

SPANISH PROGRAM

(With Portuguese, Catalan & Galician)

NOTE: Students from the University of Melbourne enrolled in any Spanish 922- subjects taught by La Trobe University as cross-institutional subjects should consult the last page of this Guide for information particularly relevant to them – but do read the rest of the Guide as well!

Student Guide

2007

G.Kupresanin@latrobe.edu.au
<http://www.latrobe.edu.au/spanish/>

**SPANISH* PROGRAM
STUDENT GUIDE [SPSG]
(with Portuguese, Catalan & Galician)**

(Last updated 20/02, 2007)

home-page: <http://www.latrobe.edu.au/spanish/>

email: G.Kupresanin@latrobe.edu.au

phone: [+61 3] 9479 2428; fax: 9479 1453

IMPORTANT INFORMATION

Important information about plagiarism and the use of the internet including definitions, University policies and penalties are to be found in the Spanish Program Student Guide [SPSG]. Students will be required to demonstrate that they have received this Guide by Week 4 of Semester. This will be done by signing a receipt at the time of distribution.

Procedures described there are followed rigorously in all Spanish Program Units and you will need to refer to it regularly.

Both this Unit Information Sheet and SPSG are also available on the website.

1. All students are encouraged to participate in the WebCT course 'Plagiarism' that has been developed by the University's Academic Development Unit. Students will need to login in to WebCT to access this.
2. All students are urged to use the online facilities provided by the Borchardt Library to assist them with referencing etc. The URL is : <http://www.lib.latrobe.edu.au/libskills/>
3. Students are also strongly encouraged to attend the HASU - Writing Better Essays workshops and/or visit their website <http://www.latrobe.edu.au/humanities/supportunits/hasu.html#workshops>
4. All essays must be submitted electronically to Turnitin (information on how to do this will be provided on a separate handout). Hard copies of the same essay are also required to be submitted in the usual way to the Program.

FOR INFORMATION REGARDING PLAGIARISM AND THE FOLLOWING MATTERS:

All students must consult the SPANISH PROGRAM STUDENT GUIDE [SPSG], which will be distributed to all students in the first week of classes, during which time the contents will be explained and discussed in detail. A copy of the SPSG is available on the Spanish Program Home Page on:

<http://www.latrobe.edu.au/spanish/>

Submission of assignments/essays (cover sheets, requests for extensions, duplicate copies, return of marked work) and late penalty provisions
Footnoting/referencing/bibliography guide
Student rights (second marking, etc.)
Assessment marking schemes
Information about plagiarism
Location and office hours of academic and administrative staff.

***The majority of subjects taught in the Spanish Program are covered by the term "Spanish" [SPA]. In any given year, however, the Program may also teach subjects in Catalan [CAT], Portuguese [PTG] or Galician [GAL]. Information about all of these subjects can be found in the University's Undergraduate Handbook at:**

<http://www.latrobe.edu.au/handbook/2007/undergraduate/humanities/disciplines/spanish-with-portuguese-catalan-and-galician.htm>

For the purposes of simplification and brevity, the term "Spanish" will be used throughout this Guide to cover ALL subjects taught within the Spanish Program.

Unless otherwise indicated, the language of instruction for subjects within the Spanish Program is the target language (Spanish, Portuguese, etc), and students are expected to use the target language whenever possible, and in particular in the classroom.

This document provides important information for all students enrolled in subjects taught by the Spanish Program. It also outlines the main requirements and format for work submitted in Spanish, together with comments and advice on oral and written tasks, and appropriate approaches to the research and writing of essays. The Guide, together with copies of all required forms and cover sheets, is available on the Spanish Program website listed above.

If you have queries about the Spanish Program or Spanish subjects in general, which this Guide and the Spanish website don't answer, consult your lecturer or tutor in the first instance. For Spanish administrative matters, consult the **Spanish Administrative Officer, Ms Gloria Kupresanin (Humanities 3 Level 2; [61 3] 9479 2428; G.Kupresanin@latrobe.edu.au ; 9-5 Mon, Tue, Thu and Fri).**

Copies of subject guides, essay topics, etc are usually available from the **European Administration area (Hu3 Level 2** - at the counter or in the shelves to the left of the Administration area), in class, on the Spanish website, or from your lecturer/tutor.

It is also a good idea to check the **Spanish Program notice-board (Hu3 Level 1)** regularly for changes to subjects or programs, and other useful information. This is also the Level where all of the Spanish academic staff have their offices. A **list of academic staff (in alphabetical order) appears below** and is also posted at the Agora entrance to the main corridor of Hu3, Level 1. For more details about the staff, including their research and teaching interests, consult the Spanish website listed above, under "staff".

~Ms Anamaría Ducasse	Hu3 119 [61 3] 94792437	A.Ducasse@latrobe.edu.au
Mr Fernando Gonzalo	Hu3 110 [61 3] 94791566	F.GonzalezGrueso@latrobe.edu.au
^Dr Isabel Moutinho	Hu3 113 [61 3] 94791117	I.Moutinho@latrobe.edu.au
Mr Carlos Uxó	Hu3 115 [61 3] 94791110	C.Uxo@latrobe.edu.au
#Professor Roy Boland	Hu3 115 [61 3] 94791110	rboland@alphalink.com.au
+ Dr Lilit Thwaites	Hu3 109 [61 3] 94792435	L.Thwaites@latrobe.edu.au

~Program Coordinator, + Associate Lecturer

^Honours Coordinator, # Research Professor

In Melbourne University:

The **Administrative Office for Complementary Subjects** is located in **Old Arts, Room 114, phone:** [61 3] 8344 4731; **fax:** [61 3] 9347 0424;

Cross-Institutional Academic Staff from La Trobe University:

The **Spanish Academic Staff Office** is located in **Arts Centre Building, Level 7 Room 704, phone:** [61 3] 8344 5188; **email:** Spanish@language.unimelb.edu.au

GENERAL INFORMATION FOR UNDERGRADUATE STUDENTS

This general guide outlines the School of Historical And European Studies academic regulations, main requirements and the format for work submitted in the Spanish Program, together with comments and advice on appropriate approaches to research and essay writing. It is available on the web at"

<http://www.latrobe.edu.au/spanish/resources Ug/>

SUPPORT SERVICES

Students can get help in various areas and utilise a range of services while at La Trobe. For example, The La Trobe University Computer Study hall is situated between Glenn and Menzies College on Moat Drive, diagonally opposite Simpson Place, and computer facilities are also available in the library.

Advice about library facilities and resources

We are fortunate to have two very helpful library liaison officers: Lisa Donnelly 9479 3826, email: l.donnelly@latrobe.edu.au) and Kerry Sullivan 94792860 email:

K.Sullivan@latrobe.edu.au. They can advise students about the library and its resources in the areas of Spanish and Latin American Literature.

