School of Humanities and Languages

ARTS2570, intermediate Spanish A
Semester 1, 2015

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Henar Vicente-Cristóbal</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Consultation Time: Mondays 12 to 2pm or by appointment</td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 credit points. 2 hours lecture. 2 hours tutorial. 2 hours self-access.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course provides an intermediate level program in Spanish language study from a communicative and task-based approach. The medium of instruction is Spanish. Students continue to develop their understanding and use of Spanish syntax and morphology through oral and written activities. Reading and listening are also vital elements of the program. Vocabulary and grammatical structures are presented in the context of culturally relevant topics. The three main topics covered in the course are: Spanish throughout the world, belief systems, and the environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Aims</th>
<th>1. This course provides an intermediate level program in Spanish language study from a communicative and task-based approach. The medium of instruction is Spanish. Students continue to develop their understanding and use of Spanish syntax and morphology through oral and written activities. Reading and listening are also vital elements of the program. Vocabulary and grammatical structures are presented in the context of culturally relevant topics. The three main topics covered in the course are: Spanish throughout the world, belief systems, and the environment.</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>1. To speak, write, listen to and read in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. To become engaged with topics important in the Hispanic world</td>
</tr>
<tr>
<td></td>
<td>3. To investigate and report on topics currently discussed in the Hispanic world</td>
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<tr>
<td></td>
<td>4. To think critically about the role of the Spanish-speaking world in global affairs To appreciate the cultural production of the Hispanic world</td>
</tr>
<tr>
<td></td>
<td>5. To appreciate the cultural production of the Hispanic world</td>
</tr>
<tr>
<td></td>
<td>6. To appreciate the cultural and linguistic legacy of the Spanish empire</td>
</tr>
<tr>
<td></td>
<td>7. To gain a better understanding of yourself and your environment by examining the Hispanic world.</td>
</tr>
<tr>
<td></td>
<td>8. To become successful E-learners and be prepared to be active participants in an online environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>1. The disciplinary knowledge we engage is both linguistic (vocabulary and grammar) as well as thematic content.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Critical thinking is necessary for class discussion of the thematic content and for essay writing</td>
</tr>
<tr>
<td></td>
<td>3. Independent learning activities are provided online</td>
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<tr>
<td></td>
<td>4. Enterprise and creativity are encouraged in inclass discussions, forums and essays</td>
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<tr>
<td></td>
<td>5. Diversity: we explore the Hispanic world (21 countries)</td>
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<tr>
<td></td>
<td>6. The linguistic skills we develop in the course provide a stepping stone to further linguistic develop and hence entry to the</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

Languages are best learned through use of the language. We provide, therefore, opportunities for students to use the language and we do so in a meaningful way. That is, we use a thematic approach to the organization of course materials. The topics covered represent current issues in Spanish-speaking countries.

This course is an Intermediate-level language course. All students who have not done ARTS1571 and 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

4. Teaching Strategies

The lectures are delivered in Spanish so that students develop their listening abilities. Lecture content is divided between the presentation, explication and practise of grammatical topics and the presentation of cultural material related to the topics and themes of the course (learning outcomes 1, 5, 6). The tutorials provide students the opportunities to speak, write, and read in Spanish. In the tutorials students use grammar and vocabulary to discuss themes relevant to the Hispanic world and also do so in relation to themselves and their environment (learning outcomes 1, 2, 3, 4, 7). The online materials provide students with explicit practice with vocabulary and grammar. These materials contain aural and visual resources as well as written exercises for which students are provided immediate feedback (learning outcome 1). This course uses the learning platform Moodle as well as the textbook. Online media and online activities complement classroom instruction. (Learning outcome 9).

From the Guidelines on Learning that Inform Teaching, students communicate information, ideas and arguments both orally and in writing. They gather and process information from a variety of paper, audio-visual and electronic sources. They use IT effectively both as a means of communication and as an aid to learning as well as demonstrate some ability as an independent learner.

