

COURSE OUTLINE

MODERN LANGUAGES

A wide range of language courses is available including, Spanish, French, German, and Italian. The major European languages can all be studied at any level, from complete beginner to advanced conversation, with courses being tailored to each student's needs. Students can also opt to take classes in other languages such as Hebrew, Russian, Norwegian, Chinese or Arabic. All courses aim to develop students' skills in four key areas - speaking, writing, listening and reading. Considerable attention will be paid to the extension of vocabulary and grammar, but students will also be encouraged to develop and consider an appreciation of broader aspects of national culture, such as literature, politics and film.

SPANISH

The aim of this module is to give students a broad but solid command of spoken and written Spanish. This will be achieved through a methodical approach to all skills involved in learning a language: written, aural, oral and understanding. The study of grammar will focus on a functional approach, so that knowledge can be applied immediately to communicating in Spanish. Students will practise essay writing, summarising information, translation and oral presentation skills. They will undertake a thematic study and practice of Spanish in the context of Spanish culture, cinema, some study of the past and of current affairs. These will enhance students' knowledge and understanding of Spain and Latin America.

Special emphasis is placed on writing exercises and group discussions to help participants improve their awareness of style and register and to explore more advanced argumentation strategies. Textual analysis will broaden students' range of active and passive vocabulary in a variety of registers. In summarising exercises students will practise summarising texts by reducing them to a third of their original length. These skills aim to consolidate students' knowledge and understanding of advanced grammatical and syntactical structures. The content of the module can be tailored to accommodate students' levels by helping them to improve their Spanish independent of their level at the starting point. A diagnostic test will be administered during the first session to set the level of the class for the length of the course.

Grammatical Content

- Diagnostic test.
- Ser and estar. Adjectives.
- The past in Spanish I: present perfect, preterite and imperfect. Irregular verbs.
- The past in Spanish II: preterite and plus perfect.
- Imperative and conditional. Pronouns.
- Subjunctive I., Subjunctive II., Subjunctive III.
- Conditional sentences.
- Connecting words and cohesion: oral and written.
- Relative clauses. Expressing impersonality.
- Periphrastic verbs. Idioms.

Cultural Content

1. The Spanish Civil War. Causes and consequences. The establishment of "*Las dos Españas*". Screening of a documentary and the feature films: *Belle Epoque*, *Ay Carmela* and *Land and Freedom*. Extracts of the film: *Legionarias*. E. Hemingway reflections on the war: The fifth column and four stories of the Spanish Civil War. Laurie Lee: *As I walked out one midsummer morning* - Spain through the eyes of a young Englishman immediately before the war. Extensive reading and summarising and essay/creative writing.
2. Spain and bullfighters. Role of this ancient fiesta in XXI century Spain. E. Hemingway short story on bullfighting. Screening of a Channel 4 documentary and extracts of the feature films *Jamón, Jamón* and *Matador*. Analysis of newspaper articles of "la feria" of the moment. Aural practice and class debate.
3. Women in Spain and in Iberoamerica. Analysis of the changing role of women. Women through time: 1930 to 2000. *Usos amorosos de la posguerra española* by C. Martín Gaité. Screening of the feature films: *Como agua para chocolate*, *Mujeres al borde de un ataque de nervios* and *All about my mother*. Women and the world of work. Demographic issues. Reading of La Casa de Bernarda Alba, newspapers and magazines. Essay/creative writing and oral presentation.
4. Immigration in Spain. Causes and consequences of population movements for Spanish culture and society. Screening of several "*Informe Semanal*" documentaries. Extensive newspaper reading and summarising. Class debate.
5. Young people and "*la noche*". Different groups of young people. Unemployment. Family life. Drugs and alcohol. Oral presentation and class debate. Screening of the Argentinean feature films "*Nueve Reinas*" and "*Los Diarios de Motocicleta*".