Counselling

The University Counselling Service (at Level 2, Peribolos East Building Ph: 9479 2956, email: counselling@latrobe.edu.au) offers counselling: a process of talking and listening which may help to creatively resolve problems. The kinds of issues which students frequently encounter are: concerns about study-related issues (concentration, motivation, academic expectations, writing, and sitting exams are just a few examples); difficulties in relationships with significant others (family, partners, friends); questions of identity, self-esteem and confidence; feelings of depression, anxiety and fear; loss or trauma; stress or conflict at home, work or University; or coping with disabilities or health problems

Equity and Access Unit

The Equity and Access Unit offers assistance for students and staff who have a disability, mental health issue or ongoing medical condition. It will tell you about services available at La Trobe University and assist you in managing university life. These services are provided in order for you to achieve to your potential and facilitate a positive experience of your time here.

YOUR RELATIONSHIP WITH THE SPANISH PROGRAM

HOW SPANISH SUBJECTS ARE STRUCTURED

Each Spanish subject at first year counts as 15 credit points towards your degree; and at second and third year, counts as 20 points. Class requirements vary, usually depending on whether they are core language subjects or elective subjects (culture, literature, etc), but generally they conform to one of two patterns. Either you will be expected to attend a number of practical (language) classes a week, or a combination of lecture/seminars and tutorials or practical classes. Some subjects also require one hour of directed and assessed self-access work (usually computer and/or lab work) which you do in your own time. Each subject guide will specify the number and type of contact and self-access hours required of you (information also available in the University's Undergraduate Handbook). **With the exception of the self-access class, you are expected to come to all classes fully prepared, to be an active participant, and to be committed to using Spanish whenever possible.**

ATTENDANCE

Please note the School of Historical and European Studies policy on attendance: **Students are normally required to attend at least 80% of the practical classes to be considered for a pass in a unit.** Where absence is due to ill health or mishap, appropriate documentation must be provided to the unit coordinator.

WHAT IS REQUIRED OF A STUDENT IN RELATION TO CLASSES

Students are expected to be punctual in attending classes, and to give sole attention to what is happening in the class. Mobile phones must therefore always be turned off, both for the purposes of conversation and for text messages.

Students are expected to attend all practical classes, tutorials and lecture/seminars, unless there are serious extenuating circumstances which prevent you from attending. Attendance is important to your progress and success in the subject. If you are unable to attend a class, you should try to let your tutor/lecturer know in advance, and in all cases, provide the medical or other relevant documentation at the first opportunity. Keep in mind that announcements are often made in class and notices given out which it is assumed will have been heard or received, thus making it even more important that you attend all classes.

OTHER REQUIREMENTS A STUDENT MUST FULFIL

In Spanish subjects you are **assessed** on a number of **required** exercises (written, oral and/or aural) during the semester: these may include short tests, listening, written or oral exercises, compositions, essays and end-of-semester tests or examinations. The mix of these methods will vary according to the subject, and the particular methods of assessment are clearly indicated in the subject descriptions and programs and in the Undergraduate Handbook, which can be viewed before enrolment, either on the internet or in hard copy. In addition, you may be set weekly or class tasks which are designed to supplement your learning, but do not replace the required, assessable tasks.

- **Students are expected to submit, or sit for, all required assignments, tests or examinations. All written work must be submitted by the due date, and test and examinations sat for at the designated time.**
- **Extensions of time** for written assignments are given only in the most exceptional circumstances, **must be applied for a week in advance on the prescribed form, and are normally given for no more than 10 working days.**
- **Copies of the extension form** are available on the Spanish Program website (click on Undergraduate), on the Spanish notice board (Hu3, Level 1), and from the shelves next to the European Administration area (Hu3, Level 2). An application for extension must be accompanied by appropriate documentation, including the originals of any medical certificates.

- **Any assignment or essay received late without an approved extension will attract a penalty of 2% per working day.** Assignments being due at the same or a similar time in other subjects is not grounds for an extension; you know at the beginning of the semester when all assignments are due and should organize your time accordingly. University policy dictates that extensions for outstanding work in any subject cannot be granted beyond the second week following each semester's examination period. **Resubmission of written work** is not normally allowed in Spanish subjects, although in some cases it may be allowed by the subject coordinator upon request.
- A **supplementary written or oral examination or test** will only be provided where an unexpected medical condition or other documented event prevented attendance at the designated time. Any special requirements for an examination or test must be arranged well ahead of the designated date.
- All essays and essay-type **assignments must conform** to the requirements laid down in this document, Spanish Program Student Guide, which is also available on the web at http://www.latrobe.edu.au/spanish/resources_ug/
- **Essays and assignments must be dropped in the Essay Box** located on the door beside the European Administration area (Hu3 Level 2). Appropriate **cover sheets** which include a **statement of authorship** are available on the shelves to the left of the Essay Box. These should be filled in and attached to your essay or assignment. Please make sure you fill in all of the sections, and include the date and your signature. You should also provide a **title page** with these details, on which you also make clear which essay question or assignment you are handing in.
- **Essays may be submitted through the post, addressed to the Spanish Program, provided that** they are posted on or before the day the essay is due. You will need to ensure that the date of postage is clearly marked on the envelope and that you are in a position to provide evidence that the essay was posted. 'Express Post' envelopes and certified mail make this possible. Keep copies of all your essays and assignments until the final marks in the subject have been published after the end of the semester.
- **A copy must be kept of all work submitted for assessment**

SPECIAL CONSIDERATION

If you are seriously ill or encounter significant personal problems during the semester, you may be eligible for special consideration. This is a formal process administered through the University's Student Records Office. **Forms are available from the Student Centre** and must also be lodged there. You will need some evidence to support your case, such as medical certificates, or a letter from a counsellor. Make sure you have told your tutor/lecturer about your situation so that they can take your circumstances into account.

THE RESPONSIBILITIES OF SPANISH STAFF TO THEIR STUDENTS

Spanish lecturers and tutors have an obligation to be punctual and present for classes, to ensure that their contributions are up-to-date and well presented, and to make themselves available to their students for consultations.

- **They are required to provide you at the beginning of the subject with a clearly laid out subject guide**, which gives a week-by-week program for the subject, lists required and recommended reading where relevant, and indicates the dates on which all required assignments and tasks are due and internally conducted tests or examinations held. It should be noted that in the case of centrally conducted examinations students should refer to the University's Examinations Timetable which is posted on the web as well as in the Student Centre, initially in a provisional form to enable students to advise clashes of time between the different subjects they are taking.
- **All member of the Spanish staff designate at least two hours each week during semester when they are available in their rooms to see students without appointment, and these times are displayed on their doors.** In addition, appointments may be made at other times directly with individual

members of staff. You should **remember** that if your tutor/lecturer is employed only on a sessional or casual basis they will not generally be available other than at classes. In such a case, if you need advice urgently, you should see the lecturer or coordinator in charge of the subject.

- **It is expected that tutors/lecturers will return written work to you as quickly as possible.** You should remember that the number of assignments a tutor/lecturer must read, mark and assess can be very large, so your expectations of when your work is returned should take this into account. All tutors/lecturers comply with the expectation that, provided your work is submitted by the due date, it will be returned to you early enough for you to get feedback before the next essay or assignment is due.
- **Written work (except for final tests/exams) is normally returned by your tutor/lecturer in class** or by other arrangement. You may attach a self-addressed, stamped A4 envelope to your assignment if you wish to have it returned to you by post.

