School of Humanities and Languages

ARTS3571, **Advanced Spanish B**
SEMESTER 2, 2014

1. Course Staff and Contact Details

Course Convenor

Name	Henar Vicente Cristobal	Room	228
Phone		Email	h.vicentecristobal@unsw.edu.au
Consultation Time	Mondays 12 - 2pm or by appointment		

2. Course Details

Units of Credit (UoC)	6 units of credit.
Course Description	• Lectures will start on week 1 ,Tutorials will start on Week 2 • Students are required to undertake each week 4 hours of language classes plus 2 hours self access • Lectures are interactive and will not be recorded This course intents to review, develop and extend the language skills acquired by students in the previous course. Throughout the subject students will be presented with increasingly complex language situations requiring a greater proficiency in language skills with the aim of increasing fluency and accuracy in listening, speaking, reading and writing
Course Aims	This course will encourage students to develop the following generic attributes :
	1. to improve the quality of the students' language production
	2. 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.
	3. to improve their ability to speak and write in Spanish by discussing and writing about Spanish issues in different registers.
	4. to become engaged with topics related to the Hispanic world
	5. to think critically about the role of the Hispanic world in cultural issues
	6. to appreciate the cultural and linguistic legacy of the Spanish Language
	7. to gain a better understanding of themselves and t heir environment by examining the Hispanic world.
Student Learning Outcomes	By the end of this course students must be able to:
	1. Write diaries and formal reports using conventionalisms,

		punctuation, accents and relevant vocabulary
	2.	Identify and use expository and argumentative discourse.
	3.	Memorise vocabulary related to the themes studied
	4.	Describe hypothetical events using connectors and complex sentences.
	5.	Recognise and use different tenses in the subjunctive modes in complex texts.
	6.	Understand and apply vocabulary and grammar structures from audio-visual material.
	7.	Speak Spanish using complex sentences, a variety of synonyms and appropriate vocabulary.
	8.	Reflect upon their experiences in Spanish speaking country using the appropriate register,vocabulary and grammar.
	9.	Comprehend and describe the complexity of events in a Spanish speaking society by examining past events Important in history.
Graduate Attributes		This course contributes towards the development of the University's Graduate Attributes through:
	1.	Involving students in activities they are likely to be undertaking in a Spanish-speaking country
	2.	Involving students in the assessment process by using assessment practice designed to support achievement
	3.	Engaging students in critical thinking to complete activities where English and Spanish language are compared and discussed.
	4.	Recognising and using student's prior experiences by using the Internet as a research tool to complete tasks
	5.	Engaging students in multiple modes of instruction to support different approaches to learning. Auditory and visual modes of instruction 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
	7.	Engaging students in expressing opinions related to a theme chosen by them.
	8.	Engaging students in contextualised and inclusive activities to improve students' learning outcomes through the innovative use of information technology.
	9.	Encourage self directed learning by engaging students in the use of the University teaching tool / Learning Platform Moodle

3. Learning and Teaching Rationale

This subject is designed for students who have finished Advanced Spanish A. The course seeks to create an inclusive environment where students have opportunities to explore the target language at their own pace, following their own interests. It includes interesting, inter-cultural real-life learning experiences which are a key for life-long learning. Experiences of active and dialectic learning to develop critical thinking are also included in the curriculum. This course introduces students to technology resources from which they must research and discover, and technology tools from which they receive constructive and continuous feedback. The language materials used for this course are based upon the belief that foreign language learning materials are the road to practice the language and the trip along this road will be enhanced if the materials are engaging, contextualised and relevant to the students' interests whether personal or professional. The materials selected for this course provides a diversity of activities to assist students with different learning needs.

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

4. Teaching Strategies

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

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

Each of the four hours contact a week will be used for a different task:
- Writing activities include different types of letters: to ask and give information, making claims and reservations, writing diaries, and three kinds of discourse: narrative, expositive and argumentative.
- Reading comprehension activities of increasing difficulty in the discourse selected for the semester. As part of the program students will 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 Epoque*" from the Spanish director F Trueba and "*Todo sobre mi madre*" from the Spanish director P. Almodóvar.
- Speaking activities (class discussions and presentations).

These tasks will be completed partly through Moodle, partly through the face-to-face mode.

5. Assessment					
Assessment Task	**Length**	**Weight**	**Learning Outcomes Assessed**	**Graduate Attributes Assessed**	**Due Date**
Oral/Cultural	15 minutes plus discussions	20%	2,3,4,5,7,8,9	1,2,3,4,5,6,7,8,9	Weeks 3 to 12
On-line Audiovisual quizzes	6 Quizzes	20%	2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9	Weeks: 3,5,6,7,10,11
On-line Grammar	3 Quizzes	35%	1,2,3,4,5,6,7	1,2,3,4,5,6,8,9	Weeks: 4,8,12
Reading & Writing	2 hours	20%	1,2,3,4,5,8	1,2,3,4,5,6,7,8,9	Week 13 Lecture Time
audiovisual activites	varies	5%	2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9	Tutorial

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.

Submission of assessments

This subject will be assessed as follows:

Oral/cultural assessment. Weight 20%

- 15% oral presentation and inclass conversation and discussions
- 5% journals (Diarios de presentaciones)

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

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

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

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

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

Listening assessment. Weight 25%

- 20% to complete 6 audio-visual quizzes

- 5% to complete and hand in the weekly audiovisual activities

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

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

Grammar / vocabulary assessment. Weight 35%

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

Please refer to the Weekly program in Moodle for due dates.

Writing Assessment. Weight 20%

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

Please refer the Weekly Program document for further details.

Grades

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

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see
https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

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

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.

5. Attendance/Class Clash

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 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.

6. 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

7. **Course Schedule**
***To view course timetable, please visit*: http://www.timetable.unsw.edu.au/**
For details related to the content and activities, please refer to the Weekly Program available to students from Moodle.

8. **Course Resources**
Recommended Readings:
Resources are available from UNSW bookshop and UNSW library • Alarcos, E. Gramática de la lengua española . Espasa Calpe, Madrid 2000 (S465/149). • 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. •Preston, P.The coming of the Spanish Civil War : reform, reaction, and revolution in the Second Republic . Routledge,London 1994 (S946.081/79A). •Quimette, V. Los intelectuales españoles y el naufragio del liberalismo, 1923-1936. Pre Textos, Valencia 1998 (S946.08/78/1). •Varela, S & Maris J. Expresión escrita. ELE Colección: Línea a línea. Ediciones SM, Madrid 2002 (S468.3421/24)
Websites in Learning Platform (Moodle) This course uses Moodle as a resource centre where students can access a wide selection of materials specially designed to develop language skills and culture. Moodle provides a comprehensive environment to explore language and culture using a

data base of language information containing reading texts, videos, songs and grammar practice and a library of internet resources. In this course Moodle can be seen as a mini-encyclopaedia of cultural information and an informant on the target
language.
To access your Moodle materials, especially audio materials, you need to use the latest version of Mozilla
FIREFOX (Mac & Windows).To see the audiovisual material files from Moodle, if you are a user of Windows
you need the latest version of Windows Media Player. If you use Mac, you need the latest version of Quicktime

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

9. 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.

10. 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

11. 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

12. 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.