



THE UNIVERSITY OF THE WEST INDIES
MONA, JAMAICA

FACULTY OF HUMANITIES AND EDUCATION

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

“A World of Opportunities Awaits You!”



“¡Un mundo de oportunidades le espera!”

“Nous vous ouvrons le Monde!”

Bem-Vindo ao mundo das oportunidades

チャンスにあふれた世界が君を待っている。

世界的机会等待着你

INFORMATION PAMPHLET
2012 - 2013

CONTENTS

	PAGE
Mission Statement	2
Foreword.....	3
Repositioning Foreign Languages in The UWI.....	4
Academic Calendar	6
Members of Staff.....	7
General Information	13
Requirements for Majors, Double Majors, & Minors.....	16
Table adapted from the European Framework of Reference for the Teaching of Foreign Languages	19
Course offerings 2012 – 2013.....	20
 CHINESE COURSES	
Level I.....	23
Level II.....	24
 FRENCH COURSES	
Level I.....	25
Level II.....	28
Level III.....	31
 JAPANESE COURSES	
Level I.....	33
Level II.....	33
Level III.....	34
 PORTUGUESE COURSES	
Level I	35
 SPANISH	
Level I.....	37
Level II.....	41
Level III.....	44
 HOSPITALITY AND TOURISM MANAGEMENT COURSES	
 FRENCH	
Level II.....	48
 SPANISH	
Level II.....	48
 COMPARATIVE CARIBBEAN LITERATURE	
Level I.....	50
Level II.....	50
Hints on Essay writing.....	51
Guide to Documenting Essays and Research Papers.....	51
 POSTGRADUATE STUDIES	
M. Phil and Ph. D. Programmes.....	54
MA in Translation Studies.....	54



MISSION STATEMENT



The Department aims to:

- ***provide appropriate, relevant courses in Foreign Languages and Literatures to a diverse range of students with varied qualifications and educational backgrounds.***
- ***foster the intellectual development of students by encouraging critical analysis and independent thought.***
- ***develop in students an understanding of and respect for our own language and culture, as well as the cultures of the societies and communities where the target languages are spoken.***
- ***develop students' awareness of different disciplines through the study of foreign languages as well as their ability to use the languages effectively in other disciplines.***
- ***develop students' disposition and confidence to use the foreign language to communicate in a variety of practical, real-life situations; create different language competencies for different purposes.***



FOREWORD

Welcome to our Department and a new academic year full of promises.

In today's global economy, mastery of a foreign language means being able to communicate professionally at the highest level with peers from other countries and also to access information which is not available in English in order to obtain a cutting edge in your profession.

Learning a foreign language is a cross-cultural experience. It broadens the scope of your imagination, opens up a whole new world of opportunities and prepares you for today's multicultural workplace. Because our department is culturally diverse, we feel that we are well equipped to guide you in that experience.

For those of you who choose to specialize in foreign languages, we invite you to take advantage of all available opportunities in order to develop your competence in the language(s) of your choice. If you have only one foreign language, we offer you a great opportunity to become multilingual.

To you, non-specialist students, who are interested in learning a foreign language while completing your degree on campus, I urge you to achieve the highest competence in the language of your choice during the three years at the University. It will be extremely beneficial to your personal development and will also increase your career options.

You will find in this brochure a table borrowed from the European Common Framework of Reference for Foreign Languages. It tells you which level of competence you should attain at the end of each level of our programme. I hope it will help you to set your personal learning objectives as well as make you aware of what we expect from you.

Our Department believes in student-centeredness: do not hesitate to ask for assistance from our academic and administrative staff. We will do everything within our power to smooth out your registration process as well as offer advice for your choice of courses. We also believe in learner's autonomy and responsibility: we are expecting regular attendance at all classes, thoughtful and enthusiastic participation which will create a stimulating environment for collective as well as independent learning.

Repositioning of Foreign Languages in The University of the West Indies

For any country to remain competitive economically, politically and socially in the world today, it needs to tap into its greatest resource: the people. It must help citizens to develop the skills and understanding required to prosper in this global age. Foreign Language study opens doors to the future. (ADTFL 2011)

In the English-speaking Caribbean, significant economic activity resides in the provision of services. For example, tourism is an important part of the economy, and the voting bloc that we represent in international organizations gives us a special value in global matters. The existence of other language communities in the Association of Caribbean States, and the market potential of these and the wider Latin America all provide great potential for economic and social development in our societies. The key to unlocking much of its potential is foreign language proficiency – not only in Spanish and French, but in languages that are increasingly important in the global economy, such as Japanese and Chinese.

Substantial research over the past two decades documents the personal, cognitive, academic, and social benefits of learning another language:

Personal Cognitive And Academic Benefits

- It correlates with higher academic performance in other disciplines
- It enhances reading abilities and linguistic awareness
- It increases problem solving abilities
- It enhances the ability to hypothesize
- It correlates with enhanced intelligence

It should be noted that foreign language acquisition requires time and effort, and that a thirteen-week 3 credit course will not take students very far down the road to proficiency. It also requires generally smaller classes sizes, and more contact hours than the normal class size.

As of August 1, 2012, UWI Mona students in Education, Law, Medical Sciences, Science and Technology, and Social Sciences will be able to substitute one of the non-language Foundation Courses (ie. FD11A, FD12A, or FD13A) with a foreign language course at the level of their competence. Students may choose a course in Chinese, French, Japanese, Portuguese or Spanish. The Department of Modern Languages and Literatures welcomes ALL students from ALL Faculties who wish to pursue a foreign language under this new regulation.

Once again, I wish you a fulfilling and exciting experience at The U.W.I., Mona Campus.