CONTACT

Spanish Office: Ms Gloria Kupresanin

Humanities 3 Level 2; [61 3] 9479-2428; fax: [61 3] 9479-1453;

e-mail: G.Kupresanin@latrobe.edu.au

Information about Spanish subjects and associated requirements is posted on the noticeboard located in Hu3 Level 1. Information is also available from the Spanish Administrator, Ms Gloria Kupresanin (Mon, Tue, Thu and Fri 9 to 5).

ACADEMIC STAFF

There is a list of academic staff at the start of this Guide, and further information is provided on the Spanish Program website at "Staff".

If you cannot find individual lecturers in their rooms, there are a number of other options: leave a message with the Spanish Administrator, leave a message on their voicemail; send them an email; or pin a note on their office door.

Keep in mind that staff may be teaching or working at the Spanish Program office at the University of Melbourne Spanish@language.unimelb.edu.au; 8344-8110. Further details available on the last page of this Guide.

DEALING WITH YOUR LECTURERS AND TUTORS

The staff of the Spanish Program have a well-deserved reputation for our dedication to our work, our concern for our students and the quality of our graduates. Our goal as teachers is to make you speak, think and write Spanish to the best of your ability, and to share with you as much of our knowledge about the Hispanic languages and cultures as you are able and willing to absorb. We may be demanding, but we also believe that imparting and acquiring skills and knowledge should, and can, be enjoyable; hence our commitment to that well-known Spanish phrase: enseñar deleitando; deleitar enseñando.

Your lecturers and tutors are the most valuable people on campus, in terms of helping you succeed at university. They are also the most accessible resources you encounter. You will meet with them regularly during the course of every subject you take. Building a good, open and respectful relationship with your lecturers and tutors is one of the best investments you will make while a student at La Trobe.

Academics are primarily communicators, teachers and researchers; that's what they are trained to be. So most of your contacts with the academic staff will have to do with the content of the courses that you are taking. If you need to discuss such issues as the weekly assignments, readings, assignments, tests and exams, or how best to use the CD-Rom, cassettes, videos, tapes, and reading materials, your first port of call should be your tutor/lecturer. If you are having difficulties coping with your studies, approach

your tutors and lecturers for help. Experience has shown that it's best to deal with problems as soon as they arise, so don't leave it until the last few weeks of semester, when it may be too late to do anything about it.

Academics live complicated lives, of which teaching is only a part. Staff in the Spanish Program teach not only on the Bundoora campus, but also at the University of Melbourne on a regular basis. We teach four nights a week as well as teaching four days a week at Melbourne University starting at 9am. If we're not busy teaching or marking your assignments, we're probably trying to get some research done, pursuing higher degrees, keeping up to date with the latest literature in our field, writing conference papers, articles or books, participating in (Hispanic and Portuguese) community activities, contributing to media programs, or attending meetings of University, Faculty or School committees. Despite this, the Spanish staff at La Trobe University attach enormous importance to being accessible to their students, because we know that such informal, one-to-one contact is a crucial part of a student's education. So remember, if you can't find us in person, send us an email, or leave a phone message, and we'll get back to you as soon as we can.

The staff in the Spanish Program are committed to tertiary level teaching from first year through to the Doctor of Philosophy degree (Ph.D). We are all well aware (in some cases, first-hand) of the difficulties and pitfalls of language learning and second language maintenance. At the same time, we are equally aware of the pleasure and benefits gained from speaking another language well, knowing about other languages and cultures, and sharing that knowledge with others. We believe that people learn more if their level of interest is high, and for that reason, we also encourage students to take part in extra-curricular activities such as Spanish film nights, concerts and *comidas*, and to listen to, and practice, Spanish whenever possible. This is a time to broaden your knowledge of the world in which you live by exploring differences and continuities with other cultures and voices.

Remember, if you want to find out more about the academic staff of the Spanish Program, go to the Spanish Program website and connect to the staff directory. It's here you will be able to find out the particular research and teaching interests of members and associates of the Spanish Program, in order to get a better idea of the range of (academic) interests and achievements associated with Spanish at La Trobe – or to help you decide with whom you would like to work when planning your honours or postgraduate courses.

YOUR RIGHTS OF APPEAL

The marks you receive for your assignments and essays are critical to your final result in the subject, and ultimately to the sense of satisfaction and achievement you derive from your studies. If the mark you have received for a particular assignment or essay seems unfair to you, then your first step should be to speak to the tutor/lecturer who marked it, giving a clear indication of your specific concerns. If you're still not satisfied, talk to the subject coordinator and/or ask to have it second marked by another member of staff. Offence will not be taken at this, as we all understand how important it is to students that they feel confident in the fairness of the assessment they receive. If you are still unhappy with the mark you have been given, you have a right to appeal to the Coordinator of the Spanish Program (currently Dr Lilit Thwaites, Hu3 109) who will seek a fresh opinion from a member of staff not previously involved in the assessment in that subject. You can contact her directly or make an appointment to see her with the Spanish Administrator. As well as matters relating to appeals or complaints, the Coordinator always welcomes constructive comments and suggestions, criticisms and compliments from students on other aspects of the Spanish Program.

The Spanish Program is part of the School of Historical and European Studies and all students have an ultimate right of appeal to the Head of the School, Professor Tim Murray (Hu3 Level 2).

<p>Note: All assessable work worth more than 20% that has been given an 'A' or an 'N' (fail) is automatically double marked.</p>

PLAGIARISM AND CHEATING

Plagiarism occurs when someone copies or reproduces another person's words or ideas and presents them as his or her own without proper acknowledgement. This includes copying the work of other students. It is a form of cheating and will be treated accordingly. To ensure that you are not guilty of plagiarism you must, in all your written assignments, **declare all sources from which you have obtained material or ideas**. Students should check the *section on written assignments of this Guide* for advice on how to prepare written assignments. The Academic Skills Unit can assist you and there is also an online program called 'Plagiarism' that students may utilize through their WebCT account.

The University's policy on plagiarism is available on the La Trobe website at <http://www.latrobe.edu.au/policies/academicmisconduct.pdf>

One common form of plagiarism for new students is copying out chunks of an author straight into their own work without indicating that they are quoting, and without referencing. Sometimes the problem lies with note taking, when you might copy out large sections from an article or book without indicating in your notes that you're quoting directly, thereby losing the distinction between your own words and those of the author. *See the sections on note taking and referencing in this Guide* for further strategies to ensure you don't plagiarise. Poor note taking, lack of understanding about how researched writing is constructed and carelessness can result in plagiarism; these are matters on which your tutor/lecturer can assist you. However, plagiarism may be a deliberate intention to deceive, as are copying other people's work or incorporating downloaded material from the internet.

The penalties for plagiarism are severe and governed by University legislation. A student found to have plagiarised may be allocated no marks for the particular piece of work involved, or may be allocated a fail grade in that subject. In serious cases the student may be excluded from the University. Academic staff are required by University regulations to report all such cases of deliberate cheating through the Head of School to the University Secretary.

Plagiarism Checking / Turnitin

The University now has the use of computer software called 'Turnitin', which checks electronically for plagiarism. 'Turnitin' measures assignments against a very large database, including student essays. The following provisions guide the use of 'Turnitin'.