Recommended Reading

- Collins or Oxford University Press bilingual dictionary (not pocket version).
- Spanish verb Tenses by Dorothy Devney Richmond. (2010). ISBN 9780844273341
- Oxford University Press Spanish grammar and verb book.
- COURSE BOOK: Rosa Maria Martin and Martyn Ellis, Pasos 1 (Hodder & Stoughton, 2010) ISBN:9780340844595

FRENCH

This course aims to develop the student's knowledge of French language and culture. Speaking, listening, writing, and reading will all be developed through a variety of different exercises. Considerable attention will be paid to the extension of vocabulary and grammar, but if students wish, the course can also include an appreciation of French culture. The latter will involve looking at the French press, studying French adverts, viewing of films (with subtitles), a brief consideration of the impact of the French Revolution, la Francophonie and discussing art.

Main features of the course

- Grammar: dealing with the past, the present, the future and the conditional.
- Vocabulary: extending vocabulary in order to improve expression through articles of topical interest.
- Link up words: developing word links to enable a more fluid and structured approach to this subject.
- Speaking: where possible and practical most of the lessons will be in French (apart from rule explaining) to increase confidence in speaking to French-speaking people.
- French culture: the study of French culture and current news will help develop knowledge of the country.

Preparation for the Course

- *Arc En Ciel Book 3*, Roselman, L (out of print but very useful) & *A New Simpler French Course: Whitmarsh*
- Revise known vocabulary & Get a dictionary
- Start researching topics which interest you
- View French films & Listen to French music
- Buy French newspapers and magazines
- Eat French food and talk to French people...

GERMAN

This module combines language, culture, and the study of business in Germany today. A brief revision of core grammar is offered in the first three weeks followed by either a cultural or a business-oriented syllabus. The cultural component comprises an overview of contemporary socio-cultural issues such as the division of Germany, the re-unification and its aftermath, Germany's role in European integration, the debates on "Leitkultur" and multiculturalism. The business German oriented syllabus will concentrate on written and spoken skills indispensable in a commercial environment, including mastering a job interview, job description, communication with customers, reading & interpreting business news items, commercial correspondence etc

- Unit 1 - 3: Grammar: regular and irregular verbs, tenses, conjugation; nouns and gender, prepositions, pronouns, adjectives, declensions, adverbs, sentence structure.
- Unit 4 - 6: Culture; selected readings from the German press, readers in German cultural studies and 'A' level textbooks. Issues include neo-Nazism, racism, demise of the feminist movement, environmentalism, German youth and their role in European integration, German family & public life.
- Unit 7 - 10: Business; reading and interpreting commercial texts, reading statistics, tables and diagrams, job interview practice, dealing with customers, business correspondence, application forms and letters of complaints etc.

Recommended Reading

- Karen König, *Ich Fühle Mich So Fifty-Fifty*
- Alan Watson, *The Germans; Who Are They Now?* (Ch. 6 - 9)
- Rob Burns (Ed), *German Cultural Studies* (Ch. 6 - 7)

ITALIAN

The postgraduate semester course in Italian can be adapted to fit the needs of the learner and the language level already attained. The course is three-fold in focus and covers language and grammar, Italian literature, Italian culture and society. However, depending on the student's interests, the balance of these can be adapted and changed. This flexibility means it is difficult to be prescriptive; nevertheless a representative sample syllabus for the module is as follows:

Language and grammar

1. **At beginner level**
 - Gender and articles

- Agreement between nouns and adjectives
- The present tense
- Lexical sets such as food and drink, travel, the family, likes and dislikes
- Prepositions
- The simple past
- The future

2. At advanced level

- The subjunctive
- The conditional
- The plus perfect and future perfect tense
- Specialist lexical sets (e.g art and literature)
- Nuance in register

Literature

The literature component focuses on Italian Short Fiction from its origins to the present, studying authors as diverse as Boccaccio (*The Decameron*), D'Annunzio, Moravia and Calvino, and the women's tradition, including Dacia Maraini, Elsa Morante and Anna Maria Ortese. The module contextualizes the stories within the wider framework of the Italian literary tradition and where possible, other media (such as Pasolini's film version of the *Decameron*) will be employed. For advanced students other options include, Renaissance Literature, or Antonio Tabucchi's *Sostiene Pereira*, from the book to the film.