Paulette A. Ramsay (PhD)
Head of Department



ACADEMIC CALENDAR

Semester I (2012)






Semester I Begins	August 26, 2012
Teaching Begins	September 3, 2012
Teaching Ends	November 30, 2012
Examinations Begin	December 5, 2012
Examinations End	December 21, 2012
Semester I Ends	December 23, 2012

Semester II (2013)

Semester II Begins	January 23, 2013
Teaching Begins	January 24, 2013
Teaching Ends	April 21, 2013
Examinations Begin	April 27, 2013
Examinations End	May 13, 2013
Semester II Ends	May 13, 2013



MEMBERS OF STAFF

ACADEMIC STAFF





	<p>Paulette A. Ramsay Ph.D. (UWI)</p> <p>Head of Department and Senior Lecturer (Spanish)</p> <p>E-mail: paulette.ramsay@uwimona.edu.jm</p> <p>Research Interests: Afro-Hispanic Literature and Culture, Language Pedagogy and Writing Theories</p>
	<p>Ms. Nadine Barnett M.A. (Universidad de Alcalá, Spain), M. Phil in Progress (UWI)</p> <p>Assistant Lecturer (Spanish)</p> <p>E-mail: nadinebarnett@uwimona.edu.jm</p>
	<p>Mrs. Rona Barnett-Passard Dipl. in Translation and Interpretation (UWI), DEA (UAG)</p> <p>Instructor (French)</p> <p>E-mail: rona.barnettpassard@uwimona.edu.jm</p>
	<p>Ms. Andrea Margarita Cortés B.A. (Bogotá, Colombia)</p> <p>ICETEX Teaching Assistant (Spanish)</p> <p>Email:</p>
	<p>Dr. Françoise Cévaër D-ès-L.Mod.(Paris)</p> <p>Lecturer (French)</p> <p>E-mail: francoise.cevaer@uwimona.edu.jm</p> <p>Research Interests: Francophone Literature and Culture</p>

	<p>Lina María Gómez Ph.D. in Progress, M.A. (University of Barcelona, Spain), M.A. (Universidad de León- FUNIBER), B.A. (Pontificia Universidad Javeriana, Bogotá)</p> <p>Assistant Lecturer (Spanish)</p> <p>E-mail: lina.gomez@uwimona.edu.jm</p> <p>Research Interests: Learning Strategies, Learning Context and Mediations in Language Learning.</p>
	<p>Dr. Courtney Hogarth Ph.D. (Central Academy of Fine Arts, Beijing, China)</p> <p>Lecturer, Jamaican Director, Confucius Institute</p> <p>E-mail: courtney.hogarth@uwimona.edu.jm</p>
	<p>Ms. Tazuko Iijima M.Sc. (Saitama University), B.A. (Kokugakuin University)</p> <p>Foreign Language Instructor (Japanese)</p> <p>E-mail: tazuko.ijjima@uwimona.edu.jm</p>
	<p>Mr. Ossain Martinez M.Sc.(ISMT, Cuba), Masters in Law (University of Havana, Cuba)</p> <p>Teaching Assistant (Spanish)</p> <p>Email: ossain.martinez@uwimona.edu.jm</p>
	<p>Prof. Lu Shaogang Ph.D. (University of Beijing), B.A. (Beijing Foreign Studies University)</p> <p>Chinese Director, Confucius Institute</p> <p>Email: lu.shaogang@uwimona.edu.jm</p>
	<p>Mrs. Danielle Liang B.A., M.A. (Taiyuan University of Technology)</p> <p>Foreign Language Instructor (Chinese)</p> <p>E-mail: yingping.liang@uwimona.edu.jm</p>

	<p>Mrs. Esmeralda Nunes Dip.Sci, B.Sc. (El Salvador) Assistant Lecturer (Spanish) E-mail: martha.desulmenunes@uwimona.edu.jm</p>
	<p>Ms. Xiaoyan Shen M.Ed. (Central China Normal University), B.Sc. Engineering (Taiyuan University of Technology) Foreign Language Instructor (Chinese) Email: xiaoyan.shen@uwimona.edu.jm</p>
	<p>Dr. Marie-José Nzengou-Tayo C.A.P.E.S. (Haiti) M-es-L-Ling Appl., EFLE (Besancon), DEA in FLE (UAG, Martinique) D-ès-L. Mod. (Lille), <i>Ordre des Palmes Académiques (Chevalier)</i> Senior Lecturer (French) E-mail: mariejose.nzengoutayo@uwimona.edu.jm Research Interests: French Caribbean Literature, Haitian Literature and Culture, French Foreign Language Teaching and Learning, Translation</p>
	<p>Ms. Yenny Vargas B.A. (Bogotá, Colombia) Foreign Language Instructor (Spanish) E-mail: yenny.vargasquirola@uwimona.edu.jm</p>
	<p>Prof. Claudette Williams Ph.D. (Stanford), M.A. (UWI), Dip.Ed. Professor of Hispanic Literature Deputy Dean, Academic Affairs E-mail: claudette.williams@uwimona.edu.jm Research Interests: Spanish American and Spanish Caribbean Literature</p>

	<p>Ms. Tomomi Yoshimatsu Japanese Volunteer Email: tomomi.yoshimatsu@uwimona.edu.jm</p>
	<p>Ms. Lorene Vidal M.A. (France) Foreign Language Instructor (French) Email: lorene.vidal@uwimona.edu.jm</p>

<p>PART-TIME ACADEMIC STAFF</p>	
	<p>Mr. Warrick Lattibeaudiere Ph.D. in progress (UWI), B.A. (UWI) Part- time Tutor (Spanish, French) E-mail: warrick.lattibeaudiere02@uwimona.edu.jm</p>
	<p>Ms. Dejon Lingo M.Phil in progress (UWI), B.A. (U.W.I.), Dipl. Ed. (Mico Teachers' College) Part- time Tutor (French) E-mail: dejon.lingo02@uwimona.edu.jm</p>

	<p>Dr. Lindy Jones Ph.D. (UWI), Dip.Ed. (Mico Teachers' College)</p> <p>Part-time Lecturer (Spanish)</p> <p>E-mail: lindy.jones02@uwimona.edu.jm</p>
	<p>Mrs. Georgia Pinnock M.Ed. (Dundee), B.A., Dip. Ed. (UWI)</p> <p>Part-time Instructor (Spanish)</p> <p>E-mail: georgia.pinnock@uwimona.edu.jm</p>
	<p>Mr. Jaron Whitely M.Phil in Progress (UWI), B.A. (UWI)</p> <p>Part-time Tutor (French, Spanish)</p> <p>E-mail: jaron.whitely02@uwimona.edu.jm</p>
	<p>Ms. Bradna McLaren M.A. (UWI), Dipl. in Hispanic Studies (Complutense, Madrid), Dip. Ed. (UWI)</p> <p>Part-time Tutor (Spanish)</p> <p>Email: bradna.mclaren@uwimona.edu.jm</p>
	<p>Mr. Peter Bailey B.Sc., M.Sc. (UWI)</p> <p>Part-time Tutor (Spanish)</p> <p>Email: peter.bailey02@uwimona.edu.jm</p>

ADMINISTRATIVE & TECHNICAL STAFF



Mrs. Stephane Lewis

Administrative Secretary

E-mail: stephane.lewis@uwimona.edu.jm



Ms. Tamika Webb

Senior Secretary

E-mail: tamika.webb02@uwimona.edu.jm



Ms. Sharon Clue

Secretary III

Email: sharon.clue02@uwimona.edu.jm



Mr. Clifton McCook

Electronics & IT Technician

Email: clifton.mccook@uwimona.edu.jm

GENERAL INFORMATION

ENTRY REQUIREMENTS

Preferably 'A' Level or CAPE (Units 1 and 2) Spanish/French, but at least 'O' Level or CXC General Proficiency (Grade 1 or 2). For literature, 'A' Level or CAPE English would be an asset.