- All essays will be assessed using 'Turnitin'.
- This means that as well as comparing each assignment or essay with the existing database material, it will also check the assignments/essays against each other. Students should also note that their submission will be stored on the Turnitin database for an unknown length of time.
- Students should read carefully the declaration which they are required to sign on the reverse of the coversheet attached to every piece of work worth 10% or more of the total assessment.

USE OF THE INTERNET

Internet sites unlike books and articles, are not always recoverable by the reader of your essay or assignment, so special rules attach to their use. If you use internet sites as a source for work in Spanish you must comply with the following requirements:

- Unless it is specifically required as part of your work, the use of the internet for work in Spanish subjects requires the approval of the subject co-ordinator.
- Except in the case of internet sites which have been listed in the reading guides for the subject for which you are preparing the essay or assignment, you should submit to your tutor/lecturer for approval details of any sites you propose to use before you complete the assignment.
- You should indicate in end/footnotes any point in your **written work** where you have made use of material from the internet. In the case of **oral presentations**, you should present your lecturer/tutor with a bibliography (including websites) of material used in the preparation of your presentation, and make due reference to, and acknowledgement of, of the sources for ALL quotations and references used (internet or otherwise) during the presentation. If you also submit a written version of your oral presentation, be sure it contains all appropriate referencing and source acknowledgement in the appropriate places.
- You should list any internet sites you have used in your bibliography, indicating the URL for the site and the date on which you accessed it.
- **You should download and attach to your essay or assignment a full copy of any site you have used, except for those sites which have been listed in reading guides for the subject.**

Undisclosed internet use or the downloading and incorporation of internet material into your own work whether written or part of an oral class presentation (other than for brief reference or quotation) will be considered to be cheating. See, also, the section **The pros and cons of using Internet Sources** further on in this Guide.

REQUIRED FORMAT FOR PRESENTING ASSIGNMENTS AND ESSAYS

All work handed in must normally be typed, double spaced, have adequate margins and numbered pages and, where relevant, include the following:

- Signed statement of authorship (can be downloaded from the Spanish program website, under 'Undergraduate')
- Title page: must include your name, subject, lecturer's / tutor's name, tutorial group and essay/assignment topic.
- References: in the text of the essay, using the **MLA system** to refer to specific points of detail (see below).
- Bibliography: alphabetical list (by author's surname of works referred to, with full bibliographic details (see below).

Do not hand in any work written in pencil unless specifically asked to do so.

COMPUTER LITERACY

La Trobe University encourages all its students to improve their computer literacy skills. Please visit the program «Computer Skills for Students» on the following website:

<http://www.latrobe.edu.au/cbt>

ASSESSMENT

Assessment (where relevant) of language tasks

The criteria for assessment of a language task will vary with the nature of the task. In the elementary stages of learning a language, many tasks require fixed outcomes, and assessment is often strictly arithmetical. Other tasks will be more open-ended, increasingly so as the student advances through the sequential year levels, until, in the final year, many language tasks are open-ended. At any particular point in the sequence, marking for

open-ended tasks is graded both negatively and positively: deductions are made for errors or deficiencies in linguistic features that should already have been consolidated or that are currently the focus of teaching, and positive marks are awarded for gains made. This applies to all three dimensions mentioned above – fluency (in oral production), and range and accuracy (both in spoken and written language).

Written Language Tasks (Assessable)

Any set and assessable tasks should be handed in to the appropriate teacher in class by the deadline specified, or left in the appropriate subject box outside the European Studies office on level 2 of the Humanities 3 Building. Lecturers / tutors deduct marks for late work. Each subject specifies a minimum number of tasks for assessment, but you are expected to do each assessable task so as to maintain progress in the language, and this will also improve your chances of getting a higher mark.

Oral Language Tasks (Assessable)

Some oral participation will involve formal assessable tasks which must be performed at scheduled class times if marks are not to be lost. Individual subject guides will specify the exact assessment rules and requirements.

BROAD MARKING SCHEME USED WITHIN THE PROGRAM

LA TROBE UNIVERSITY		CROSS-INSTITUTIONAL (University of Melbourne)	
A	80 +	H1	80>
B	70-79	H2A	75>79
		H2A	75>79
		H2B	70>74
C	60-69	H3	65>69
		H3	65>69
		P	50> 64
D	50-59	P	50> 64
		P	50> 64
		P	50> 64
N	0-49	N	0-49

See “BROAD EVALUATION GUIDELINES” towards the end of this booklet to get an idea of what we’re looking for when we assess your work in Spanish.

ORAL AND WRITTEN LANGUAGE TASKS

Language tasks are not always assessable tests

They are not intended to test your previous knowledge. They are learning tasks, and you should treat them as learning opportunities geared to extending your command of the language as rapidly as possible. Therefore, it is bad strategy to complete the task as quickly as possible: rather, you will get much greater benefit out of checking carefully anything involving newly learned or revised material and also checking anything you are not sure of. This involves good use of an adequate bilingual dictionary and also, as early as possible (first semester of Advanced Spanish or of Beginners 2 Spanish), of an all-Spanish dictionary, which explains Spanish words in Spanish and offers synonyms, alternatives and idiomatic expressions. If your task is based on a passage in Spanish, focus on relatively unfamiliar structures which may differ from English structures and try to master them in

your own use. Regard yourself as an explorer. Learning how to learn is the secret of all intellectual development, but especially of second language acquisition. Try to think in Spanish at all times rather than translating from English into Spanish. Listen to as much Spanish as possible (tapes, videos, music, radio...) Take every opportunity to use and practice your Spanish. Always use Spanish in class. Remember that with a language smaller regular blocks of study are more effective than long and irregular ones. Plan at least 30 minutes a day every day to practice your Spanish.

NOTE: All assessable written work (essays, exams, quizzes and any other written assignment) must be completed with a pen. Pencil is not permitted.

Essays and assessable exercises must be submitted electronically to Turnitin, and a hard copy dropped in the essay slot outside the Spanish Administration office, European Studies office on level 2 of the Humanities 3 Building, before 4.00pm on the due date.

Written Language Tasks

You will need to submit all assessment tasks to pass your subjects.

Do not put work in plastic envelopes or manila folders. Marks are deducted if work is handed in late, at the rate of 2% per working day. As this penalty is severe you should speak to your tutor or lecturer at least a week in advance if you are likely to submit late, **for any reason**. Note that extensions may be granted to students experiencing **serious illness** or **serious misadventure**.

However, requests for extensions must be made on the appropriate form and should be tendered at the latest (except in very exceptional circumstances) a week before the assignment is due. No extensions for outstanding work can be granted after the Thursday following the end of the examination period. If you find that you have work overdue and do not have an extension, **do not** ignore it or merely give up. Don't hesitate to see your tutor and try to work out the problem.

Essays should conform to the conventions set out in this Guide, typed or legibly written: illegible work will be returned for rewriting.

