



UNSW  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS3570, Advanced Spanish A Semester 1, 2014**

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1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

## 1. Course Staff and Contact Details

Course Convenor			
Name	Henar Vicente Cristobal	Room	228
Phone	5385 1857	Email	<a href="mailto:h.vicentecristobal@unsw.edu.au">h.vicentecristobal@unsw.edu.au</a>
Consultation Time	12 -2pm Monday		

## 2. Course Details

Units of Credit (UoC)	<b>6 Credit points.</b> 2 hours lecture. 2 hours tutorial. 2 hours self-access		
Course Description	<p>This course intent 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.</p> <p>films are used as an introduction to vocabulary, grammar structures and culturally relevant topics.</p> <p>Main films are: “Como agua para chocolate” and “Mujeres al borde de un ataque de nervios”</p> <p>The medium of instruction is <b>Spanish</b>.</p>		
Course Aims	<p>This course will encourage students to develop the following generic attributes:</p> <ol style="list-style-type: none"> <li>1. To consolidate the morphological, syntactical and grammatical aspects of the Spanish language</li> <li>2. to improve the quality of the students’ language production</li> <li>3. 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</li> <li>4. to improve their ability to speak and write in Spanish by discussing and writing about Spanish issues in different registers</li> <li>5. to become engaged with topics related to the Hispanic world</li> <li>6. to think critically about the role of the Hispanic world in cultural issues</li> <li>7. to gain a better understanding of themselves and their environment by examining the Hispanic world.</li> </ol>		
Student Learning Outcomes	<p>By the end of this course students must be able to:</p> <ol style="list-style-type: none"> <li>1. Write formal complex letters using conventionalisms, punctuation, accents and relevant vocabulary and variety of synonyms</li> <li>2. Identify and use descriptive and narrative discourse</li> <li>3. Understand and use vocabulary related to the themes studied</li> <li>4. Be able to understand and to describe past events using connectors and complex sentences</li> <li>5. Be able to understand and use pronouns, prepositions,</li> </ol>		

		past tenses, imperatives, indicative and subjunctive mode, adverbs & articles in oral and written registers
	6.	Understand dialogues where strategic listening is required
	7.	Speak Spanish using complex sentences, a variety of synonyms and appropriate vocabulary
	8.	Reflect upon their experiences in Spanish speaking countries using the appropriate register, vocabulary and grammar
	9.	Examine the life and work of a Spanish speaking personality using the appropriate register, vocabulary and grammar
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 are use 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. Independent learning activities are embedded in the syllabus
	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 use of information technology
	9.	Encourage self-directed learning by engaging students in the use of the University teaching tool (Moodle learning Platform)

### 3. Learning and Teaching Rationale

This subject is designed for students who have finished Intermediate Spanish B. 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.

#### 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.
- Grammar and writing activities (different type of letters (formal informal), recipes and descriptive and narrative texts.
- Reading comprehension activities of increasing difficulty in the discourse selected for the semester.
- The audio visual materials include the movie: "Como agua para chocolate" from the Mexican director F Arau and "Mujeres al borde de un ataque de nervios" 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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Oral/Cultural	10-15 minutes	15%	2,3,4,5,7,8,9	1,2,3,4,5,6,7,8,9	Weeks 5 to 13
On-line Audiovisual	6 Quizzes And tutorial tasks	20%	2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9	Weeks: 2,4,5,7,8,11
On-line Grammar	4 Quizzes	30%	1,2,3,4,5,6,7	1,2,3,4,5,6,8,9	Weeks: 3,6,9,12
Writing	300-400 words	15%	1,2,3,4,5,8	1,2,3,4,5,6,7,8,9	Week 7
Reading/writing	varies	20%	1,2,3,4,5,8	1,2,3,4,5,6,7,8,9	Week 13

**Please Note:** 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.

## Formal Examination

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N/A

## Grades

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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 of Assessment Tasks

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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

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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.

