


SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	Arts3571		
COURSE NAME	Advanced Spanish B		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
Name	Henar Vicente-Cristóbal	Office	228
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Contact Time and Availability	Monday 12-1pm or by appointment		

4. Course Details	
Credit Points	6 units of credit.
Summary of the Course	<p>Lectures will start on week 1 (Monday 29 July) and finish on week 12.(21st. October) Tutorials will start on Week 2 (Tuesday 6th August) and finish in week 13 (29th October).</p> <p>Students are required to undertake each week 4 hours of language classes:</p> <ul style="list-style-type: none"> • 2 hour of a grammar lecture on Monday (10am-12 noon)Goldstein G04.Lectures are interactive and will not be recorded • 2 hours Tutorial (oral and audio-visual activities) on Tuesdays from 12noon to 1pm Computer lab MB 103 <p>Please refer to the time table link for location Timetable</p>

Aims of the Course	<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>This course will encourage students to develop the following generic attributes:</p> <ul style="list-style-type: none"> • to improve the quality of the students' language production • 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 • to improve their ability to speak and write in Spanish by discussing and writing about Spanish issues in different registers . • to become engaged with topics related to the Hispanic world • to think critically about the role of the Hispanic world in cultural issues • to appreciate the cultural and linguistic legacy of the Spanish empire. • to gain a better understanding of themselves and their environment by examining the Hispanic world.
Student Learning Outcomes	<p>By the end of this course students must be able to:</p> <ol style="list-style-type: none"> 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	<p>This course contributes towards the development of the University's Graduate Attributes through:</p> <ol style="list-style-type: none"> 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 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. 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 innovative use of information technology
	9.	Encourage self-directed learning by engaging students in the use of the University teaching tool Blackboard

5. Course Timetable			
Class Type/Number	Day	Time	Location
Lecture 7234	Monday	10 am to 12 noon	Goldstein G04
Tutorial 7235	Tuesday	12 noon to 2 pm	Morven Brown lab103
* 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

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
<p>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.</p> <p>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 Blackboard and the Internet, a wide range of written material as well as songs, audio and video resources.</p> <p>Each of the four hours contact a week will be used for a different task:</p> <ul style="list-style-type: none"> • Writing activities include different types of letters: to ask and give information, making claims and reservations, writing diaries, and three kinds of discourse: narrative, expository and argumentative. • Reading comprehension activities of increasing difficulty in the discourse selected for the semester. As part of the program students will also read a short novel of their election.

- Aural comprehension activities using a variety of spoken Spanish (2 movies, songs and dialogues). The audio visual materials include the movie: “*Belle Époque*” 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 Blackboard outside the classroom, partly through the face-to-face mode.

8. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Oral/Culture	20 minutes total	23%	2,3,4,5,7,8,9	1,2,3,4,5,6,7,8,9	Weeks 3 to 12
On-line Audiovisual	6 quizzes + weekly audiovisuals	20%	2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9	Weeks: 4,6,7,8,10,11
On-line Grammar	4 Quizzes	32%	1,2,3,4,5,6,7	1,2,3,4,5,6,8,9	Weeks: 3,5,9,12
Reading Writing	90 minutes + Diary of oral presentations	25%	1,2,3,4,5,7,8,9	1,2,3,4,5,6,7,8,9	Week 13

Submission of Assessment Tasks and Explanations

This subject will be assessed as follows.

Oral/cultural assessment. Weight 23%

- 13% oral presentation
- 10% conversation

Between weeks 3 and 12, students must give a 15 minutes presentation on the topic selected from a list of themes that can be found in Blackboard or one of the 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 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 Powerpoint, Prezy ,Glogster or similar and to **give a copy of the visual content and a hand out containing a brief synthesis of the topic and references.**

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 register (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.

The conversation will take approximately five minutes and is worth 10% .This assessment will be recorded.

The oral examination assesses your knowledge and skills in interacting in Spanish. You will be given a visual aid to help you with the following outcomes:

- sequence ideas and information
- manipulate linguistic structures to express ideas effectively in Spanish
- establish and maintain communication in Spanish

Listening assessment. Weight 20%

- 15% to complete 6 audio-visual quizzes
- 5% to complete and hand in the weekly audio-visual activities

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

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 Blackboard , will be completed and printed to hand in to the Lecturer weekly at the tutorial. No late submissions will be allowed.

Grammar revision assessment. Weight 32%

This assessment is based upon revising grammar aspects of Spanish and is done via four Blackboard quizzes. The quizzes will have time constraints. Before doing each quiz, it is recommended to make use of the extensive set of weekly grammar practice exercises provided in Blackboard.

4 grammar quizzes using Blackboard tools. Not all quizzes have identical value. Please refer to the Weekly program in Blackboard for due dates.

Writing assessment Weight 25%

- **Diary of the Oral Presentations 6%**
- **Reading and Writing 19%**

You will need to complete a set of questions for each Oral Presentation. The template is available in Blackboard. To hand in in week 13. Late submissions will be penalised by loss of marks unless an extension has been granted. Late submission may result in the loss of 3% per day for the first week, and 10% per week thereafter.

In week 13 students 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.

Assessments submission: Deadlines for quizzes and assessments must be met. Quizzes using Blackboard 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.
- 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>
See under "13 Other Information" for more information on Submission of Assessment Tasks and Late Assignments.

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>

11.Course Schedule		
Date	Topic	Weekly Tasks
Week 1	Narrative Discourse	Lecture, no tutorials
Week 2	Narrative Discourse	Lecture and Tutorial activities
Week 3	Narrative Discourse	Quiz 1 Grammar (Place: Computer lab MB 103 at Tutorial time)
Week 4	Reservation Letters	Quiz 1 Belle Époque (self-access)
Week 5	Diaries and Reports	Quiz 2 Grammar (Place: Computer lab MB 103 at Tutorial time)
Week 6	Claims letters	Quiz 2 Belle Époque (self-access)
Week 7	Reporting	Quiz 3 Belle Époque (self-access)
Week 8	Expository writing	Quiz 4 Belle Époque (self-access)
Week 9	Expository writing	Quiz 3 Grammar (Place: Computer lab MB 103 at Tutorial time)
Semester recess 28th September to 7 October		
Week 10	Argumentative writing	No lecture on Monday Quiz 1 All about my mother (self-access)
Week 11	Argumentative writing	Quiz 2 All about my mother (self-access)
Week 12	Argumentative writing	Quiz 4 Grammar (Place: Computer lab MB 103 at Tutorial time).
Week 13	No Lecture	Writing Assessment
For details related to the content and activities, please refer to the Weekly Program available to students from Blackboard.		

11.Expected Resources for Students

Textbook Details

C. Arnal & A. Ruiz *Escribe en español*. Sociedad General Española de Librerías (SGEL) Madrid 2001. (S 468.2/30)

Additional Readings

Resources are available from UNSW bookshop and UNSW library

- Alarcos, 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).
- Quimette, V. *Los intelectuales españoles y el naufragio del liberalismo, 1923-1936*. Pre Textos, Valencia 1998 (S 946.08/78 /1).
- Varela, S & Maris J. *Expresión escrita*. ELE Colección: Línea a línea. Ediciones SM, Madrid 2002 (S 468.3421/24).

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.