Oral Language Tasks

The objective of oral tasks is to enable you to develop fluency, range and accuracy. Extending your range relevant to the stage you are at between absolute beginner and educated Spanish speaker should be your first concern in each oral task. This means acquiring new, or more precise, vocabulary and a variety of registers and language functions in your Spanish speech. This can be done in a general way by listening to and reading a variety of Spanish through different media – TV, radio, film, audio, magazines, books and the web – or in a more specialized way by hunting for sources that deal with the particular topic you are developing. Accuracy comes from checking words or linguistic features in a good dictionary (including, for advanced students, and all-Spanish dictionary) and in language manuals. Fluency can be developed by repeating short speeches at an increasing speed either from re-playing recorded material or reading your own prepared material. Since most oral tasks are expected to be open-ended, you should be ready to improvise and vary what you have to say to fit conversational turns, and you can prepare for this by devising alternative scenarios with your partner.

How to write Spanish accents

http://www.latrobe.edu.au/spanish/resources_uq/

ESSAYS

Below is a list of some of the things we are looking for in a good research essay. Following the list, we provide some hints on how to achieve this.

Research

Was the amount of research appropriate?
Does the essay show good comprehension of material?

Presentation and organisation

Title Page?
Introduction?
Main text?
Pagination?
Summary and conclusions?
Is the essay well-planned?
Is the writing style clear and easily understood?
Are references given for specific facts and opinions?

Thesis and argument

Has the set essay topic been answered?
Is there an overall argument?
Is the argument well developed and logical?
Is appropriate data used to support arguments?

Technical

Are in-text references technically correct?
Is the bibliography technically correct and complete?
Legibility
Grammar, spelling (and accents, where relevant)

Overall impression

Is this a well presented argument that answers the essay question?

There are several reasons for writing an essay. Among these are learning to communicate in a clear lucid style, providing a venue for logical thinking and affording a focus for developing research ability. You may even feel that the strongest reason lies in the need to fulfil a subject requirement. While this is true, there are other good reasons too. Given these premises, it might be just as well to provide you with some of the clues for most profitably satisfying a requirement and at the same time making essay writing a more enjoyable task.

An essay is **your** structured presentation of information and argument on a specific topic. It is **not** a simple restatement of published sources. You should allow yourself sufficient time to complete the essay by the due date – preferably by starting work on it as early as possible.

Thinking about the topic

If you are to choose your own topic, make certain it is not too large or too small, that adequate references are available and, above all, that you understand what you are letting yourself in for. If you are given an essay topic, look at it from every aspect, turn it around, examine it, tear it apart and put it back together, and when you are satisfied that you fully understand it, think about ways you might tackle the problem. Rough out a plan for the essay (you can always modify it later).

Read

The second task is to begin the research. This is perhaps the most difficult part. Most students do not know where to begin. Experience is indeed the best teacher, but here are some general guidelines. First, consult the general sources, and those listed in the subject-guide. The library is the next step. Subject reserve lists and recommended web pages for Spanish are a good starting point. The subject catalogue will direct you to general works on the topic. Also look at the bibliographies in the general works you read; follow up promising leads.

You should have the names of some of the main journals associated with Spanish and Latin American culture, language and literature. A search through the issues of the last 5 or 6 years might reward you with an article on your topic or a closely related one. Again refer to the bibliography at the back of the article. Some journals periodically publish indexes, which you might find helpful. Keep in mind that most essays require more than 2 or 3 sources in addition to basic textbooks. Your tutors are all approachable: use them wisely, (which means after you have had a reasonable look at available sources) and they will be glad to offer additional aid.

Notes

Notes are necessary. But there are more and less painful ways of keeping notes. You might try writing your notes on system cards, making certain, of course that you adequately document each card. Then when you have finished your research, the cards can be re-organised in the manner you wish to present your essay.

Your notes should not be transcriptions of the text. You should summarise the main arguments and note in point form information relevant to your topic. Always record the source (author, title, page number).

Planning and writing

Drawing up an essay-plan is extremely important. Start with an outline plan at an early stage, with the main headings. Then as your research progresses make it more detailed, noting exactly what you will want to say in each section. When you come to the final writing you will find it a much easier task- with a good plan the essay will almost write itself. The plan will also be useful in directing you towards gaps in your argument or in your information, pointing to areas where further reading or writing is required.

ESSAY STRUCTURE

You may find it helpful to break up the final text of your essay into formal sections, with subheadings. These might follow the main headings of your basic plan. Topical headings (such as are commonly used in many of the articles you read) immediately inform the reader of the material to be discussed and make transitions from one section to another easier. The total plan and structure of your essay will be clearly in evidence and will make it easier for you to write and for others to read.

Introduction

This may be brief. It should provide a context for the discussion to follow, for example by posing a question, or summarising the historical setting of research. If possible it should provide an interesting lead-in to the main body of the essay attempting to catch the attention of the reader, while providing an outline of the way the argument will be presented.

Main Text

- In writing the main text, keep several points in mind. You are developing an argument. Present each part of the argument in logical sequence.
- Avoid repetition. You can say the same thing in a number of ways, so examine your statements to make sure you are not being redundant.
- Present your case. This usually involves documentation in support of your argument. Your own thoughts on the matter are, however, to be encouraged.
- Quotations. Unless the quotation is itself important to your presentation it is best to use your own words in your own way. But always credit the author of data, interpretation or opinion.
- Style. Very long or complicated sentences should be avoided. Qualifying phrases are all right, but don't use too many. Keep your writing simple and be concise. Polysyllables do not mean erudition.
- Aids. When writing it is suggested that you have beside you a dictionary, and a (Roget's) thesaurus. You should get yourself a copy of E. Gowers 1977 The Complete Plain Words, 2nd edition, London, Penguin and consult W. Strunk and E.B.

White, The Elements of Style. If the essay is to be written in Spanish, a good English-Spanish dictionary and a monolingual Spanish dictionary are essential.

- Read and re-write. This should be done after the first draft is finished. Inconsistency, illogical argument, poor development, punctuation, inadequate words, leaden prose, boring passages, irrelevancies, wordiness and the like can be altered. It is surprising how often a well-conceived essay is spoiled by illogical development and illiterate presentation to the point of unintelligibility.
- Submission. Be critical of your own work. If you think your essay is mediocre, you can be almost certain that your lecturer / tutor will agree.
- Proofread your essay before you hand it in. This is your last chance to pick up typos, omissions, spelling mistakes, accents and all those oversights and mistakes which are avoidable and hence bound to irritate the person marking your work.
- If you're not sure how to enter accents on your computer, either download instructions (Mac and PC) from the Spanish website (at 'Undergraduate') or add them in by hand. **No excuses will be accepted for missing accents!!**

Conclusion

The conclusion of your essay should include a basic summary followed by any concluding statements you may wish to make. It is the antithesis of the introduction, and may well refer back to the initial comments made there. This is not the time to introduce a list of all the things you have not managed to say in the rest of the essay.

Bibliography

Do not forget your bibliography, listing the works you have referred to in your essay in the approved format (**MLA**) described below.

