



SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	arts2571		
COURSE NAME	Intermediate B Spanish		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
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4. Course Details	
Credit Points	6 credit points. 2 hours lecture. 2 hours tutorial. 2 hours self access.
Summary of the Course	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: communication and globalization, freedoms, and culturally-driven perspectives and images.
Aims of the Course	1. To expand communicative skills in both spoken and written Spanish to an intermediate level
	2. To consolidate and develop further knowledge about how the Spanish language works, understand better the process of language learning, and thereby become self-sufficient learners
	3. To offer insight into Hispanic ways of looking at the world
Student Learning Outcomes	1. To speak, write, listen to and read in Spanish
	2. To become engaged with topics important in the Hispanic world
	3. To investigate and report on topics currently discussed in the Hispanic world
	4. To think critically about the role of the Spanish-speaking world in global affairs
	5. To appreciate the cultural production of the Hispanic world
	6. To appreciate the cultural and linguistic legacy of the Spanish empire
	7. To gain a better understanding of yourself and your environment by examining the Hispanic world
Graduate Attributes	1. The disciplinary knowledge we engage is both linguistic (vocabulary and grammar) as well as thematic content.
	2. Critical thinking is necessary for class discussion of the thematic content and for essay writing.
	3. Independent learning activities are provided online.
	4. Enterprise and creativity are encouraged in inclass discussions and essays.
	5. Diversity: we explore the Hispanic world (21 countries)
	6. The linguistic skills we develop in the course provide a stepping stone to further linguistic develop and hence entry to the international community.
	7. Inclass activities require paired and group interaction.
	8. Many of the issues facing the developing countries of Latin America revolve around social and ethical practices.
	9. Communication: in this course communication is through a second language as the course will be conducted in Spanish and student participation should also be exclusively in Spanish.

5. Course Timetable

Class Type/Number	Day	Time	Location
Culture Lecture	Tuesday	9:00 -10:00	Mathews Theatre C
Grammar Lecture	Friday	9:10 - 10:00	Central Lecture Block 2
Tutorial 7231	Tuesday	10:00-12:00	Quadrangle 1047
Tutorial 7232	Friday	10:00 -12:00	Red Centre West 2035
* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au .			

6. Rationale for the Inclusion of Content and Teaching Approach

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.

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/>

7. Teaching Strategies

The lectures are delivered in Spanish so that students develop their listening abilities. Lecture content is divided between the presentation and explication 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 as well as written exercises for which students are provided immediate feedback (learning outcome 1).

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.

8. Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay 1 in class plus the 4 online writing assignments	300-350 words plus 50-100 words per online assignment	10%	1, 2, 3, 4, 6, 7	1, 2, 4, 6, 8	Week 6
Essay 2 in class plus the 4 online writing assignments	300-350 words plus 50-100 words per online assignment	15%	1, 2, 3, 4, 6, 7	1, 2, 4, 6, 8	Week 10
Essay 3 in	300-350 words	15%	1, 2, 3,	1, 2, 4, 6, 8	Week 13

class plus the 4 online writing assignments	plus 50-100 words per online assignment		4 ,6 ,7		
Oral assessment		15%	1, 2, 3, 4, 5, 6, 7	1, 3, 4, 6, 9	Weeks 2-12
Homework	varies	15%	1	1	Weekly. See course program.
Final Exam	2.0 hours	30%	1	1	Final exam period

Assessment Tasks Explained

1. *Ensayos*. Each composition is minimally 300 and maximally 350 words. The themes vary according to the topics we cover in class. The compositions are structured so that you must incorporate both vocabulary and grammar from the textbook units in them. In addition to the inclass essay, you will be given weekly online writing assignments. These must be in Spanish and are topics related to course content. The grade for the Ensayo reflects performance on both **the online writing** assignment (foros) and the **inclass essay**. Essay Assessment Criteria are included at the end of this document.

2. Homework. Homework is weekly and must be done **prior to the start of the tutorial**. The weekly assignments are in BlackBoard.

3. *Oral assessment*. 2 small oral tasks, that might be recorded or in class discussions During weeks 5 through 11, you will prepare an oral presentation topics related to the course content .The instructor will also assess your Spanish based on your inclass performance across the semester. 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.

4. *Final exam* during the exam period. Date is yet to be announced. The exam will cover the vocabulary and grammar from Chapters 7-12 of the textbook and the content of the culture lectures.

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

Submission of Assessment Tasks and Late Assignments (see also under "13 Other Information").

- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
- This course has a formal examination that will be scheduled in the formal examination period from **8 Nov to 23 Nov**. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.
- Grades
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, 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>

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 a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

See under 13 **Late Submission of Assignments**

10. Course Schedule. (see the program below)

11. Expected Resources for Students

Textbook Details

¿Qué te parece?; McGraw-Hill; 3rd edition. 2005

Additional Readings

Blackboard

Websites

This course uses Blackboard as a resource center where students can access a wide selection of materials specially designed to develop language skills and culture. Blackboard 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 Blackboard can be seen as a mini-encyclopedia of cultural information and an informant on the target language.

To access your Blackboard materials, especially audio materials, you need to use the latest version of Mozilla **FIREFOX** (Mac & Windows).

To see the audiovisual material files from Blackboard, 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**

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. Other Information

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. It can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' 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

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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.

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/>

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

- 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.
- b. If a student does indeed attend a lecture for which they had secured a permitted

clash they will still submit lecture notes as evidence of attendance.