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>2 written compositions (Ensayo 1 y 2)</td>
<td>300 words</td>
<td>25%</td>
<td>1,2, 3, 4, 6, 7</td>
<td>1, 2, 4, 6, 8</td>
<td>Weeks 5, 9</td>
</tr>
<tr>
<td>2 Grammar-culture</td>
<td>40-50 minutes</td>
<td>30%</td>
<td>1,5,6</td>
<td>1,5,6</td>
<td>Weeks 7,13</td>
</tr>
<tr>
<td>Homework: online quizzes</td>
<td>20-30 minutes</td>
<td>15%</td>
<td>1</td>
<td>1</td>
<td>weekly</td>
</tr>
<tr>
<td>Foros</td>
<td>60 words</td>
<td>10%</td>
<td>1,2,3,4,6,7,8</td>
<td>1, 2, 4, 6, 8</td>
<td>weekly</td>
</tr>
<tr>
<td>Oral</td>
<td>varies</td>
<td>20%</td>
<td>1,2,3,4,5,6,7,8</td>
<td>1, 3, 4, 6, 9</td>
<td>Throughout semester</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS EXPLAINED
1. **Ensayos (x 2 week 5 and 9):** Each in-class essay (Tutorial) is minimally 300 and maximally 350 words. The themes vary according to the topics we cover in class and the art works presented in the lecture. The essays are structured so that you must incorporate both vocabulary and grammar from the textbook units in them. Essay Assessment Criteria are included at the end of this document.

2. **Grammar/Culture (x 2 week 7 and 13):** Each in-class test (Lecture) will include a variety of questions: vocabulary, grammar, reading comprehension etc., in a multiple choice and short answer format.

3. **Online quizzes called Tareas:** Homework is available in Moodle. You must complete the weekly assignment **after** the grammar lecture and **before** going to the tutorial next week.

4. **Online forums, Foros:** 6 written and 6 oral forums. Weekly forums in which you will have to contribute giving your opinion. You will need to write or speak at least 60 words per forum (less words will be penalised). These must be in Spanish and are topics related to course content. The grade for the Foros reflects performance on both the online writing assignment and the online voice recording.

5. **Oral assessment:** Your tutorial instructor will conduct on-going assessment of your speaking ability. The instructor will assess your Spanish based on your performance in 3 different online oral tasks across the semester, one for each unit (weeks 5, 9 and 12) and a final oral assessment (week 13) face to face with your tutor. Criteria for evaluation include but are not limited to: fluency, ability to stay in Spanish and not revert to English, accent, accurate use of target grammar, accurate use of target vocabulary.

**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/

**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
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/. 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/

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.

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_Policy.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/](http://www.timetable.unsw.edu.au/)

## El Programa de lecturas y tutorías

El programa para las LECTURAS de GRAMÁTICA que se reúnen LOS MIÉRCOLES de 9 a 10

<table>
<thead>
<tr>
<th>Semana</th>
<th>Fecha</th>
<th>Tema disponible en Moodle</th>
</tr>
</thead>
</table>
| 1      | 4 de marzo | Bienvenida y presentación del curso  
1A: pp. 4-16 Revisión y ampliación de verbos con cambio de raíz y usos del presente  
1B: pp. 17-22 repaso expresión de futuro ir                                         |
| 2      | 11 de marzo| 2A: pp. 23-35 Contraste verbo ser y estar                                                  |
| 3      | 18 de marzo| 2B: pp. 36-43 Futuro morfológico, formas y usos                                             |
| 4      | 25 de marzo| 3A: pp. 52-61 El pretérito perfecto, formas y usos                                          |
| 5      | 1 de abril | 3B: pp. 62-73 El pretérito indefinido (revisión y ampliación)                                |
|        |            | Vacaciones                                                                                |
| 6      | 15 de abril| 4A: pp. 74-84 El pretérito imperfecto y contrastes de tiempos del pasado                    |
| 7      | 22 de abril| 4B: pp. 89-94 El modo subyuntivo (El presente de subjuntivo)                               |
| 8      | 29 de abril| 5A: pp. 102-109 Imperativo formal (mandatos)                                               |
| 9      | 6 de mayo  | 5B: pp. 110-120 El presente de subjuntivo en cláusulas adjetivas                            |
| 10     | 13 de mayo | 6A: pp. 120-131 El presente de subjuntivo en cláusulas nominales                            |
| 11     | 20 de mayo | 6B pp 131 -138 Imperativos informales (Tú y vosotros)                                       |
| 12     | 27 de mayo | Revisión subyuntivo e imperativos                                                          |