Culture and Society

This module covers different thematic blocks, including politics, the south and Sicily, media and new Italian cinema, looking at figures as diverse as Silvio Berlusconi and Nanni Moretti (director of *La Stanza del Figlio*, *Aprile* and *Caro Diario*) and Roberto Benigni. The emphasis is student centred and aims to maximise student input, whilst rendering accessible a whole range of media from TV and film to newspapers and websites.

Recommended Introductory Reading

Language and grammar

For beginners and absolute beginners - Contatti 1, a first course in Italian, by Mariolina Freeth and Giuliana Checketts *ISBN: 0340847700*

Advanced Modern Italian Grammar, Anna Proudfoot (Routledge, 1997) *ISBN: 0415098505*

Mauro Pichiassi e Giovanna Zaganelli, *Contesti Italiani*, (Edizioni Guerra, 2001) *ISBN:887715098X*

Denise de Rome, *Soluzioni - a practical guide to Italian Grammar*, (Arnold, 2003) *ISBN:0340662034*

Optional recommended dictionary: Collins Dizionario Inglese-Italiano/Italian English Dictionary,

ISBN: 000470293X

Literature

Oggi in Italia, by F & F, Merlonghi,

ISBN 0211XISBN: 10: 04959

The Cambridge History of Italian Literature, eds Brand and Pertile (CUP, 1999) pp. 459-606
ISBN:978052166620

Racconti Italiani del Novecento, ed. Gianni Turchetta (Edizioni scolastiche Bruno Mondadori)
ISBN 8842430749.

L'Italiano dell'arte, Francesca Mantovano (Guerra 1996) *ISBN 8877151995*

Culture and society

- Stato dell'Italia, ed, Paul Ginsborg, (Mondadori, 1994) *ISBN 9788842801474*
- L'Italia verso il Duemila, Ugo Skubikowski, (UTP, 1997) *ISBN 0802071627*
- L'Italiano dell'Arte, Francesca Mantovano (Guerra Edizioni, 1996) *ISBN 8877151994*

General Assessment Criteria for Modern Languages

Course Aims

- To develop oral and written skills in order to improve communication in the language being studied.

Objectives

- Develop fluency of language.
- To extend knowledge of national culture.
- Learn grammar rules which apply to this language.
- To be able to research the subject in more depth and independently.

Outcomes

- Good understanding of language studied.
- To be able to apply grammar rules effectively.
- To have more knowledge of national culture.
- To have developed effective research skills.
- To complete assignments on a weekly basis

Assessment Process

Assessment will be continuous and consist of several assignments, as well as class tests, two of which will be undertaken in exam conditions and represent 50 % of the final grade.

Assessment will include:

- Vocabulary tests

- Completion of various assignments
- A written presentation in the target language on a topic agreed with the tutor
- Role plays; giving opinions
- An oral presentation in English of an aspect of national culture
- Evidence of research in the subject
- Participation in classroom

Credit

This class is normally delivered over one term, with 90 teaching contact hours or equivalent in the Michaelmas term, and 60 teaching contact hours for Hilary and Trinity terms. For students requesting credit, we recommend the transfer of three college credits for Michaelmas and two college credits for Hilary and Trinity, on successful completion of the class.

Assessment Criteria

DISTINCTION Grade A	Student has broad range of grammatical knowledge and is able to apply it to his/her performances. Very good range of vocabulary. Cultural knowledge is excellent and has been researched and studied in depth. Fluency is excellent, expression is rich and varied.
CREDIT Grade B	Good application of grammar. Good range of vocabulary spread over several topics. Cultural knowledge is good and the student shows a good grasp of current and past issues in national culture. Fluency and structure are good and the student can deal with the unpredictable.
MERIT Grade C	Student applies grammar appropriately most of the time. Vocabulary range is developed in specific areas. Cultural aspects have been further researched. Fluency is consistent and clear.
PASS Grade D	Student shows some basic knowledge in target language and grammar but its use is limited. Vocabulary range is limited. Cultural knowledge is at a basic level but has not been further developed. Fluency of expression is inconsistent but meaning comes through.
FAIL	None of the criteria listed above followed

If you are unable to obtain books locally, they may be ordered from

<http://www.bookshop.blackwell.co.uk> or www.Amazon.co.uk