



SPN 103

Introductory Spanish III

S3 External 2019

Dept of International Studies

Contents

| | |
|---------------------------------------|---|
| <u>General Information</u> | 2 |
| <u>Learning Outcomes</u> | 2 |
| <u>General Assessment Information</u> | 3 |
| <u>Assessment Tasks</u> | 3 |
| <u>Delivery and Resources</u> | 5 |
| <u>Policies and Procedures</u> | 5 |
| <u>Graduate Capabilities</u> | 7 |

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General Information

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|---|
| Unit convenor and teaching staff |
| Co-convenor |
| Susana Catalina Prat |
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| Co-convenor |
| Consuelo Martinez Reyes |
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| Credit points |
| 3 |
| Prerequisites |
| SPN102 |
| Corequisites |
| Co-badged status |
| Unit description |
| This unit continues the study of Spanish language, consolidating grammar knowledge and extending vocabulary and communicative skills to further develop student language proficiency. |

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 regular length texts on familiar matters of a concrete type which consist of high frequency everyday or specific-related language; understand 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 a variety of areas; identify the main points and form an idea of the main content of the speech.

Writing: write comments and compositions based on the proposed topics of study.

Spoken Production: give simple responses to topics studied, such as health, culture, and social interactions, among others.

General Assessment Information

Indicative examples of assessment tasks will be available on iLearn.

Assessment tasks are accepted past the due date in cases of documented Special Consideration. 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.

Late Assessment Penalty

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.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|------------------------------------|-----------|--------|----------------|
| <u>Quizzes</u> | 30% | No | Weeks 1, 3 & 5 |
| <u>Oral assignments</u> | 30% | No | Weeks 2 & 4 |
| <u>Written assignments</u> | 30% | No | Weeks 3 & 5 |
| <u>Autonomous/ reflective task</u> | 10% | No | Week 4 |

Quizzes

Due: **Weeks 1, 3 & 5**

Weighting: **30%**

Graded quizzes.

Submitted via iLearn quizzes.

On successful completion you will be able to:

- Reading: understand regular length texts on familiar matters of a concrete type which

consist of high frequency everyday or specific-related language; understand 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 a variety of areas; identify the main points and form an idea of the main content of the speech.
- Writing: write comments and compositions based on the proposed topics of study.

Oral assignments

Due: **Weeks 2 & 4**

Weighting: **30%**

Oral 1: comment on a given topic

Oral 2: respond to a peer's comment

Submitted via VoiceThread

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 a variety of areas; identify the main points and form an idea of the main content of the speech.
- Spoken Production: give simple responses to topics studied, such as health, culture, and social interactions, among others.

Written assignments

Due: **Weeks 3 & 5**

Weighting: **30%**

Short written texts in Spanish.

Submitted via Turnitin.

On successful completion you will be able to:

- Writing: write comments and compositions based on the proposed topics of study.

Autonomous/ reflective task

Due: **Week 4**

Weighting: **10%**

Reflective homework task.

Submit a description on independently researched learning aids and platforms in a learning log.

Submitted via iLearn blogs.

On successful completion you will be able to:

- Reading: understand regular length texts on familiar matters of a concrete type which consist of high frequency everyday or specific-related language; understand 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 a variety of areas; identify the main points and form an idea of the main content of the speech.

Delivery and Resources

Material will be provided online.

This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/> Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

- For central technical support go to: http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/
- For student quick guides on the use of iLearn go to: <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)

- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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.

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 comments and compositions based on the proposed topics of study.
- Spoken Production: give simple responses to topics studied, such as health, culture, and social interactions, among others.

Assessment tasks

- Quizzes
- Oral assignments
- Written assignments
- Autonomous/ reflective task

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 regular length texts on familiar matters of a concrete type which consist of high frequency everyday or specific-related language; understand 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 a variety of areas; identify the main points and form an idea of the main content of the speech.
- Writing: write comments and compositions based on the proposed topics of study.
- Spoken Production: give simple responses to topics studied, such as health, culture, and social interactions, among others.

Assessment tasks

- Quizzes
- Oral assignments
- Written assignments
- Autonomous/ reflective task

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:

Learning outcome

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

Assessment tasks

- Quizzes
- Autonomous/ reflective task

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Assessment task

- Autonomous/ reflective task

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 a variety of areas; identify the main points and form an idea of the main content of the speech.
- Writing: write comments and compositions based on the proposed topics of study.
- Spoken Production: give simple responses to topics studied, such as health, culture, and social interactions, among others.

Assessment tasks

- Quizzes
- Oral assignments
- Written assignments

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

- Autonomous/ reflective task