El programa para las LECTURAS DE CULTURA que se reúnen los miércoles de 10 a 11

<table>
<thead>
<tr>
<th>Semana</th>
<th>Fecha</th>
<th>Tema disponible en Moodle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 de marzo</td>
<td>El español en el mundo: Ayer y Hoy</td>
</tr>
<tr>
<td>2</td>
<td>11 de marzo</td>
<td>Sociedad y cultura latina en EEUU</td>
</tr>
<tr>
<td>3</td>
<td>18 de marzo</td>
<td>Relaciones España-Australia: Cultura</td>
</tr>
</tbody>
</table>
Semana 13 test de gramática y cultura en la sala de lecturas el día 3 de junio

Programa para las TUTORÍAS que se reúnen los miércoles

<table>
<thead>
<tr>
<th>Semana</th>
<th>Fecha</th>
<th>libro de texto</th>
<th>Se entrega la tarea ANTES de llegar a clase. (quiz en Moodle)</th>
</tr>
</thead>
</table>
| 2      | 11 de marzo  | 1A: pp. 4-16                | 1A|Vamos a conocernos!  
|        |              | 1B: pp. 17-22               | 1B ¿Por qué se aprende español? |
| 3      | 18 de marzo  | 2A: pp. 23-35               | 2A El español y los EE.UU |
| 4      | 25 de marzo  | 2B: pp. 36-43               | 2B Los países de habla hispana |
| 5      | 1 de abril   | ENSAYO 1 3A: pp. 52-61      | Tema ensayo: Unidad 1  
|        |              |                              | 3A La suerte (creencias populares) |
|        |              | Vacaciones                   |                                                             |
| 6      | 15 de abril  | 3B: pp. 62-73               | 3B Perspectivas globales (creencias populares) |
| 7      | 12 de abril  | 4A: pp. 74-84               | 4A Lo científico y lo anticientífico |
| 8      | 29 de abril  | 4B: pp. 85-94               | 4B El por qué de la creencias anticientíficas |
| 9      | 6 de mayo    | ENSAYO 2 5A: pp. 102-109    | Tema ensayo Unidad 2  
|        |              |                              | 5A Los mandamiento verdes |
| 10     | 13 de mayo   | 5B: pp. 110-118             | 5B¿Ecologista o desastre natural? |
| 11     | 20 de mayo   | 6A: pp. 120-130             | 6A Problemas ecológicos mundiales |
| 12     | 29 de mayo   | 6B: pp. 131-138             | 6B El urbanismo |
| 13     | By appointment| Orales                      | Tema orales: Unidad 3 El medio ambiente |
Programa para las TUTORÍAS que se reúnen los jueves

<table>
<thead>
<tr>
<th>Semana</th>
<th>Fecha</th>
<th>libro de texto</th>
<th>Se entrega la tarea ANTES de llegar a clase. (quiz en Moodle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>12 de marzo</td>
<td>1A: pp. 4-16</td>
<td>1A ¿Vamos a conocernos!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1B: pp. 17-22</td>
<td>1B ¿Por qué se aprende español?</td>
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<tr>
<td>3</td>
<td>19 de marzo</td>
<td>2A: pp. 23-35</td>
<td>2A El español y los EE.UU</td>
</tr>
<tr>
<td>4</td>
<td>26 de marzo</td>
<td>2B: pp. 36-43</td>
<td>2B Los países de habla hispana</td>
</tr>
<tr>
<td>5</td>
<td>2 de abril</td>
<td>ENSAYO 1</td>
<td>Tema ensayo: Unidad 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3A: pp. 52-61</td>
<td>3A La suerte (creencias populares)</td>
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<td>Vacaciones</td>
</tr>
<tr>
<td>6</td>
<td>16 de abril</td>
<td>3B: pp. 62-73</td>
<td>3B Perspectivas globales (creencias populares)</td>
</tr>
<tr>
<td>7</td>
<td>17 de abril</td>
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<td>4A Lo científico y lo anticientífico</td>
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<td>ENSAYO 2</td>
<td>Tema ensayo Unidad 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5A: pp. 102-109</td>
<td>5A Los mandamiento verdes</td>
</tr>
<tr>
<td>10</td>
<td>14 de mayo</td>
<td>5B: pp. 110-118</td>
<td>5B ¿Ecologista o desastre natural?</td>
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<td>6B El urbanismo</td>
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<tr>
<td>13</td>
<td>By appointment</td>
<td>Orales</td>
<td>Tema orales: Unidad 3 El medio ambiente</td>
</tr>
</tbody>
</table>