REGISTRATION

All students wishing to take a course in Chinese, French, Japanese, Spanish or Comparative Caribbean Literature **must register on-line at the beginning of the academic year**. Students must also register **on-line** for **Tutorials and Language Lab streams**. In addition to registering on-line, new students registered for language courses should also register with the Language Laboratory and must attend an orientation in the Language Lab in the first week of Semester I. **Any changes in registration must be done on-line. Failure to change course registration may result in problems at examination time. NOT ALL COURSES LISTED WILL BE TAUGHT IF AN INSUFFICIENT NUMBER OF STUDENTS REGISTER.**

DESIGNATION OF COURSES

Each course has a numerical code and a title. The letters, 'CHIN', 'FREN', 'JAPA,' 'PORT' and 'SPAN' preceding a code number indicate Chinese, French, Japanese, Portuguese, and Spanish courses respectively. Course codes are designated by 4 numbers, the first digit indicates the level of the course, e.g. CHIN1001 = first year Chinese, SPAN0001 = preliminary Spanish (Basic Spanish). Semester courses in our department are worth 3 credits each. Most courses are assessed by course work and final exams. Semester 1 courses have their final exams in December. The final exams for semester 2 courses are held in April and May.

PRE-REQUISITES & CO-REQUISITES

For second and third year courses, requirements are detailed later in this pamphlet, but in general a pass in Level I Language is required for Level II language and a pass in Level II Language is the prerequisite for Level III language. Level II and III literature courses require a pass in Level I language as well as a pass in Level I literature (Spanish, French or English). **You are advised to plan ahead and consider the courses you may wish to take in subsequent years to ensure that you cover all pre-requisites.** Some courses also have co-requisites. A co-requisite is a course which must be taken along with a course for which you wish to register.

OTHER REQUIREMENTS

Students are **REQUIRED** to attend all classes and tutorials. All assignments are compulsory. Disciplinary action, such as debarment from exams or withdrawal from the Faculty, may result from failure to observe these requirements.

SUBMISSION OF WRITTEN ASSIGNMENTS

All written assignments which form part of a course assessment must be handed in ON or BEFORE the due date. Late submissions will not normally be accepted without a valid medical certificate from the University Health Centre not later than one week beyond the due date. Students are reminded to discuss with their lecturer all matters regarding the delayed submission, and in particular, the precise length of the extension being requested. Marks will be deducted for late submission.

LANGUAGE LAB

There will be one scheduled hour of lab work per week, but students are urged to use the Lab for private consolidation at any time during opening hours in the booths reserved for this purpose.

PROCEDURE FOR IN-COURSE TESTS

In-course tests are subject to the same rules as the final written exam. Students who arrive late for a written exam are not normally allowed extra time. FOR ORAL EXAMINATIONS: if a student misses the time for which an oral exam has been scheduled, HE/SHE WILL BE CONSIDERED FAILED/ABSENT. A missed oral exam will be rescheduled only for medical reasons and if reported formally on the same day. Where reporting a missed oral exam is done one or more days later, each case will be treated on its own merit and a rescheduling will be approved only where the reasons are considered valid. All such cases must be referred to the Head of Department. In all cases, marks will be deducted.

LANGUAGE PRACTICE

GREAT EMPHASIS IS PLACED ON ORAL COMPETENCE IN THE FOREIGN LANGUAGE. This is developed mainly by practice. Conversation classes constitute an important part of language courses and are kept small to allow for wide participation. Students are encouraged to watch foreign language cable channels on the TV in the language lab and talk with native speakers of the foreign language outside the classroom.

MARKING SCHEME

The following scheme is used for all undergraduate courses:

Students who matriculated **BEFORE** 2003/2004

Students who matriculated **in 2003/2004 and AFTER**

MARKS (%)	GRADE	MARKS (%)	GRADE (GPA)	
0 – 39	F	0 – 39	F	0.0
40 – 43	Bare Pass	40 – 42	D	1.0
44 – 47	Clear C	43 – 46	D+	1.3
48 – 49	Good C			
50 – 53	Low B	47 – 49	C-	1.7
54 – 57	Clear B	50 – 52	C	2.0
58 – 59	Good B	53 – 56	C+	2.3
60 – 63	Low B+	57 – 59	B-	2.7
64 – 67	Clear B+	60 – 62	B	3.0
68 – 69	Good B+	63 – 66	B+	3.3
70 – 75	Low A	67 – 69	A-	3.7
76 – 85	Clear A	70 – 85	A	4.0
86+	Brilliant A	86 and above	A+	4.3

READING MATERIAL

Reading material in foreign languages (newspapers, magazines etc.) is available at the Language Lab. It is highly recommended that you make use of this material to build up your language competence. The Main Library keeps a selection of foreign language dictionaries and many recommended books and articles in the Reserved Book Collection (RBC).

WARNING!

The incidence of mutilation and theft of Library books has been increasing. Apart from being an offence subject to severe penalties, this creates serious problems not only for other students in your year, but for generations of students to come. Much of the material cannot be replaced, or can be replaced only at heavy costs to the University, thus lowering the budget for new materials.

PLEASE DO NOT ATTEMPT THIS PRACTICE, AND PLEASE DISCOURAGE OR REPORT THOSE WHO DO. IT CANNOT HELP YOU TO PASS THE COURSES. HELP US TO PRESERVE OUR RESOURCE MATERIAL FOR ALL TO USE.

PART-TIME STUDENTS

Evening classes are offered for part-time students only for Level 1 Spanish courses. Part-time students are normally required to spread their first year programme (30 credits) over 2 academic years. These students are advised to take the language courses **SPAN1001 and SPAN1002** during their first academic year. Part-time students who are able to attend day classes may take Beginners' French in the first year and **FREN1199** in the summer or **FREN1001** and **FREN1002** in the next year to complete Year I requirements.

