



SPN 102

Introductory Spanish II

S2 Day 2017

Dept of International Studies

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General Information

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Credit points

3

Prerequisites

SPN101

Corequisites

Co-badged status

Unit description

This follows a communicative approach and is designed to further develop skills in reading, writing, comprehension and speaking.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-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, along with marking criteria/rubrics.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Written Examination</u>	25%	No	Exam Period
<u>Participation</u>	15%	No	Weekly
<u>Writing practice</u>	10%	No	Ongoing
<u>Oral presentation</u>	10%	No	Mid-session
<u>Quizzes</u>	10%	No	Various
<u>Homework</u>	10%	No	Ongoing
<u>Final oral test</u>	20%	No	Week 13

Written Examination

Due: **Exam Period**

Weighting: **25%**

Final written test assessing skills acquired through previous assessment, including: reading 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.
- 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”.

Participation

Due: **Weekly**

Weighting: **15%**

In-class/online participation, including:

-individual consultation(s) with the tutor (pass/fail).

-pop quizzes.

-class attendance, preparedness for class (e.g. studying grammar/vocab at home, bringing textbook), participation in class (e.g. answering questions, reading out loud), and supplementary revision activities set by tutor, and for External students participation in specified communicative activities set by tutor.

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.
- 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.

Writing practice

Due: **Ongoing**

Weighting: **10%**

Brief practice compositions submitted via iLearn (text). They are evaluated on the basis of coherence/cohesion, content, language (accuracy and syntax/vocabulary). 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:

- 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.

Oral presentation

Due: **Mid-session**

Weighting: **10%**

Short oral presentation on a prepared topic. Standards/marking rubrics are given 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: **10%**

Short answer iLearn quizzes on key grammar, vocabulary and comprehension. Quizzes can be attempted once and are time limited. These quizzes must be completed from home by Sunday of the week they are due.

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”.

Homework

Due: **Ongoing**

Weighting: **10%**

Regularly complete assigned tasks via Heinle Learning Center.

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.

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.

Delivery and Resources

Delivery:

Day, External, Online

This unit will use:

iLearn, Echo360.

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, ideally with a browser that supports Flash and npapi (Java) (now not supported by

CHROME).

For students attending classes on campus we encourage that you bring along your own laptop computer as instructed by tutors/indications in the iLearn weekly syllabus, ready to work with activities in your online unit when required. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads/language set up that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor before the end of Week 1 if you do not have a suitable laptop (or tablet) for in-class use.

- For technical support go to: http://mq.edu.au/about_us/offices_and_units/information_technology/help
- For student quick guides on the use of iLearn and iLearn tools (e.g. assignment submission and feedback, accessing results) go to: http://mq.edu.au/iLearn/student_info/guides.htm

Required resources:

Spaine Long et al, Nexos 4edn print edition + online access card for Nexos iLrn Heinle Learning Center

OR

Online access card for Nexos 4edn iLrn Heinle Learning Center alone (includes eBook access). (Purchase card from Co-op or purchase direct from Australian Cengage website cengagebrain.com.au.)

Students MUST bring the textbook to class or a device allowing them to view the eBook.

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*.

Times and Locations for Practicals and Seminars: Please consult the MQ Timetables Website: <http://www.timetables.mq.edu.au>

You should be enrolled in a stream with a matching class number for the Practical and Seminar.

Policies and Procedures

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/

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.

Student Support

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

Learning Skills

Learning Skills (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

IT Help

For help with University computer systems and technology, visit 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

- Writing practice

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

- Participation
- Homework

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.

- 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.

Assessment tasks

- Written Examination
- Oral presentation
- Quizzes
- Homework
- Final oral test

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Assessment task

- Oral presentation

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”.
- **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

- Participation
- Writing practice
- Oral presentation
- Final oral test

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded,

sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Assessment task

- Oral presentation

Changes from Previous Offering

Introduction of Formal Examination in line with Department of International Studies guidelines and changes to teaching space.