11. Course Resources

Textbook Details

¿Qué te parece? ISBN: 0072818328
Copyright year: 2005 McGraw-Hill Higher Education
Additional Readings, audios, video resources and websites accessible in Moodle

It is advisable to bring laptop or mobile technology to lectures and tutorials

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

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 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

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/

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.
Assessment Criteria

Essay Assessment Criteria
The language of a written essay is more formal than the language we typically use to speak to each other. To assess the essay, the instructor will first determine the level or category at which you have developed your work and then, within the level, make a numerical determination.

NOTE: An essay with errors in the target vocabulary and/or target grammar cannot score higher than a 50, no matter its other qualities. An essay that does not exceed 250 words (of the 300 limit) cannot score higher than a 40, no matter its other qualities.

High Distinction (85-100):
To reach a level of High Distinction, the student’s writing must demonstrate all the following qualities. If not all the criteria are met, then the student’s writing is at a lower level.

Style: the work is a formal, written essay that contains language appropriate to the genre.
Content: thoroughly addresses the theme. Information is highly relevant and insightful. A key term for HD is insightful.
Organization: highly effective presentation of information. Main points with supporting examples are well connected.
Vocabulary: word use and word choice is highly effective. Lexical precision is evident. Extensive use of target vocabulary (beyond the 10 required words).
Grammar: target grammar is used precisely. At the HD level the writing is virtually error free.

Distinction (75-84)
To reach a level of Distinction, the student might have met some but not all of the qualities listed for the level of High Distinction.

Credit (65-74)
To reach a level of Credit, the student’s writing must demonstrate the following qualities. If not all the criteria are met, then the student’s writing is at a lower level.

Style: the work is a formal, written essay that contains language appropriate to the genre.
Content: ideas are present and developed to a certain degree.
Organization: the ordering of content is evident. Main points and supporting examples are evident and developed to a certain degree.
Vocabulary: all target vocabulary is used correctly. Word use and word choice are mostly precise.
Grammar: all target grammar is used correctly. Grammar errors at the Credit level cannot include subject/verb agreement nor noun/adjective agreement. These errors would put the work at the Pass level.

Pass (50-64):
To reach a level of Pass, the student must have demonstrated that they have progressed beyond a beginning-level command of Spanish in their writing. Additionally, they might have met some but not all of the qualities listed for the level of Credit. At the Pass level, the writing has the feel of “oral” language written down. That is, the student has not developed genre-appropriate language.

An essay that contains errors in the target vocabulary and/or target grammar can not receive a mark higher than 50, no matter its other qualities.

An essay that contains 250 words or fewer can not receive a mark higher than 40, no matter the other qualities of the essay.

Fail (less than 50):
To fail the written assessment is an indication that the student’s written Spanish has not progressed beyond a beginner’s level and/or that the student’s Spanish is merely English with Spanish words. Essay length is a definite factor in failing the written assessment. Incorrect use of target vocabulary is a factor. Incorrect use of the target grammar is a factor. Not addressing the theme of the essay may also be a factor.
Online writing tasks (foros on Moodle) is part of the assessment. Every week you will have to contribute to the forums, giving your opinion. You need to write or record at least 600 words per forum (less will be penalised). Forums will be available after culture lecture on Wednesday and you will have until the next Wednesday to contribute to the forum. Late submissions will not be accepted as you have 8 days to participate at any time.

