

## SPAN30014 Spanish 5

<b>Credit Points:</b>	12.5
<b>Level:</b>	3 (Undergraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 3 hours per week (2 x 1.5 hour tutorials) Total Time Commitment: Total of 170 hours.
<b>Prerequisites:</b>	Spanish 4 or Spanish Intermediate Language / Culture B or SPAN20020 Intensive Intermediate Spanish or equivalent. Subject Code(s): SPAN10004, SPAN20003 or SPAN20020
<b>Corequisites:</b>	none
<b>Recommended Background Knowledge:</b>	none
<b>Non Allowed Subjects:</b>	SPAN10005 / SPAN20018 Spanish 5; SPAN20018 Spanish Post-Intermediate 2A; SPAN30014 Spanish Post-Intermediate 3A; SPAN10005 LaTrobe-Spanish Language & Culture 1A.
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Coordinator:</b>	Dr Vicente Perez De Leon
<b>Contact:</b>	<a href="mailto:vicentep@unimelb.edu.au">vicentep@unimelb.edu.au</a> ( <a href="mailto:pablo.gonzalez@unimelb.edu.au">mailto:pablo.gonzalez@unimelb.edu.au</a> )
<b>Subject Overview:</b>	In this subject, students will continue to develop their linguistic and cultural competence in Spanish. They will also advance their skills in textual analysis, with a special focus on the long tradition of testimonial texts ( <i>testimonios</i> ), both in recent Spanish and Latin American history. Through the study of first-person narratives, students will learn how to create and use authentic Spanish and Latin American cultural materials. This will allow them to produce and defend their own first-person testimonies in the shape of both formal (class presentation of personal experiences) and informal contexts (personal blogs, etc.). Through these activities students will gain an appreciation of the cultural and historical realities that have shaped the Spanish and Latin American modern and contemporary world. They will develop an understanding of the principles of first person testimonies, and will learn how to present and articulate their own ideas, both in oral and written forms. In addition, students will become confident in the use of vocabulary, sentence and text structures utilised in different contexts (formal and informal), as presented in diaries and journal articles, short and long narratives, and visual texts.
<b>Learning Outcomes:</b>	Students who complete this subject will: <ul style="list-style-type: none"> <li># Interpret and self-reflect on researching academic and everyday communication across the linguocultural genres and more specifically the Testimony genre in the target language relative to the entry level</li> <li># Understand and self-reflect on the use of Spanish in real-life situations and learn the specific fluency of linguo-cultural genres produced in the Spanish and Latin American</li> </ul>

	<p>economic, intellectual, cultural and social context with a particular emphasis on the Testimony</p> <ul style="list-style-type: none"> <li># Learn, self-reflect on researching and appreciate through the linguo-cultural genre of the Testimony the historical, cultural and anthropological differences within the Spanish-speaking communities from Spain and Latin-America</li> <li># Learn critical theory to self-reflect on researching in the target language in order to link Spanish and Latin American popular and academic language and culture through the Testimony genre</li> <li># Appreciate, self-reflect on researching and respect diversity and background difference by critically evaluating the linguo-cultural genre of Testimony as present in Spanish-speaking cultures including the viewpoint of the target culture</li> <li># Be able to self-reflect on the research about articulating intellectually sophisticated conversations with both native and non-native speakers in the target language about relevant historical and cultural topics in Testimonios in Spain and Latin American as a bicultural and bilingual person</li> <li># Understand and self-reflect on the research of linguo-cultural genre acquisition process with a specific focus on Testimonios both in English and Spanish showing autonomous, self-directed and academic-level skills</li> <li># Be able to confidently self-reflect on the researching of intellectually sophisticated conversations with both native and non-native speakers in the target language about the evolution of language and culture as present in Testimonios and relate Spanish and Latin American communities to contemporary Spanish Speaking Australia and the Eastern Pacific Rim.</li> </ul>
<b>Assessment:</b>	<p>A testimony project presentation and a class debate (10 minutes) due in the second half of the semester [15%] A 800 word final essay with a focus on a meta-analytical reflection on the research process due in the second half of the semester [15%] Two class assignments (400 words each) due during the first and second halves of the semester [10%] Two class assignments (400 words each) due on weeks 5 and 10 [35%] A final 1.5 hour exam (equivalent to 1000 words) during the examination period [25%] This subject has the following hurdle requirements: Regular participation in tutorials is required with a minimum of 75% attendance. All pieces of written work must be submitted to pass this subject. Assessment submitted late without an approved extension will be penalised at 10% per day and in-class tasks missed without approval will not be marked.</p>
<b>Prescribed Texts:</b>	<p>Martín Peris, Ernesto y Neus Sans. Aula Internacional 4. Editorial Difusión. Barcelona:2005. Subject Package (To be Announced)</p>
<b>Recommended Texts:</b>	<p>none</p>
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-BMED">https://handbook.unimelb.edu.au/view/2015/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-COM">https://handbook.unimelb.edu.au/view/2015/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-ENVS">https://handbook.unimelb.edu.au/view/2015/B-ENVS</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-MUS">https://handbook.unimelb.edu.au/view/2015/B-MUS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-SCI">https://handbook.unimelb.edu.au/view/2015/B-SCI</a>)</li> <li># <b>Bachelor of Engineering</b> (<a href="https://handbook.unimelb.edu.au/view/2015/B-ENG">https://handbook.unimelb.edu.au/view/2015/B-ENG</a>)</li> </ul> <p>You should visit <b>learn more about breadth subjects</b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	<p>Subject EFTSL, Level, Discipline &amp; Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a></p>
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># Research: through frequent use of the library and other information sources,</li> <li># Self-reflecting on own critical ideas as contrasted with both primary and secondary sources</li> <li># Critical thinking and analysis: through selected required and recommended reading, essay writing and tutorial discussion, and by assessing the strength of arguments</li> <li># Critical reading of fictional, essays and historical texts: through in-class group reading and understanding of the internal logic of testimonial texts,</li> <li># Developing textual analysis strategies: through essay, linguistic and cultural practice exercises and assignment writing.</li> </ul>

	<ul style="list-style-type: none"> <li># Presenting and defending critical ideas: through guided class presentations and class participation.</li> <li># Meta-reflection on usage and familiarization with sophisticated Information literacy skills: through analysis and interpretation of short texts</li> <li># Understanding of social, political, historical and cultural contexts and international awareness/openness to the world: through the contextualisation of judgements and knowledge.</li> </ul>
<b>Related Majors/Minors/ Specialisations:</b>	Spanish Major Spanish and Latin American Studies Spanish and Latin American Studies Spanish and Latin American Studies