% journals (Diarios de presentaciones)

Between weeks 5 and 12, students must give a 15 minutes presentation on the topic of their choice (consult with Lecturer before). The theme selected should be related to a Spanish speaking society and by week two all students must have selected the theme. Students will work in small groups.

In the oral presentation students will stage a social-political (language, ecology, religion, politics, economics, etc) issue in a Spanish speaking country; present the situation, argue the case and/or present possible solutions. In the oral presentation students will use expository and argumentative discourse. The presentation will be followed by a class discussion on the topic. The topic should be engaging and leading to class discussion.

For the presentation students are required to use an audiovisual component e.g. power point, prezy or glogster. The day of the presentation bring a copy of the visual content and a hand out containing a brief synthesis of the topic and references for your tutor.

The presentations will be graded according to: quality of spoken Spanish, insightfulness of analysis, organisation of the theme, quality of visual format, (please make sure you do not make spelling mistakes in visual aid), use of appropriate discourse (use of oral language instead of written language). Reading will be penalised and no late presentations will be
allowed unless a medical certificate, for the week of your oral presentation, is provided.

For each presentation students will prepare some questions to be answered and discussed after each presentation.

**Listening assessment. Weight 25%**

- 20% to complete 6 audio-visual quizzes
- 5% to complete and hand in the weekly audiovisual activities

This assessment is based upon listening comprehension from audiovisual material. As part of the course, students must spend one hour per week in their own time developing listening skills, selecting material from the audiovisual material within Moodle.

Students, during the week indicated in the program and at their own time, will complete 6 audio-visual quizzes (4 quizzes from the movie “Belle Époque” and 2 quizzes from the movie “All about my mother”). At the cultural/ audiovisual tutorial time students are required to complete activities related to the weekly scene of the movies “Belle Époque and All about my mother” and to discuss cultural elements brought by the scenes. This weekly work can be found in Moodle, will be completed and printed to hand in to the Lecturer weekly at the tutorial. **No late submissions will be allowed.**

**Grammar / vocabulary assessment. Weight 35%**

This assessment is based upon revising grammar and vocabulary aspects of Spanish and is done via three Online quizzes. The quizzes will have time constraints. Before doing each quiz, it is recommended to make use of the extensive set of weekly grammar and practice exercises provided in Moodle, under Grammar content week by week. This assessment will take place in the Language Lab during tutorial time. Please refer to the Weekly program in Moodle for due dates.

**Writing Assessment. Weight 20%**

In week 13 your lecturer will conduct an assessment of your reading and writing abilities. This assessment will contain two parts; one a reading comprehension set of questions and part two a writing activity. The content of both sections will reflect the content learned during the semester.

Please refer the Weekly Program document for further details.

**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://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)

**Submission of Assessment Tasks**
Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from [https://hal.arts.unsw.edu.au/students/courses/course-outlines/](https://hal.arts.unsw.edu.au/students/courses/course-outlines/). It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

**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/](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](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-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.

The complete Arts and Social Sciences Extension Guidelines can be read [here](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/).

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the **Special Consideration** section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.
7. 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.

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.

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: https://student.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: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

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

For details related to the content and activities, please refer to the Weekly Program available to students from Moodle.
11. Course Resources

Recommended Readings:

Resources are available from UNSW bookshop and UNSW library

- Alarcos, E. Gramática de la lengua española
- Álvarez, M. Ejercicios de escritura. Nivel medio, y Nivel avanzado.
  Anaya ELE, Madrid 2001
- Castro, F. Uso de la gramática Española. Nivel avanzado.
  Edelsa, Madrid 2002
- Colmenero, A
  . Todo sobre mi madre, Pedro Almodóvar estudio crítico
- D’ Lugo, M. Pedro Almodóvar.
  University of Illinois Press 2006.
- Preston, P. The coming of the Spanish Civil War: reform, reaction, and revolution in the Second Republic
- Quimette, V. Los intelectuales españoles y el naufragio del liberalismo, 1923-1936.
  Pre Textos, Valencia 1998 (S946.08/78/1).
- Varela, S & Maris J. Expresión escrita.
  ELE Colección: Línea a línea. Ediciones SM, Madrid 2002 (S468.3421/24)

Websites in Learning Platform (Moodle)

This course uses Moodle as a resource centre where students can access a wide selection of materials specially designed to develop language skills and culture. Moodle provides a comprehensive environment to explore language and culture using a data base of language information containing reading texts, videos, songs and grammar practice and a library of internet resources. In this course Moodle can be seen as a mini-encyclopaedia of cultural information and an informant on the target language.

To access your Moodle materials, especially audio materials, you need to use the latest version of Mozilla FIREFOX (Mac & Windows). To see the audiovisual material files from Moodle, if you are a user of Windows you need the latest version of Windows Media Player. If you use Mac, you need the latest version of Quicktime

No Course Book required. The learning Platform is your course Book. You will need to access Moodle on a weekly basis for course information and resources

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://student.unsw.edu.au/complaints](https://student.unsw.edu.au/complaints)

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)
- [https://my.unsw.edu.au/student/atoz/ABC.html](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 [https://www.ohs.unsw.edu.au/](https://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://student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)

**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, or with 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/](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.