## 6. Attendance/Class Clash

### Attendance

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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

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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.
- b. If a student does 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.

## 7. 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:

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

<b>8. Course Schedule</b>		
<b>To view course timetable, please visit: <a href="http://www.timetable.unsw.edu.au/">http://www.timetable.unsw.edu.au/</a></b>		
<b>Date</b>	<b>Lecture Topic</b>	<b>Weekly Tasks</b>
Week 1 Starting 3 <sup>th</sup> March	Forms and Accents.	Lecture, no tutorials
Week 2 10 <sup>th</sup> March	Presentation letters	Quiz 1 Como agua para chocolate español) (Self –access)
Week 3 17 <sup>th</sup> March	Descriptions and preferences	Quiz 1 Grammar (Place: Computer lab MB 103 and 106 at Tutorial time)
Week 4 24 <sup>th</sup> March	Apologies and congratulating letters	Quiz 2 Like water for chocolate (self-access)
Week 5 Starting 31 March	Invitations letters and Instructions	Quiz 3 Like water for chocolate (self-access) Start of Oral presentations Order and topic to be confirmed in week 2.
Week 6 7 <sup>th</sup> April	Instructions II	Quiz 2 Grammar (Place: Computer lab MB 103 and 106 at Tutorial time)
Week 7 14 <sup>nd</sup> April	Writing CV	Quiz 4 Women on the verge of a nervous breakdown (self-access) Essay/Writing Assignment to be submitted on line.
<b>Semester Break</b>		
Week 8 28 <sup>th</sup> April	Entrevista de trabajo	Quiz 5 Women on the verge of a nervous breakdown (self-access)
Week 9 5 <sup>th</sup> May	Introduction to writing discourses: Descriptive and Narrative	Quiz 3 Grammar (Place: Computer lab MB 103 and 106 at Tutorial time)
Week 10 12 <sup>th</sup> May	Description of the past	Tutorial activities
Week 11 19 <sup>th</sup> May	Description of characters	Quiz 6 Women on the verge of a nervous breakdown (self-access)
Week 12 26 <sup>th</sup> May	Narrative writing	Quiz 4 Grammar (Place: Computer lab MB 103 and 106 at Tutorial time)
Week 13 2 <sup>nd</sup> June	No lecture .final exam lecture room.	Hand in journals of orals presentations Reading/Writing Assessment

**Please refer to the Weekly Program document in Moodle for specific details for the grammar, listening and reading content for Lectures and Tutorials.**

<b>9. Course Resources</b>
<b>Textbook Details</b>
No text book is necessary.
<b>Readings</b>

**They are 3 compulsory short stories, 3-5 pages readings. (self Access Moodle)**

- **Week 1 to 4 “La conquista de México”**
- **Week 4 to 8 “ El Perú de los Incas”**
- **Week 8 to 12 “ Rosamunda”**

**Recommended Readings** Resources are available from UNSW bookshop and UNSW library

Arcos, E. *Gramática de la lengua española*. Espasa Calpe, Madrid 2000 (S 465/149).

- Alvarez, 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*. Paidós. Barcelona 2001
- D' Lugo, M. *Pedro Almodóvar*. University of Illinois Press 2006.
- Holguin, A. *Pedro Almodóvar, criticismo e interpretación*. Cátedra, Madrid 1999 (S791.630946-34A).
- Martin Garcia, J. *Gramática y léxico del español*. Anaya ELE, Madrid 2001.
- Pountain, C. *Practising Spanish grammar*. Arnold, London 2000 (S 468.2421/26)
- Preston, P. *The coming of the Spanish Civil War: reform, reaction, and revolution in the Second Republic*. Routledge, London 1994 (S 946.081/79 A)
- Varela, S & Maris J. *Expresión escrita*. ELE Colección: Línea a línea. Ediciones SM, Madrid 2002 (S 468.3421/24).

#### **Websites and online materials all in 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 database 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.