ALL LEVEL II AND III CLASSES ARE OFFERED ONLY IN THE DAY.

DEPARTMENTAL COMMITTEE AND COURSE REPRESENTATIVES

The Department takes very seriously student concerns about its teaching and its programmes; it therefore has a full staff-student committee which meets once per semester to consider student evaluations of its courses and teaching (delivery of instruction, course content, etc.) as well as other matters of concern to students. To this end, each course will have a course representative to provide the necessary feedback and liaise generally with the Department.

LANGUAGE CLUBS

The Chinese, French, Japanese, Portuguese and Spanish Clubs are open to all students in the Department. Each club is what you will make of it. It can be used to consolidate Language and Literature studies through films, discussions, guest lectures, weekend retreats and other forms of entertaining education.

PRIZES AND SCHOLARSHIPS

The Faculty as a whole awards prizes to the top students in each of the first and second years of the B.A. programme. In addition, the department has its own awards and prizes for outstanding performance by students majoring in French and Spanish.

SPANISH

The **Paul Davis Memorial Prize** (Mona only), commemorates a First Class (Hons.) graduate of the Department who died in 1977 while he was a Teaching Assistant in Spanish. It is awarded to the student with the best performance in Spanish Language AND/OR Linguistics in Years 2 and 3 with a minimum B+ Average.

The **Gabriel Coulthard Prize** (Mona only), commemorates a former professor in the Department, who made a significant contribution to the development of Latin American Studies, and who died in 1974. This is a Second Year Prize awarded to the student with the best performance in 2 Spanish American Literature Courses with a minimum B+ Average.

The **Kemlin Laurence Prize** (available to students at all 3 Campuses), commemorates a former Lecturer who first served in this Department from 1960 to 1972, and then at UWI, St. Augustine, until her death in 1982. This Prize is awarded to the student with the highest aggregate mark in Spanish Language and Literature at Levels II and III with a minimum B average.

Latin American Women's Club Bursaries are awarded to Spanish majors based on financial need and good academic performance and provide partial funding for study in a Spanish-speaking country.

ANNUAL SPANISH LITERARY COMPETITION

The following prizes are awarded to the winners of this competition:

Short Story: Premio **Cuento Ricardo Palma** (Peru).

Essay : **The Ortega y Gasset Trophy** (Spain)

Poetry : **Premio Andrés Bello** (Venezuela)

FRENCH

Prix Jambec: This prize was instituted by an anonymous donor to encourage proficiency in spoken French. An annual award is available to students in Level 2 French Language for the best performance in spoken French.

French Embassy Prize: This prize is awarded for the best performance in Years 1, 2, and 3 by graduating French major.

Gertrud Buscher Prize: This prize was instituted in recognition of Dr. Buscher's services to the department in 1960-1979. It is awarded to the most outstanding student in French Language at Mona.

William Mailer Prize: This prize was instituted in recognition of Mr. Mailer's outstanding services to the Department. It is sponsored jointly by the French Embassy and the Department and awarded to the best First Year student in French.

William Mailer Tuition Bursary: This is open to Final Year students majoring in French. Selection will be made annually on the basis of Second Year results.

Bridget Jones and William Mailer Trust Award: This award, named in honour of Dr. Bridget Jones and Mr. William Mailer, both former Senior Lecturers in the former Department of French, is designed to provide assistance to French students at the Mona Campus.

STUDY ABROAD / ASSISTANTSHIP PROGRAMMES

CHINESE

The Government of the People's Republic of China offers 8-12 scholarships to Jamaican Nationals each year to study in China. These are advertised in January. For further information, contact the Scholarship Unit at the Ministry of Finance.

Scholarships from **Taiyuan University of Technology** are available. For further information contact Prof. Shaogang Lu at the Confucius Institute Jamaica, 6 Gibraltar Road.

FRENCH

Université Antilles-Guyane (U.A.G.)

A student exchange agreement exists with the Université Antilles-Guyane. Under this arrangement, students in French will be able to spend one semester or an academic year at the Schoelcher Campus of the U.A.G., in Martinique. Students participating in this exchange programme are normally second-year (Level 2) students.

University of Bordeaux Teaching Assistantships

Postgraduate students of French may apply for one-year English Language Teaching Assistantships at the University of Bordeaux.

UWI-UAG-Université Bordeaux 4 (Political Sciences)

International Relations Students interested to pursue their studies up to the Masters Level, are offered in this programme the possibility of spending 1 year in Bordeaux and 1 year at the UAG during your undergraduate studies and 1 more year in Bordeaux

for the Masters level. For further information contact the Department of Government in the Faculty of Social Sciences. **Contact Person:** Dr. Jessica Byron.

French Government “Postes d’Assistant”

All students taking French beyond the First Year are normally expected to have spent at least one vacation in a Francophone country. A number of students and graduates of the Department have been able to spend between 6 and 9 months in France or the French Antilles while working as English Language Tutors in French schools. Notices inviting applications for scholarships and teaching posts from Jamaican Nationals are published by the French Embassy in Jamaica, usually early in the calendar year. Students are advised to consult these on the Departmental Notice Board and in the Press.

Students from countries other than Jamaica who are thinking of applying are advised to write as early as possible in the academic year to the office responsible for their territory:

For Jamaica and the Bahamas: French Embassy, 13 Hillcrest Ave., Kingston 6

For Trinidad, Barbados, Easter Caribbean States and Guyana: French Embassy, Furness Worthy Building, 50 Independence Square, Port-of-Spain, Trinidad.

JAPANESE

Japan Exchange and Teaching (JET) Programme.

Graduating students may apply for posts as English Language Teaching Assistants in Japanese High Schools and other Learning Institutions. Applications should be submitted in October/November. Please check the Faculty and the Department Notice Boards or contact the Japanese Embassy for details.

Japanese Scholarship (Monbushokagasho Scholarship).

Each year the Japanese government offers a postgraduate scholarship to study in a Japanese University. Please check the Faculty and the Department Notice Boards or Contact the Japanese Embassy for details.

SPANISH

UWI/Colombia Exchange

Spanish students can participate in the 4-week summer exchange programme between UWI Campuses and Universities in Colombia. This exchange will normally take place between June and July.

University of Puerto Rico, Rio Piedras or Mayaguez.