Oral Assessment and Oral Assessment Criteria

Oral assessment. Your tutorial instructor will conduct ongoing assessment of your speaking ability. The instructor will assess your Spanish based on your performance across the semester. Criteria for evaluation include but are not limited to: fluency, ability to stay in Spanish and not revert to English, accurate use of accent, accurate use of target grammar, accurate use of target vocabulary.

The instructor will first determine the level at which you have developed your speaking ability and then, within the level, make a numerical determination. Because the assessment refers to your performance across the semester, attendance may be a contributing factor. Key factors in the assessment are your sustained use of Spanish as well as your non-use of English.

They will be 3 online mini tasks throughout the Course (see Moodle), and 1 final face to face oral. Your tutor will conduct the final test in week 13.

You are free to choose any of the four general topic areas in unit 3. “El mediambiente”, depending on your preferences and interests. Students should be advised to choose a topic/issue with which they are familiar and which they are prepared to discuss, to explain, to clarify, to justify a point of view and to express opinions.

You will have to demonstrate some knowledge of the issue you have chosen to discuss and will need to show evidence of some reading and research into this issue.

You will introduce the issue you have chosen for up to one minute, after which the tutor will ask you some questions and facilitate debate on this topic/issue. Total time: 5 minutes approx.

No reading will be allowed but you can bring some notes into the examination and may refer to them at any point during the test. The notes must be handed to the teacher/examiner at the end of the test.

High Distinction (85-100):
To reach a level of High Distinction, the student must have demonstrated the following qualities. If not all the criteria are met, then the student has achieved a lower level.

1. The student uses only Spanish in class with the instructor and fellow students.
2. The student’s in-class performance and class participation are outstanding.
3. The student is prepared for class and makes unique contributions to class discussions.
4. The student’s fluency is good, meaning that the rate of speech is normal for a conversation, not halting.
5. The student’s accent is not marked by English pronunciation; their Spanish sounds like Spanish, not English with Spanish words.
6. The student has successfully incorporated the use of target grammar into his/her speech:
   a. use of preterit and imperfect
   b. use of subjunctive
   c. use of future
   d. use of ser and estar
7. The student has successfully incorporated the use of target vocabulary into his/her speech when discussing course themes.
8. Absence from class is not a factor to consider.
9. Clearly the student is moving toward Advanced level achievement.

Distinction (75-84):
To reach a level of Distinction, the student might have met some but not all of the qualities listed for the level of High Distinction.

Credit (65-74):
To reach a level of Credit, the student must have demonstrated the following qualities. If not all the criteria are met, then the student has achieved a lower level.

1. The student uses Spanish inclass with the instructor and fellow students, but occasionally may slip in English words. The key word is occasionally.
2. The student’s inclass performance and class participation are good and reliable.
3. The student is prepared for class.
4. The student’s fluency is good most of the time but experiences occasional breakdowns in communication.
5. The student’s accent is moving toward being mostly Spanish-sounding.
6. The student is making the effort to incorporate target grammar.
7. The student is making the effort to incorporate target vocabulary.
8. Absence should not be a factor to consider.
9. Clearly the student is working at the intermediate level but has the ability to move toward an advanced level.

Pass (50-74):
To reach a level of Pass, the student must have demonstrated that they have progressed beyond a beginning level command of Spanish during speaking. Additionally, they might have met some but not all of the qualities listed for the level of Credit.

Fail (less than 50):
To fail the oral assessment is an indication that the student’s speaking ability has not progressed beyond a beginner’s level and/or that the student relies on English as much as on Spanish during class activities and discussions.

1. The student’s use of English is as prevalent as their use of Spanish.
2. The student’s Spanish has not progressed beyond a beginning level.
3. The student has failed to incorporate target grammar and uses predominantly present tense and/or inaccurate forms.
4. The student has failed to incorporate target vocabulary into his/her speech.
5. The student’s accent sounds like English with Spanish words.
6. The student’s fluency is halting, making interaction very difficult.
7. The student does not contribute much to class activities.
8. Absences may be a factor to consider in failing the oral assessment.