- c. **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.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a 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.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

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, 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 to 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.

El programa para las lecturas de cultura los martes 9-10 am

Foros will be done BEFORE the lectures in order to make lectures more interactive

Fecha	contenido
Semana 1:	7A Los medios de comunicación y la globalización - <i>La imagen de la España contemporánea a través de los medios de comunicación: Prensa y blogs entre la realidad y el tópico.</i> Lector: Igor Ochoa
Semana 2:	7B Los medios de comunicación y la globalización - <i>"La alegría ya viene": La imagen contemporánea de Chile a través del cine y la televisión.</i> Lector: Igor Ochoa
Semana 3:	8A Los medios de comunicación y la globalización - <i>"La civilización del espectáculo en Venezuela": Los nuevos medios de comunicación y la cultura.</i> Lector: Igor Ochoa

Semana 4:	8B Los medios de comunicación y la globalización <i>Galería de arte unidad 4, p.144.</i> Lectora:Gabina Funegra
Semana 5:	9A Libertad y falta de libertades en el mundo hispano. - <i>Dictaduras en el mundo hispano: España, Chile y Cuba en imágenes.</i> Lector: Igor Ochoa
Semana 6:	9B Libertad y falta de libertades en el mundo hispano. <i>Blogs y prensa en Argentina: Entre la libertad de expresión y la censura</i> Lector: Igor Ochoa
Semana 7:	10A Libertad y falta de libertades en el mundo hispano. - <i>Propaganda y publicidad: Libertad y falta de libertad en España.</i> Lector: Igor Ochoa
Semana 8:	10B Libertad y falta de libertades en el mundo hispano Galería de arte, unidad 5 p.190 Lectora:Gabina Funegra
Semana 9:	11A Perspectivas culturales del siglo XX en el mundo hispano. - <i>La sociedad española en imágenes. Permanencia y cambio social a través del cine.</i> Lector: Igor Ochoa
Vacaciones del 28 de septiembre al 7 de octubre	
Semana 10:	11B Perspectivas culturales del siglo XX en el mundo hispano. - <i>La sociedad mexicana figurada. Perspectivas culturales contrapuestas a través del arte.</i> Lector: Igor Ochoa
Semana 11:	12A Perspectivas culturales del siglo XX en el mundo hispano. <i>La sociedad peruana narrada: Construcciones a través de la literatura, los blogs y la prensa</i> Lector: Igor Ochoa
Semana 12:	12B Perspectivas culturales del siglo XX en el mundo hispano. Galería de arte,unidad 6 p.232 Lectora:Gabina Funegra
Semana 13:	No hay lectura

El programa para las lecturas de gramática los viernes de 9 a 10am	
Debes preparar el contenido disponible en blackboard cada semana ANTES de llegar a la lectura. La lectura será interactiva y participativa.	
Semana 1	7A reglas de acentuación y el pronombre de objeto directo
Semana 2	7B el pronombre de objeto indirecto
Semana 3	8A uso de pronombre se
Semana 4	8B el condicional I
Semana 5	9A el condicional II(repaso)
Semana 6	9B subjuntivas adverbiales
Semana 7	10A Cláusulas nominales (repaso)
Semana 8	10B repaso pronombre se impersonal y pasivo
Semana 9	11A repaso de los pronombres
Vacaciones del 28 de septiembre al 7 de octubre	

Semana 10	11B contraste pretéritos
Semana 11	12A el pretérito Pluscuamperfecto
Semana 12	12B el imperfecto de subjuntivo
Semana 13	No hay lectura

El programa de las Tutorías (martes y viernes)	
Se entrega la tarea en BlackBoard cada semana ANTES de llegar a la tutoría Debes conocer el vocabulario y contenido gramatical antes de las tutorías.	
Semana 1	No hay tutoría
Semana 2	7A
Semana 3	7B
Semana 4	8A
Semana 5	8B
Semana 6	Ensayo 1 9A
Semana 7	9B
Semana 8	10A
Semana 9	10B
Vacaciones del 28 de septiembre al 7 de octubre	
Semana 10	Ensayo 2 11A
Semana 11	11B
Semana 12	12A
Semana 13	12B Ensayo 3
8 Nov to 23 Nov final exam during the final exam period. Covers all grammar and vocabulary material from Chapters 7 through 12 and the content of the culture lectures (Art content not included in the final exam but will be part of the essays) .	

ARTS2570 Intermediate Spanish A assessment criteria

Essay Assessment Criteria (40%)

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.

Online writing tasks (foros on Blackboard) is part of the written assessment, you are expected to write your comments in the forums **BEFORE** the Culture Lectures. A question related to the lectures topic will be given each week as preparation for the lecture. The foros will be organized in groups. (Further explanation will be provided in week 1 culture lecture and Blackboard)

- 4 entries totaling 200 words. No change in the essay grade will take place.
- 3 entries totaling 150 words. The essay grade will be lowered 5 points.
- 2 entries totaling 100 words. The essay grade will be lowered 10 points.
- 1 entry totaling 50 words. The essay grade will be lowered 15 points.
- 0 entries. The essay grade will be lowered 20 points.

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 50, 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 (50-74):

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.

Oral assessment criteria 15%

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 inclass 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 preterite and imperfect
 - b. use of subjunctive
 - c. use of future and conditional
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 in class 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 presentations 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.