REFERENCES

It is essential that in all essay writing you show the sources from which you have obtained material. All books and articles you cite in your essay should be listed in a *bibliography* at the end of the essay. The precise source of all direct quotations, all paraphrases, all significant claims and ideas drawn from another person's writing, and all statistics, should be included in the text. These requirements not only show due acknowledgement of the authors whose works you have been using, but also indicate the range and depth of your work, help you to substantiate your argument and enable readers to go to the source material should they wish to read further on the questions you have raised. As a general rule, quotations should only be used where they state pithily some point you wish to elaborate or some point of view you wish to cite or discuss. **AVOID PLAGIARISM!** (see next section)

References should follow the MLA system. DO NOT USE FOOTNOTES. Endnotes should be used for additional information, not for bibliographic references. These should be included in parentheses in the text, and should follow the MLA conventions. Page references are sometimes omitted when, as below, an argument is maintained throughout a book or article. When you discuss specific facts or ideas in your essay, you should include page numbers in your references. Where the author's name has just been referred to in the text, reference need only be made to the date of publication and page. Unambiguousness is the obvious criterion for deciding whether or not to include the author's name.

The following is an example of the system in use:

"Phrisiology - the study of books published by the Phrisian School, Spain- developed in the second half of the nineteenth century (Fernández 1967, Fuentes 1981). As Merino (1980, 19) has shown, these books were not intended for the clergy, as previously believed, but for the general public."

The Alphabetical (by surname) Bibliographical list at the end of your essay should include all (and only) these references, using the following convention and style for books, journal articles, or pages in anthologies.

Names of books and journals should be underlined (the equivalent of italics in printing) and full bibliographical details supplied, e.g.:

Fernández, G. Los orígenes del art frisio. Harmondsworth: Penguin, 1967.

Fuentes, B. "Libros Frisios." Philologia 13 (1981):138-155.

Merino, S.L. "¿Libros para clérigos?" Libros medievales. Ed. B.M. Marina. Barcelona: Augur, 1978. 39-47.

NOTE: In Spanish only the first word of a title is capitalized, except after full stop, and in the case of proper names and names of countries.

Where you refer to papers printed in an anthology the author of the paper and not the editor(s) of the collection should be referred to in the text. The article should be included in the bibliography under the author's name.

For more information on this method of providing references, visit the excellent webpage <http://webster.commnet.edu/mla/books.shtml> (and look for Citing Sources, on the left hand side of the screen)

RESEARCH STRATEGIES IN THE LIBRARY

Start with things on your reading-list or subject-guide, but do not restrict yourself to these. Branch out from there. Most recommended reading is on "Reserve". When you look up an author in the Reserve List, see if there is anything else by him/her on Reserve; if the title sounds right have a look at that title as well.

Check out bibliographies and foot/endnotes

When you read a book or article look at the bibliography. Authors usually quote themselves, even if no-one else does, so you can probably find more relevant work by that person, if not references to others. Select those that sound most appropriate, or those which (from the text) say things which appeal to you. Check if these are on Reserve - if they are then someone thinks they are worthwhile! If not, see if you can find them anyway. Look them up in the WEB Based Catalogue (WBC) or the Author/Title Catalogue under title or author.

If the article you are reading is a photocopy from a collection of studies or an anthology, try to get hold of the book itself (again, check WBC). Other papers in it could well be useful, or have a useful reference or two. Look at the article to which everyone seems to refer. It is one guide to quality amongst a mass of possible material.

If a few papers on the topic appear in a particular journal, get the call number for the journal from the list of serials at the Reference and Enquiries Desk, or use the journal name under 'title' in WBC, and go down to the serials floor and look at other volumes of the journal. There could be more articles on related topics. While down there you will notice other relevant Spanish journals. Look up some of the names of people you have heard of in the indexes.

Are there relevant journal articles?

Some journals have indexes in each volume. These are usually only author indexes, but may list titles and subjects as well. When using these indexes look up names of people working in your field as well as the topic. Look it up in as many different ways as you can think of. Think laterally.

Can I find books under subject?

Yes, in the (WBC) subject or keywords catalogue. Again, think laterally. Choose the keywords from your topic. Are there any synonyms, or related areas? It helps to have some idea of the way subject headings are built up. Headings can be broad (e.g. Spanish) or narrow (e.g. "Spanish America Discovery And Exploration"). It is not always easy to find the most relevant heading. Ask the staff at the Reference and Enquiries desk for help or check the Spanish Program website on the Library Catalogue.

Browse

Using the numbers collected from using the journals and the WBC look on the shelves in places where many Spanish books are found. -- 860, 460. Look INSIDE some of the books, especially anthologies or collections of articles.

Skim the contents list and index of likely books. Occasionally look on the shelves of new books, displayed near the subject catalogue. Something may have just come in. Look at the new issues of journals. There may be something there.

Save yourself time later

Try to remember good Spanish-hunting grounds like journals, collected essays, classification numbers, etc. They may be useful later. The more committed student might start to keep a card-index.

When you read something, make a proper note of author, date, publisher, place of publication, name of journal, title and editor(s) of anthology, pagination etc., etc. All a bit of a bore at the time, but if you do it and then decide to refer to the work in your essay, having this on hand will save a lot of trouble later on when you write up your essay or paper. Note also the page-references for specific pieces of information.

But...

Although you need not restrict yourself to the recommended works, use them *first*. DO NOT get carried away by all this and spend too much time collecting (or worse, actually *reading*) esoteric references. Read the basic articles more carefully instead. An intelligent use of fewer books is better than a huge, undigested bibliography.

AND DO NOT put things in your bibliography unless you have actually read them and USED them in your essay.

Useful for definitions, background articles:

Anderson, J., B.H. Durston and M. Poole. 1970. Thesis and Assignment Writing. Brisbane, John Wiley and Son.

Bate, B. and P. Sharpe. 1983. Essay Method and English Expression (2nd ed.). Harcourt Brace Jovanovich, Sydney.

Clanchy, J. and Ballard, B. 1981. Essay Writing for Students. Melbourne, Longman Cheshire.

THE PROS AND CONS OF USING INTERNET SOURCES

Prior to 1990 our knowledge of Spanish was based entirely on published sources, conference papers and public lectures. The advent of the Internet provided a new medium for communicating knowledge. Web sites, and the technology needed to mount information on them, are accessible to a wide range of people around the globe. A variety of individuals and groups have created web sites presenting information about Spanish: groups of enthusiasts, professional societies, university research projects, to name but a few.

Web sites have a number of advantages: information can be disseminated widely and rapidly. The results of a particular research can be reported without the delays characteristic of published reports, and they reach a much wider audience. Visual information, in particular, is readily and inexpensively available.

The Internet also has its drawbacks: it contains an enormous volume of material and it is often difficult to identify what is relevant. The information presented has not been subject to the same process of review and assessment as are published sources and it is sometimes hard to know what is opinion, what is fantasy and what is a considered interpretation based on evidence. Furthermore, there is no way of checking. So you need to learn to appraise Internet sites carefully. Visit http://sun-cc208.lboro.ac.uk/library/subj/finding_quality.html, or any other similar website to see how you can assess websites.

It is all too easy to cut and paste information from the Internet and present it as your own. This is **plagiarism**. You need to resist the temptation because penalties for plagiarism are severe (**see above**).

For more information about plagiarism and the Internet you might like to consult the web site maintained by the library at the University of Alberta:
<http://www.library.ualberta.ca/guides/plagiarism/handouts.html>

GUIDELINES FOR USING INTERNET SOURCES (see also the section on Use of the Internet in this Guide)

1. Note that your essay is to be written from published sources of information. *Internet sources may only be used when no published sources of information are available on a specific topic.* If you are having difficulty finding appropriate reference material for your essay, consult your tutor. If you are not sure whether it is appropriate to use a particular Internet site, download the information and consult your tutor.