It is possible to spend one semester at the Rio Piedras or the Mayaguez Campus of the University of Puerto Rico normally during your second-year at the UWI (Level 2 Students). Please check the University Regulations and contact the Office of Admissions for further information.

Teaching Assistantships – Colombia

Graduating students of Spanish may apply for posts as English Language teaching Assistants in Colombian Universities. Please check the Department Notice board for details or contact the Latin American and Caribbean Centre (LACC).

UWI/Costa-Rica Exchange and Quality Leadership Programme

Ten UWI Level II and III students registered in the Quality Leadership Programme have the opportunity to visit the University of Costa Rica in June. This exchange programme is primarily cultural and includes community service and language learning. Knowledge of Spanish, though not required, would be an asset for those selected to represent Mona. Contact **Mrs. Rose Cameron** at Student Development Services for further details.

OTHER SCHOLARSHIPS ARE AVAILABLE THROUGH THE MINISTRY OF FINANCE.

POSTGRADUATE STUDIES

Besides the Ph.D and M.Phil degrees, the Department offers an M.A. in Translation Studies. To be admitted to the MA in Translation Studies students must have passed Level III French and Spanish. Details may be found at the end of the Pamphlet.

REQUIREMENTS FOR MAJORS & DOUBLE MAJORS

MAJOR IN SPANISH

36 compulsory credits in Spanish distributed as follows:

LEVEL 1*	(12 credits)
6 credits from:	
SPAN1001	(S11A) Spanish Language 1A
SPAN1002	(S11B) Spanish Language 1B
6 credits from:	
SPAN1214	(S12N) Hispanic Popular Culture (not offered 2012-2013)
SPAN1401	(S14A) Spanish Peninsular Literature

SPAN1402 (S14B) Spanish American Literature

***NOTE: Students who have lived for a year or more in a Spanish-speaking country may be exempted from the Level I Language courses upon passing the appropriate proficiency test administered by the department.**

LEVEL 2 (12 credits)

6 credits from:

SPAN2501 (S25A) Spanish Language II A

SPAN2502 (S25B) Spanish Language II B

6 credits from:

SPAN2302 (S23B) 20th Century Spanish American Narrative

SPAN2405 (S24N) Spanish Peninsular Narrative and Film (**not offered 2012-2013**)

SPAN2705 (S27E) Literature of the Spanish Caribbean

SPAN2503 (S20B) Spanish to English Translation II

LEVEL 3 (12 credits)

SPAN3501 (S35A) Spanish Language III A

SPAN3502 (S35B) Spanish Language III B

AND 6 credits from the following (**3 credits must be from a research-linked course**):

SPAN3702 (S37B) Spanish American Women's Narrative

SPAN3703 (S37C) The New Spanish American Novel (**not offered 2012-2013**)

SPAN3001 (S30A) Spanish to English Translation III

SPAN3002 (S30B) Business Spanish

SPAN3714 (S37N) Latin American Cinema (Research-linked course)

These are **MINIMUM** requirements. You may take more than two of these courses. **SPAN3714** is the only research-linked course offered for 2012-2013).

MAJOR IN FRENCH

36 compulsory credits in French distributed as follows:

LEVEL 1* (12 credits) OR (9 credits)

FREN1001 (F14A) French Language 1A

FREN1002 (F14B) French Language 1B

AND 1 OR 2 COURSES FROM THE FOLLOWING

FREN1305 (F13E) Introduction to French Literature and Film

FREN1304 (F13D) Introduction to Caribbean and African Literature in French

***NOTE: Students who have lived for a year or more in a French-speaking country may be exempted from the Level I Language courses upon passing the appropriate proficiency test administered by the department.**

LEVEL 2 (12 credits)

FREN2001 (F24A) French Language II A

FREN2002 (F24B) French Language II B

FREN2214 (F22N) Francophone Culture

FREN2702 (F27B) Development of Modern French (**Not offered 2012-2013**)

FREN2807 (F28G) Francophone Women Writers

LEVEL 3 (12 credits) OR (15 credits)

FREN3001 (F34A) French Language III A

FREN3002 (F34B) French Language III B

FREN3507 (F35G) Caribbean Literature in French I (**Research-linked course / Caribbean Studies (AR3X0) substitute course**)

FREN3003 (F30A) Business French

AND/OR

FREN3118 (F31R) French for International Conferences

DOUBLE MAJOR IN FRENCH and SPANISH (72 credits)

36 compulsory credits as required for **Major in FRENCH**

36 compulsory credits as required for **Major in SPANISH**

Double Major in FRENCH or SPANISH & EDUCATION (96 credits)

36 compulsory credits as set out for **Major in FRENCH or SPANISH**

42 compulsory credits to be determined by the Department of Educational Studies

Linguistics - 6 credits

UC/Foundation courses - 6 credits

MINOR IN FRENCH/SPANISH

In order to be awarded a minor in French or Spanish students must take 15 credits from the following Level 2 AND 3 courses (6 credits must be taken at the level 3):

FRENCH

Level 2

FREN2001	(F24A)	Pre-requisite: FREN1199 or FREN1002
FREN2002	(F24B)	Pre-requisite: FREN1199 or FREN1002
FREN2214	(F22N)	Pre-requisite: FREN1199 or FREN1002 and one First-Year 3-credit course in Spanish, French or English Literature
FREN2702	(F27B)	Pre-requisite: FREN1199 or FREN1001 and FREN1002
FREN2807	(F28G)	Any other Level 2 French Literature Course Francophone Women Writers

Level 3

FREN3001	(F34A)	Pre-requisite: FREN2199 or FREN2001
FREN3002	(F34B)	Pre-requisite: FREN2199 or FREN 2002
FREN3502	(F30A)	Pre-requisite: FREN2199 or FREN2001 & FREN 2002. Co-requisite: FREN3001 or FREN3002
FREN3118	(F31R)	Pre-requisite: FREN2199 or FREN2001 and/ FREN2002 or FREN2214 Co-requisite FREN3001
FREN3507	(F35G)	Pre-requisite: FREN1199 or FREN1001 and FREN1002 and one First-Year 3-credit course in Spanish, French or English Literature

Any other Level 3 French Literature Course

SPANISH

Level 2

SPAN2501 & SPAN2502	(S25A, S25B) (6 credits)	Pre-requisite: SPAN1001 & SPAN1002
---------------------	--------------------------	---