## **10. 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.

## **11. 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>



## 12. 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>

## 13. 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, 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.

## Submission of Assessment Tasks and Explanations

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### **One Oral/cultural assessment. Weight 15%**

10% oral presentation in small groups Starting in week 5 onwards depending on the number of students in each tutorial (will be discussed in week 2)

5% To complete a weekly journal (students are required to complete a journal related to the oral presentations and hand in in week 13. Late submissions will be penalised

During the semester students will give a ten/ fifteen minutes presentation on a Spanish-speaking personality taken from a list. Students will research for information and will present the findings to the class. For the presentation students are required to use power point or similar (prezi, glogster etc), to finish the presentation with 4 questions to be answered by the class and to provide the lecturer with a hand out containing a **brief synthesis of the theme and bibliography at the moment of presentations.**

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), 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.**

The oral assessment final mark will include a continuous weekly participation in the oral activities performed in the tutorials.

For each presentation students will complete a journal related to the authors presented. The document with questions to be answered can be found in Moodle. The presentation of the journal related to the student's presentation will be hand in week 13. The journal Presentations are part of the final reading-writing and weight 5%. Late submissions will be penalised.

### **On-line Audio-visual Listening assessment quizzes. Weight 20%**

15% to complete the self-access weekly audio-visual quizzes (6 quizzes)

5% to complete the weekly audio activities before the tutorials in preparation for the audio-visuals we will comment during tutorials

This assessment is based upon listening comprehension from a variety of audio and visual material. During the semester students will complete six quizzes related to the content of the movies selected for the session and three quizzes for the audio material. All materials can be accessed from Moodle. Quizzes will have time constraints (Monday-Friday) and not late submissions will be allowed.

At the audio-visual tutorial time students are required to have completed as much as possible the activities related to the weekly scene of the movies "Like water for chocolate" and "Women on the verge of a nervous breakdown" and to discuss cultural elements brought by the scenes and doubts in the tutorials. This weekly work can be found in Moodle, it will be corrected weekly and hand in at the end of the tutorial.

### **Four On-line grammar Assessment quizzes. Weight 30%**

This assessment is based upon the grammar aspects of Spanish learned during the semester and is done via four Blackboard quizzes. The quizzes will be completed during the tutorial time on Tuesdays at the computer laboratory and they have time constraints (20 to 25 minutes). The dates and content assessed can be found in the Weekly Program document in Moodle. No late submissions or seating are allowed unless a medical certificate for the day is provided. In any case, students must do the grammar quiz either the following day of the date provided in the medical certificate or the next tutorial time. Students will have only a week to seat for late assessments.

**Writing Assignment. Weight 15%**

This essay will assess the writing skills developed during the first 7 weeks of the course. The assignment instructions will be found in Moodle and they will be made available for download to your computer one week before the due date. The assignments must be submitted using a word processor. (ie. hand written submissions will not be accepted). **Late submissions will be penalised.** Students will have only a week to submit an approx. 300 word text.

**One Reading/writing Assessment. Weight 20%  
In the lecture room.**

In week 13 students will have one final assessment. This exam will assess the reading and writing skills developed during the semester. The writing/reading assessment task and the criteria will be provided in Moodle during the semester. This assessment will contain two parts; one a reading comprehension set of questions and two a writing activity.

**Assignment submission:** Deadlines for quizzes and assessments must be met. Quizzes using Moodle must be done on the period of time indicated in each quiz. No late quiz submissions will be allowed. If sickness is the reason for not attending tutorials, seating for a grammar quiz or hand in an assessment, a medical certificate should be provided for the specific date. In any case, students must do the quiz or the assessment either the following day of the date provided in the medical certificate or the next tutorial time. With relevant documentation, students will have only a week to seat for late assessments.

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.

**Note:** Be aware that in Spanish one must use accents and other graphic marks. Before attempting the quizzes, please find out how to write them with your computer before attempting a quiz. Lack of accents and other graphic marks in your quizzes or writings will be considered as incorrect