2. If you make use of any material from the Internet in preparing your essay this should be acknowledged. Internet sources should be cited in text in the same way that other sources are cited. The full address and name of each web site used should also be included in the bibliography.

3. If you make use of any Internet sites during the preparation of your essay, you should download a copy of the relevant material from that site **and append it to your essay**.

Remember that undisclosed use of material from the Internet is plagiarism.

Conventions for citing web sites

Visit the relevant section of <http://webster.commnet.edu/mla/books.shtml>.
Alternatively, see <http://www.bedfordstmartins.com/online/cite5.html>.

HUMANITIES ACADEMIC SKILLS UNIT [HASU] **Hu3 Level 4 (rm 414)**

<http://www.latrobe.edu.au/humanities/learnteachstudents.html>

If you feel any need for assistance with comprehension, expression, planning or other general aspects of your work in this or any other subject, you can contact **Dr. Kate Chanock, Humanities 3, 414, extension 2535**. Keep an eye out for information about special lectures given by Dr. Chanock throughout the year and make use of her excellent booklet "Getting your head around the BA" which is available from Dr Chanock, the Faculty Office (Hu3 Level 3) and most School offices.

BROAD EVALUATION GUIDELINES

EVALUATION OF LANGUAGE AND GRAMMAR EXERCISES

Your mark is based on an evaluation of your exercise following the criteria below:

- Cohesion
- Vocabulary
- Syntactical accuracy (i.e. Number / gender agreement; choice of verb tenses;
- Spelling (including correct use of accents)
- Morphological accuracy Overall impression
- N.B. Not all criteria will be used for all exercises. Your lecturer / tutor will specify before you hand in your exercise which criteria will be applied.

EVALUATION OF ORAL PRESENTATIONS/TESTS

Your mark is based on an evaluation of your exercise following the criteria below:

- Have you researched the topic adequately?
- Is your presentation well-planned and clearly structured?
- Does your presentation show good comprehension of material?
- Does your presentation have a good introduction?

- Is the argument well developed and logical?
- Does the presentation have a good conclusion?
- Ability to lead discussion of the content of the presentation
- Ability to clarify the content of the presentation
- Ability to expand the content of the presentation
- Use of relevant additional material (OHP, slides, etc.)
- Have you had to refer to your written notes very often?

Where relevant:

Is your pronunciation adequate to the level you are enrolled in?

Have you used a vocabulary range adequate to the level you are enrolled in?

Have you shown that you can use accurately the grammar structures studied in the level you are enrolled in?

EVALUATION OF LITERATURE AND CULTURE ESSAYS

Your mark is based on an evaluation of your exercise following the criteria below:

- Does the essay show good comprehension of material?
- Does the essay have a good introduction?
- Is the essay well-planned?
- Is the argument well developed and logical?
- Does the essay have a good conclusion?
- Is the writing style clear and easily understandable?
- Is there an appropriate use of sources?
- Are in-text references technically correct?
- Are all sources listed in the "References" section at the end of the essay?
- Overall impression

ADDITIONAL INFORMATION FOR STUDENTS FROM MELBOURNE UNIVERSITY DOING CROSS-INSTITUTIONAL (COMPLEMENTARY) SPANISH [THOSE CODED 922-]**

USEFUL CONTACTS AND LOCATIONS AT THE UNIVERSITY OF MELBOURNE (UM):

The **Administrative Office for Complementary Subjects** is located in **Old Arts, Room 114**,
Phone: [61 3] 8344 4731; **fax:** [61 3] 9347 0424;

Cross-Institutional Academic Staff from La Trobe University:

The **Spanish Academic Staff Office** is located in **Arts Centre Building, Level 7 Room 704**.
phone: [61 3] 8344 5188; **email:** Spanish@language.unimelb.edu.au

There is a **noticeboard** in the Arts Centre Building, Level 6.

Information about Spanish subjects can be found in **the Melbourne University Undergraduate Handbook:** <http://www.fritss.unimelb.edu.au/undergraduate/spanish/>

The link for Spanish in the La Trobe University Undergraduate Handbook is:

<http://www.latrobe.edu.au/handbook/2007/undergraduate/humanities/disciplines/spanish-with-portuguese-catalan-and-galician.htm>

However, be aware that information, timetabling and locations for those Spanish subjects taught ONLY at La Trobe DO NOT appear on this site, so it is worth checking the **La Trobe University Spanish Program website** (<http://www.latrobe.edu.au/spanish>) AND the **La Trobe University Undergraduate Handbook** <http://www.latrobe.edu.au/handbook/2007/undergraduate/humanities/disciplines/spanish-with-portuguese-catalan-and-galician.htm>

For all Spanish subjects taught as cross-institutional subjects [922- codes**], the **administrative procedures** are somewhat more complicated than might otherwise be the case. **You in fact have to be enrolled at BOTH institutions, and also do any VARIATIONS OF ENROLMENT at BOTH institutions.** We have tried to make the process simpler by having various mechanisms in place which will hopefully save you unnecessary trips to La Trobe (Bundoora). However, it is important that you follow these procedures unless you want to find yourself embroiled in unnecessary but nerve-wracking and frustrating nightmares.

To this end, **start** your enquiries regarding administrative procedures to do with enrolment, re-enrolment and variations of enrolment at the **University of Melbourne Arts Faculty Office**, where they should have the enrolment package (and any other necessary forms, including variations of enrolment). **If that doesn't work**, try ringing the **La Trobe University Faculty of Humanities & Social Sciences Faculty Office**. The best people to contact at the two Universities are:

UM Ms Sylvia De Luca phone: [61 3] 8344 4731; email: sdl@unimelb.edu.au
LTU Ms PAT FRASER phone: [61 3] 9479 3509; email: P.Fraser@latrobe.edu.au

In either case, be sure to make it clear that you are a students from the University of Melbourne wanting to do Spanish through La Trobe University (as a cross-institutional subject), or you just might get the wrong information. If all else fails, contact **Tessa Fitzgerald** (UM – 8344 5179) or **Gloria Kupresanin** (LTU – [61 3] 9479 2428)

Remember, you must complete administrative procedures for **both** Universities in order to be correctly enrolled in any **SPANISH CROSS-INSTITUTIONAL [922-] SUBJECT**. ***It is your responsibility to ensure that you have followed these procedures fully, and are enrolled in the correct Spanish subjects at both institutions.*** This includes informing **both** universities of any change of name, address, phone number etc.