Any other Level 2 Spanish Literature Course

SPAN2302	(S23B) (3 credits)	Pre-requisite: SPAN1001/1002 & one First-Year 3-credit course in Spanish, French or English Literature
----------	--------------------	---

SPAN2503	(S20B) (3 credits)	Pre-requisite: SPAN2501 Co-requisite SPAN2502
----------	--------------------	---

Level 3

SPAN3501, SPAN3002	(S35A, S35B) (6 credits)	Pre-requisite: SPAN2501 and SPAN2502 OR SPAN2199
SPAN3001	(S30A)	Pre-requisite: SPAN2199 (Grade B); Co-requisite SPAN3501

OR

SPAN3502	(S30B)	Pre-requisite: SPAN2199; Co-requisite SPAN3501
SPAN3702	(S37B)	Pre-requisite: SPAN1002 & one First-Year 3-credit course in Spanish, French or English Literature
SPAN3714	(S37N)	Pre-requisite: SPAN1002 & one First-Year 3-credit course in Spanish, French or English Literature

Any other Level 3 Spanish Literature Course

*Quota course; preference given to Spanish Majors

Adapted from the *Common European Framework of Reference Levels for Languages: global scale*¹

Proficient User	C2 UWI Level III “A” students (619-727 cumulated hours)	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1 UWI Level III “B+” Students (619-727 cumulated hours)	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2 UWI Level II “B” students (462-571 cumulated hours)	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1 UWI Level I Students (306-415 cumulated hours)	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics, which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2 UWI Beginners’ II Level (260 cumulated hours)	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1 UWI Basic Level (52 hours)	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

¹ UE FOREIGN LANGUAGES REFERENCE FRAMEWORK.pdf, p. 24. (12/01/2000)

COURSE OFFERINGS 2012/2013

SEMESTER I	SEMESTER II
CHINESE	
LEVEL I	
CHIN1001 (CN10A) Chinese (Mandarin) IA	CHIN1002 (CN10B) Chinese (Mandarin) IB
LEVEL II	
CHIN2001 (CN20A) Chinese Language IIA	CHIN2002 (CN20B) Chinese Language IIB
SUMMER	
SEMESTER I	SEMESTER II
FRENCH	
LEVEL I	
FREN0001 (F 01B) Basic French	FREN0001 (F 01B) Basic French
FREN0101 (F 02A) Beginners' French 1 (+ online Module)	FREN0102 (F 02B) Beginners' French II (+ online Module)
FREN1001 (F 14A) French Language IA	FREN1002 (F 14B) French Language I B
FREN1304 (F13D) Introduction to Caribbean and African Literatures in French	FREN1305 (F 13E) Introduction to French Literature and Film
SUMMER	
FREN1199 (F111) French Language I	
LEVEL II	
FREN2001 (F 24A) French Language IIA	FREN2002 (F 24B) French Language IIB
FREN2214 ((F22N) Francophone Culture	FREN2807 (F28G) Francophone Women Writers

SEMESTER I	SEMESTER II
FRENCH	
LEVEL III	
FREN3001 (F34A) French Language IIIA	FREN3002 (F 34B) French Language IIIB
FREN3501 (F30A) Business French	FREN3507 (F35G) Caribbean Literature in French I: Guadeloupe, Martinique, French Guiana
	FREN3118 (F31R) French for International Conference
JAPANESE	
LEVEL I	
JAPA1001 (J 10A) Beginners' Japanese I	JAPA1001 (J 10A) Beginners' Japanese I
	JAPA1002 (J 10B) Beginners' Japanese II
LEVEL II	
JAPA2001 (J 20A) Japanese Language IIA	JAPA2002 (J 20B) Japanese Language IIB
LEVEL III	
JAPA3001 (J 30A) Japanese Language IIIA	JAPA3002 (J 30B) Japanese Language IIIB
SUMMER	
JAPA1002 Beginners' Japanese II	
PORTUGUESE	
LEVEL I	
PORT0101 (PG01A) Beginners' Portuguese IA	PORT0102 (PG01B) Beginners' Portuguese IB
INTERMEDIATE	
PORT1001 (PG10A) Portuguese Language IA	PORT1002 (PG10B) Portuguese Language IB

SEMESTER I	SEMESTER II
SPANISH	
LEVEL I	
SPAN0001 (S 01B) Basic Spanish	SPAN0001 (S 01B) Basic Spanish
SPAN0101 (S 01C) Beginners' Spanish I	SPAN0102 (S 01D) Beginners' Spanish II
SPAN1000 (S 10C) Intermediate Spanish	SPAN1000 (S 10C) Intermediate Spanish
SPAN1001 (S 11A) Spanish Language IA	SPAN1002 (S 11B) Spanish Language IB
SPAN1401 (S 14A) Introduction to Spanish Peninsular Literature	SPAN1402 (S 14B) Introduction to Spanish American Literature
SUMMER	
SPAN1199 (S 111) Spanish Language I	
LEVEL II	
SPAN2302 (S 23B) Twentieth Century Spanish American Narrative	SPAN2503 (S 20B) Spanish to English Translation I
SPAN2501 (S 25A) Spanish Language IIA	SPAN2502 (S25B) Spanish Language IIB
	SPAN2705 (S 27E) Literature of the Spanish Caribbean
SUMMER	
SPAN2199 (S 211) Spanish Language II	
SEMESTER I	SEMESTER II
LEVEL III	
SPAN3001 (S 30A) Spanish to English Translation III	SPAN3502 (S 30B) Business Spanish
SPAN3501 (S 35A) Spanish Language IIIA	SPAN3002 (S 35B) Spanish Language IIIA
SPAN3702 (S 37B) Spanish American Women's Narrative	SPAN3714 (S 37N) Latin American Film
SUMMER	
SPAN3199 (S 311) Spanish Language III	

UNDERGRADUATE PROGRAMME

CHINESE COURSES

CHIN 1001 (CN10A) Chinese (Mandarin) I-A (3 credits, Semester 1)

This course uses a practical approach to enable students to master the essentials of Chinese words, grammar and Chinese characters, and some knowledge of Chinese culture, and to acquire the basic communicative skills to survive in situations that require the use of the language.

