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General Information

Unit convenor and teaching staff
Unit Convenor
Jane Hanley
jane.hanley@mq.edu.au
Contact via jane.hanley@mq.edu.au

Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
Intended for beginners or near-beginners in Spanish, this unit follows a communicative approach and is designed to develop skills in reading, writing, comprehension and speaking. Students who have any previous knowledge of Spanish should consult the convenor before enrolling in this unit.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
2. Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
3. Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
4. Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
5. Spoken Production: produce simple mainly isolated phrases about people and places.
## Assessment Tasks

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### Written/Oral Assignments

**Due:** **Ongoing**  
**Weighting:** **20%**

Brief assignments submitted via online course.

This Assessment Task relates to the following Learning Outcomes:
- Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- Spoken Production: produce simple mainly isolated phrases about people and places.

### Quizzes

**Due:** **Ongoing**  
**Weighting:** **15%**

In class/online short answer quizzes on key grammar, vocabulary and comprehension.

This Assessment Task relates to the following Learning Outcomes:
- Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases
Final oral test
Due: **Week 13**
Weighting: **20%**

Final oral test assessing skills acquired through previous assessment and learning activities.

This Assessment Task relates to the following Learning Outcomes:
- Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.

Final written test
Due: **Week 13**
Weighting: **20%**

Final written test assessing skills acquired through previous assessment and learning activities.

This Assessment Task relates to the following Learning Outcomes:
- Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Homework
Due: **Ongoing**
Weighting: **10%**

Regularly complete assigned tasks via online course.

This Assessment Task relates to the following Learning Outcomes:
- Listening: follow speech that is very slow and carefully articulated, with long pauses for
the learner to assimilate meaning.
  • Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
  • Spoken Production: produce simple mainly isolated phrases about people and places.

Participation

Due: Weekly
Weighting: 15%

In-class/online participation, textbook grammar and vocab activities, and set tasks for class and home.

This Assessment Task relates to the following Learning Outcomes:
  • Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
  • Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
  • Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.

Delivery and Resources

Delivery: Day, External, Online

This unit will use: iLearn, including streaming video and audio and online assessment submission. Students need regular access to a reliable internet connection, preferably high-speed, and a headset with microphone or computer with built-in mic.

Required and recommended resources:


Times and Locations for Practicals and Seminars: Please consult the MQ Timetables Website for up to date information: http://www.timetables.mq.edu.au

Students need to attend a matching class number for their Practical and Seminar. Any variation to this has to be approved by the convenor.

What has changed?

In response to past student performance and feedback we have implemented a more structured and explicit Participation component including set tasks in and out of class.

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


Disruption to Studies Policy  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/

**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 Enquiry Service**

For all student enquiries, visit Student Connect at ask.mq.edu.au

**Equity 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.
Graduate Capabilities

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 very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- Spoken Production: produce simple mainly isolated phrases about people and places.

Assessment tasks

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

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: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Assessment task

- Written/Oral Assignments

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: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- Spoken Production: produce simple mainly isolated phrases about people and places.

Assessment tasks

- Written/Oral Assignments
- Final oral test
- Participation
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 in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- Spoken Production: produce simple mainly isolated phrases about people and places.

Assessment tasks

- Homework
- Participation