****As of 2004, UM students studying the equivalent of 1st Yr Intermediate/2nd Yr Beginners will enrol in the subjects 116-220 to 116-223 (Intermediate Spanish A-D) taught by the University of Melbourne (FRITSS). Information regarding these Spanish subjects is available from Vincent Georgelin on [61 3] 8344 5179.**

****Span Intermediate 2A&B and Span Beginners 3A&B have been renamed "Post Intermediate"**

TURNITIN PLAGIARISM AND DETECTION SOFTWARE

Introduction

Since Semester 1, 2006, The School of Historical and European Studies has required all student submissions (essays and assignments) to be submitted to Turnitin as follows:

- All assessment worth 20% and over
- Assessment worth between 15% and 20% will be required to be submitted at the discretion of the Program Co-Ordinator
- Language assessment will also be at the discretion of the Program Co-Ordinator

The reason for the implementation of Turnitin Plagiarism and Detection Software is to counter the increasing culture of plagiarism that is regularly detected. Turnitin will reduce the time required by the marker in checking the essay for sources.

Turnitin is a web-based plagiarism detection and prevention software system and is hosted at the [Turnitin website](http://www.turnitin.com) (<http://www.turnitin.com>).

Turnitin can identify and report on examples of coincidences between millions of student papers already submitted to Turnitin; millions of published works, including the ProQuest commercial database, ABI/Inform, Periodical Abstracts, Business Dateline, and tens of thousands of electronic books including the Gutenberg Collection of Literary Classics; and both a current and extensively archived copy of the publicly accessible Internet (more than 4.5 billion pages updated at a rate of 40 million pages per day).

Turnitin reports (Originality Reports) contain extensive documentation of any potential plagiarism. Any text in the paper that is found by the Turnitin system to be unoriginal is outlined and linked to all instances of sources that Turnitin can detect.

Turnitin makes no attempt to interpret the report nor to dictate action in response to the report, nor does access to the software, in itself, imply any requirement to act on the report. Those questions remain properly the responsibility of the University's academic processes. The actual analysis takes seconds and depends upon the size of the paper being submitted and the status of the network.

The student paper is submitted to the Turnitin database and will remain in the database for an unknown/undisclosed period of time. The paper may be used by another party to determine academic misconduct of another individual. This disclosure may occur as long as the paper resides in the Turnitin database. Therefore, personal details (such as student name, student ID and/or contact details which can be used to identify the student) should be removed from the paper to protect student privacy. The student's name will appear on the Originality Report generated by Turnitin. Student assignments must be submitted in electronic format directly to Turnitin and a hard copy must be submitted to the Program. Turnitin accepts electronic files in MS Word, WordPerfect, RTF, PDF, PostScript, HTML and plain text format.

Turnitin ignores any non textual items such as images or equations. It currently also ignores information embedded in tables.

Turnitin will work with any language that uses the Latin/Roman character set. Turnitin will not work with character sets that are not based on English (such as Japanese).

Technical Information

Turnitin is accessed via your internet browser. Turnitin supports the following:

- PC (Windows XP/2000/Me/98/NT)
- Mac (OS X/9)
- Internet Explorer 5.0 and higher
- Netscape 7.0 and higher
- Safari 1.0 and higher

Logins and Passwords

Lecturers will advise students of logins and passwords for Turnitin.

Turnitin and pop-up windows

Turnitin uses pop-up windows to communicate some information. If you have a pop-up window blocker installed, ensure that you turn it **off** while using Turnitin.

Pop-up window blockers come pre-installed with Windows XP with the default ON.

Statement of Authorship

The current Statement of Authorship

(http://www.latrobe.edu.au/acadserv/policies/62862_Individual%20Statement%20of%20Authorship.pdf) includes a notification to students that the work submitted may be reproduced and/or communicated by the University or a third party authorised by the University for the purpose of detecting plagiarism.

This form must be completed and signed by the student prior to any assignment submission to Turnitin.

Important Information for Students

- The student paper is submitted to the Turnitin database and will remain in the database for an unknown/undisclosed period of time.
- The paper may be used by another party to determine academic misconduct of another individual. This disclosure may occur as long as the paper resides in the Turnitin database. Therefore, personal details (such as student name, student ID and/or contact details which can be used to identify the student) should be removed from the paper to protect student privacy.

Legal Advice

The University has sought advice from its Legal Services and a legal opinion has been obtained from Blake Dawson Waldron to ensure that Turnitin's use of student work complies with copyright laws and academic regulations.

Accessing Turnitin

Turnitin is hosted from the Turnitin website in the United States. All Turnitin users require a unique user profile, that consists of an email address, user password, personal user information and user preferences. The user profile allows the user to login to Turnitin. A student can only access Turnitin if the lecturer allows it.

Turnitin allows for three levels of access:

1. Academic / Instructor
2. Teaching Assistant (as nominated by the Academic/Instructor) this feature may be useful for Program Administrators to support validation of the hard copy of submitted assignments
3. Student

Procedural information and instructions on how to establish these accounts is provided at the Turnitin site: <http://www.turnitin.com/static/training.html#quickstarts>

Generic Skills Acquired

Faculty Generic Skills

Generic skills (sometimes known by other names, such as basic, core, key, transferable, or employability skills) are transferable to other areas of life and education, and different academic units will often emphasise, teach and assess different generic skills. Over the course of a degree, The Faculty of Humanities and Social Sciences aims to produce graduates with the following generic skills:

1. Time management skills.
2. Effective communication in writing, speech, and/or other media.
3. Problem solving skills.
4. Social, ethical and cultural understanding of self and others.
5. The ability to work as a team member.
6. The ability to work independently.
7. The ability to perform critical analysis and synthesis.
8. The ability to research effectively to strengthen creative projects.
9. The ability to express ideas in a public forum.
10. The ability to use a range of techniques to tap creative ideas.
11. The ability to plan and realize creative projects within given time-frame constraints.
12. The ability to use structure and style with economy and power across a range of genres.
13. The ability to use evidence to evaluate arguments.
14. The ability to evaluate evidence.
15. The ability to develop coherent arguments and evaluate arguments.
16. The ability to locate information relevant to the question at hand.
17. The ability to formulate and apply appropriate work and research methods.
18. An interest in life-long learning.
19. An interest in understanding the global context of learning and knowledge.

Spanish Program Specific skills

- Ability to communicate and process information in day-to-day situations through the spoken and written word in the language studied;
- Ability to negotiate day-to-day situations in terms of the social culture and appropriate language registers specific to the country or countries of the language studied;
- Ability to discuss social, cultural, literary and historical issues relevant to the country or countries of the language studied;
- Ability to negotiate socio-cultural differences between Australians and natives of the country or countries of the language studied; and
- Awareness of socio-cultural differences generally.

How:

By practical communicative language training involving group work in classes of limited size;
By formal instruction through the target language (and/or English when essential) on the structures and features of that language;
By a focus on oral competence, including the employment of native speakers and speakers with native-like ability;
By regular written language tasks calibrated to favor individual students' progress;
By written and oral tests or exams designed to assess students' competence in different kinds of language processing (comprehension, analysis, composition, interaction);
By exposure to another social culture in lifelike situations through various media, including film and literary texts;
By direct instruction and classroom discussion in the target language regarding the society, history and culture of the country or countries studied;
By written assignments and/or exams on the society, history and culture of the country or countries studied;
Through the encouragement of in-country studies and extracurricular activities (Study Abroad programs, Language Scholarships, Guest speakers);
regular accessing of in-country information via internet and other media to encourage up-to-date knowledge and awareness of "local" socio-cultural and political situations; and
Developing self-confidence in spoken and written skills.