Upon completion of the course students should be able to carry out functions such as the following in Chinese (Mandarin):

- (i) To engage in basic social interaction (greetings, introducing oneself, introducing someone)
- (ii) To interact in a simple way provided the other person talks slowly and clearly.
- (iii) To recognize familiar every day expressions and very basic phrases aimed at the satisfaction of needs of a concreted type.
- (iv) To master the tones and pronunciation key
- (v) To master the basic strokes of Chinese characters

Learning activities will include: Role play, simple interviews, situational responses, presentations

PRE-REQUISITES: none

PRESCRIBES TEXTS: *New Practical Chinese*, text book 1. Publisher: The Publisher of Beijing Language University. Beijing Language University. 2002. ISBN 7-5619-1040 – 1/H.02008
New Practical Chinese. Textbook CD. The Electric Audio-Visual Publisher of Beijing Language University, 2002. ISBN 7-88703-195-8.
Conversational Situational of texts in the New Practical Chinese: Published by Production Centre of TV Programme Teaching Chinese as a Foreign Language – China Central Radio on TV University, ISBN 7-7995-0790-X

INSTRUCTION: 5 Tutorial hours and 1 lab hour per week

EVALUATION: **Coursework** 40%
(In-course tests) Oral Examination (20%); Written examination (20%)
Final Examination 60%
Oral 40% (Listening Comprehension 15% and oral expression 25%)
Written Examination (reading comprehension, situation responses, simple composition) 20%

CHIN 1002 (CN 10B): Chinese (Mandarin) I-B (3 credits, Semester 2)

This course uses a practical approach to enable students to master over 400 new words, about 350 Chinese characters, and 97 key sentence patterns, and also gained some Knowledge of Chinese culture. Now, you should be able to converse about daily life in Chinese and read simple Chinese texts.

Upon completion of the course, students should be able

- (i) To use appropriate linguistic functions to discuss everyday situation
- (ii) To describe different situations places and events
- (iii) To recount past events
- (iv) To make complaints and suggestions
- (v) To discuss aspects of Chinese culture

Learning activities will include: Role play, simple interviews, situational responses, presentations.

PRE-REQUISITE: A “B” in CHIN 1001

PRESCRIBED TEXTS: *New Practical Chinese*, text book 1. The Publisher of Beijing Language University. 2002. ISBN 7-5619-1040 – 1/H.02008
New Practical Chinese, Textbook CD. The Electric Audio-Visual Publisher of Beijing Language University, 2002.
Conversation Situational of texts in the New Practical Chinese: Published by Production Centre of TV programme Teaching Chinese as a Foreign Language – China Central Radio on TV University, ISBN 7-7885-0790-X

INSTRUCTION: 5 tutorial hours and 1 lab hour per week

EVALUATION: **Coursework** 40%
(In-course tests) Oral examination (20%); Written examination (20%)
Final Examination 60%
Oral 40% (Listening Comprehension 15% and oral expression 25%)
Written Examination (reading comprehension, situation responses, simple composition) 20%

LEVEL II

CHIN 2001 (CN20A): Chinese Language II-A (3 credits, Semester 1)

This course uses a communicative approach to enable students to develop their mastery of Chinese language and Chinese characters to use them with a certain degree of fluency. Students will be introduced to more complex linguistic functions at this level. The methodology uses a cyclical approach to learning with constant review of language structures, functions, and cultural knowledge; an abundance of practice material suitable for students to use inside and outside the classroom; and a new, systematic approach to the teaching of Chinese characters.

PRE-REQUISITE: CN10B (CHIN 1002)

TEXTS: *New Practical Chinese Reader*. Textbook 2. Beijing: Language Beijing University Publisher, 2005(Unit 15-20)

New Practical Chinese Reader. Workbook 2. Beijing: Language University, 2005

ADDITIONAL MATERIAL: *New Practical Chinese Reader* DVD for Textbook 2. Beijing: Language Beijing University, 2005

Documents provided by the instructor

INSTRUCTION: 4 tutorial hours + 1 conversation hour + 1 lab hour per week

EVALUATION:

2 in-course tests **40%**

Listening comprehension 20%

Written examination 20%

Final examination **60%**

Oral examination 40% (listening comprehension 15%, oral expression 25%)

Written examination 20% (Reading comprehension, situation responses, composition)

CHIN 2002 (CN20B): Chinese Language II-B (3 credits, Semester 2)

This course builds upon the skills acquired in CN20A (CHIN 2001) to enable students to develop more an advanced level of competence in the essentials of Chinese language, to master additional Chinese characters, and to use them with accuracy. A cyclical approach to learning is used with constant review of language structures, functions, and cultural knowledge; an abundance of practice material suitable for students to use inside and outside the classroom; and new, systematic approach to the teaching of Chinese characters.

PRE-REQUISITES: CN20A (CHIN 2001)

TEXTS: *New Practical Chinese Reader* Textbook 2, Beijing: Language Beijing University Publisher (Unit 21-26)

New Practical Chinese Reader Workbook 2, Beijing: Language Beijing University Publisher (Unit 21-26)

ADDITIONAL MATERIAL: *New Practical Chinese Reader* DVD for Textbook 2, Beijing: Language Beijing University Publisher, 2005.

Documents supplied by the instructor

INSTRUCTION: 4 tutorial hours + conversation hour + 1 lab hour per week

EVALUATION:

2 in-course tests **40%**

Listening comprehension 20%

Written examination 20% (Reading comprehension, situation responses, Composition)

Final examination **60%**

Oral Examination 40% (listening comprehension 15%, oral expression 25%)

Written examination 20% (Reading comprehension, situation responses, composition)

FRENCH COURSES

LEVEL I (Preliminary)

FREN0001 (F 01B): BASIC FRENCH I (3 credits, Semesters 1 & 2)

WARNING!

THIS COURSE IS CLOSED TO STUDENTS WHO HAVE SPANISH AT THE CSEC LEVEL. OVERRIDE WILL NOT BE GRANTED AND THE COURSE WILL BE DROPPED FROM YOUR RECORD.

IF YOU HAVE CXC SPANISH AND WISH TO START FRENCH YOU MUST REGISTER FOR THE BEGINNERS' FRENCH COURSE (FREN0101)

Course objectives

Students are trained in order to recognise, understand and use some of the familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Student is trained in order to introduce him/herself and others, and to ask and answer questions about personal details such as where he/she lives. Students are trained in order to carry out a short conversation, to ask for simple information, to understand and write short and simple documents/messages, to interact in a basic way provided the other person talks very slowly and clearly and is prepared to help.

