



# SLAX102

## Introductory Spanish II

SP3 OUA 2016

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Jane Hanley

[jane.hanley@mq.edu.au](mailto:jane.hanley@mq.edu.au)

Contact via [jane.hanley@mq.edu.au](mailto:jane.hanley@mq.edu.au)

Tutor

Louis Di Paolo

[louis.di-paolo@mq.edu.au](mailto:louis.di-paolo@mq.edu.au)

Prerequisites

SPS101 or SLAX101

Corequisites

Co-badged status

Unit description

This unit is for students who have completed SPS101 through OUA. Students who have studied Spanish elsewhere or had some informal exposure to the language through family, friends or travel should contact the unit convenor before enrolling in this unit. It follows a communicative approach and is designed to develop skills in reading, writing, comprehension and speaking. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information,

shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## General Assessment Information

No assessment tasks are accepted past the due date, except in cases of documented Disruption to Studies. There is no resubmission of individual assessment tasks during the teaching session, however students can seek clarification of their marks and additional feedback from their tutor, and if not satisfied with the result of that discussion can consult with the convenor and request moderation if their submission has not already been part of the moderation sample. Indicative samples/exemplars and/or selections of content/genre type and/or activity patterns are provided in iLearn to further guide students on standards and approach to assessment tasks.

## Assessment Tasks

Name	Weighting	Due
<u>Written/Oral Assignments</u>	20%	Ongoing
<u>Quizzes</u>	15%	Various
<u>Final oral test</u>	20%	Week 13

Name	Weighting	Due
<a href="#">Final written test</a>	20%	Week 13
<a href="#">Homework</a>	10%	Ongoing
<a href="#">Participation</a>	15%	Weekly

## Written/Oral Assignments

Due: **Ongoing**

Weighting: **20%**

Brief assignments submitted via iLearn (text and voice recording). They are evaluated on the basis of coherence/cohesion, content, language (accuracy and syntax/vocabulary), and for oral assignments also pronunciation and fluency. A full breakdown of the standards for each criterion are given in the marking rubrics in iLearn.

On successful completion you will be able to:

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Quizzes

Due: **Various**

Weighting: **15%**

Short answer iLearn quizzes on key grammar, vocabulary and comprehension. Quizzes can be attempted once and are time limited.

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

## Final oral test

Due: **Week 13**

Weighting: **20%**

Final oral test assessing skills acquired through previous assessment. Prepared and spontaneous components.

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

## Final written test

Due: **Week 13**

Weighting: **20%**

Final written test assessing skills acquired through previous assessment, including: short answer/multiple choice on grammar and vocabulary; reading and listening comprehension; written composition.

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

## Homework

Due: **Ongoing**

Weighting: **10%**

Regularly complete assigned H/W tasks, which unlike quizzes allow multiple attempts and are untimed.

On successful completion you will be able to:

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news

items, and form an idea of the main content.

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Participation

Due: **Weekly**

Weighting: **15%**

Online participation, including:

-preparedness for activities (e.g. studying grammar/vocab consistently), participation in specified communicative activities/discussions set by tutor.

-pop quizzes.

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

## Delivery and Resources

**Delivery:**

Online

**This unit will use:**

iLearn, Echo360, VoiceThread, Turn It In and other iLearn integrated tools.

Students must have regular access to a reliable internet connection, and intermediate computer skills including audio recording, file upload, and online communication etiquette.

Mobile devices alone are not sufficient as you will require a desktop or laptop computer for some tasks, (some items are not supported by CHROME. Mozilla Firefox recommended.).

- For technical support go to: [http://mq.edu.au/about\\_us/offices\\_and\\_units/informatics/help](http://mq.edu.au/about_us/offices_and_units/informatics/help)
- For student quick guides on the use of iLearn go to: [http://mq.edu.au/iLearn/student\\_info/guides.htm](http://mq.edu.au/iLearn/student_info/guides.htm)

### Required resources:

Terrell et al, *Dos Mundos En Breve 4th edn* OR *Dos Mundos comunicación y comunidad 7th edn*, McGrawHill.

Note: This textbook is now out of print, as the current study period of OUA SLAX102 is the very final offering of SLAX102 using the previous Introductory Spanish curriculum. However, this book is very widely available secondhand, including some copies held by the Co-op Bookshop, and substantially available online as well.

### Recommended:

We also expect you to develop good dictionary skills using websites like wordreference.com and rae.es. Google Translate and similar machine translation tools are not adequate dictionaries for language study as they omit context, don't give functional examples of language in use, and often provide the wrong word if the student doesn't know what they are looking for (e.g. nouns instead of verbs).

For students who do not have a sound foundation of basic grammatical knowledge we recommend, in addition to consulting MQ Learning Skills Advisers or completing MQ grammar workshops, the following text:

E. Spinelli, *English Grammar for Students of Spanish*.

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more



than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Extension Request

### **Special Consideration Policy and Procedure** **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### **Outcome**

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### **Withdrawal from a unit after the census date**

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If

you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support>

[dents.mq.edu.au/support/](https://dents.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](https://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

If you encounter technical difficulties in completing an assessment task, please notify your tutor immediately - BEFORE the assessment deadline - in addition to submitting an IT help ticket, as otherwise you may not be granted an extension.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine

exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

## Assessment task

- Written/Oral Assignments

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Assessment tasks

- Homework
- Participation

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary

solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
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- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Assessment tasks

- Quizzes
- Final oral test
- Final written test
- Homework

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms

effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- **Listening:** understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- **Writing:** write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
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- **Spoken Production:** give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## **Assessment tasks**

- Written/Oral Assignments
- Final oral test
- Participation