Upon completion of the course, students will be able to carry out functions such as the following in French:

- Engage in social interaction
- Seek and give basic personal information (name, date of birth, age, address, telephone number)
- Demonstrate understanding of simple information in a variety of authentic materials such as posters, advertisements, signs etc
- Discuss different professions, courses and areas of specializations.
- Complete simple forms/documents.
- Translate basic documents (forms, letters)
- Ask for and give basic instructions and directions.
- Write simple messages, letters, compositions and dialogues.
- Express feelings, preferences, wishes and opinions
- Display a basic awareness of Francophone culture

Learning activities will include: role play, simple interviews, situational responses, presentations, simple translations, filling out of forms.

PRE-REQUISITE: None

TEXTS: *Forum 1*: Baylon, Murillo, Tost-Planet, Campa & Mestreit. Hachette, 2000
Oxford French English Dictionary and Grammar

INSTRUCTION: 4 tutorial hours per week

EVALUATION: **Coursework:** **40%**

Listening comprehension (20%); Written examination (Reading comprehension, situation responses, short composition, translation of simple documents) (20%)

Final examination: **60%**

Oral examination (40%); Written Examination (Reading comprehension, situation responses, short composition, translation of simple documents) (20%)

FREN0101 (F 02A): BEGINNERS' FRENCH I (3 credits, Semester 1)

An intensive course in French Language for students with no previous knowledge of the language: **students taking this course must also register for F02B.**

PRE-REQUISITE: None

TEXTS: *Forum 1*: Baylon, Murillo, Tost-Planet, Campa & Mestreit. Hachette, 2000
Oxford French English Dictionary and Grammar

INSTRUCTION: 6 tutorials per week (+ 26 hours of online exercises during the semester)

EVALUATION: **Coursework** **50%**

Listening comprehension (20%); Reading comprehension (12.5%); Writing (12.5%); online assessment of reading and writing (5%)

Final examination **50%**

Listening comprehension (5%); Oral Expression (25%); 2-hour written examination (Reading comprehension (10%); Writing (10 %))

FREN0102 (F 02B): BEGINNERS' FRENCH II (3 credits, Semester 2)

An intensive course in French Language for students who have passed F02A or whose knowledge is deemed by the Department to be inadequate for admission to F14A (French Language IA) and F14B (French Language IB)

PRE-REQUISITES: F02A, 3 years of High School French or CSEC French, A⁻ in F01B

TEXTS: *Forum 1:* Baylon, Murillo, Tost-Planet, Campa & Mestreit. Hachette, 2000
Oxford French English Dictionary and Grammar

INSTRUCTION: 8 hours per week (+ 26 hours of online exercises during the semester)

EVALUATION:

Coursework	50%
Listening comprehension (20%); Reading comprehension (12.5%); Writing (12.5%); online assessment of reading and writing (5%)	
Final Examination	50%
Listening comprehension (5%); Oral Interview (25%); 2 hour written examination (Reading comprehension (10%); Writing (10 %))	

LEVEL I (B.A.)**FREN1001 (F 14A): FRENCH LANGUAGE IA (3 credits, Semester 1)**

F14A introduces students to the study of French Language at university level. During the six contact hours, students will be exposed to awareness raising exercises that focus on French grammar, reading and listening comprehension, the awareness here being on strategies to ensure effective reading and listening process writing in French, the analysis of texts of a literary nature and oral expression. All classes are conducted in French to enable students to gain improved proficiency in the use of French to express themselves in both the oral and written modes on a variety of contemporary topics. Evaluation is by means of in-course testing and entry into F14B is dependent upon the successful completion of F14A.

PRE-REQUISITE: A Level/CAPE (French); a pass in FREN 0102 (F 02B)

TEXTS: *Forum 2:* Àngels Campà, Julio Murillo et al.
French Grammar and Usage: Hawkins & Towell
Collins-Robert French-English Dictionary

INSTRUCTION: 6 hours per week: 4 tutorial classes, 1 hour lab, 1 conversation class

EVALUATION:

100% in-course	
Oral expression	25%
Written expression	25%
Listening Comprehension	25%
Reading Comprehension	25%

FREN1002 (F 14B): FRENCH LANGUAGE IB (3 credits, Semester 2)

F14B introduces students to the study of French Language at university level. During the six contact hours, students will be exposed to awareness raising exercises that focus on French grammar, reading and listening comprehension, the awareness here being on strategies to ensure effective reading and listening process writing in French, the analysis of texts of a literary nature and oral expression. All classes are conducted in French to enable students to gain improved proficiency in the use of French to express themselves in both the oral and written modes on a variety of contemporary topics. Evaluation is by means of in-course testing and entry into F14B is dependent upon the successful completion of F14A.

PREREQUISITE: F14A

TEXT: *Forum 2:* Àngels Campà, Julio Murillo et al.
French Grammar and Usage: Hawkins & Towell
Collins-Robert French-English Dictionary

INSTRUCTION: 6 hours per week: 4 tutorial classes, 1 hour lab, 1 conversation class

EVALUATION:

100% in-course	
Oral expression	25%
Written expression	25%
Listening Comprehension	25%
Reading Comprehension	25%

Course objectives

The objectives of this language course is to develop at an advanced intermediate level the students' four communicative abilities and to bring their language level up to B1+, a level that would fall between B1 and B2 in the Common Reference Levels global scale grid of "The Common European Framework", in order for them to be able to:

- Understand the main points of clear standard input on both concrete and abstract familiar topics
- interact even with hesitation and lack of spontaneity with native speakers to deal with familiar situations and discuss familiar or personal interests
- produce clear, connected text on subjects reasonably familiar
- discuss experiences and events, hopes and ambitions in an argumentative text

For listening comprehension, at the end of the course, students should be able to:

- Understand the main points of clear standard speech and follow simple lines of argument provided if the topic is reasonably familiar
- understand the main point of many radio on TV programmes on current topics of personal or professional interest even when the delivery is partially clear and slow
- understand movies if standard language is used clearly

For reading comprehension, at the end of the course, students should be able to:

- understand simple texts and articles concerned with contemporary problems
- distinguish different view -points in a simple text or article
- understand short contemporary literary excerpt

For writing expression, at the end of the course, students should be able to:

- produce clear, connected text on subjects reasonably familiar
- write simple formal letters in current situations
- write a short argumentative essay on familiar subjects
- write a well-structured and detailed paragraph on one aspect of their culture

For conversation, at the end of the course, students should be able to:

- present themselves and talk about their experiences, dreams and ambitions with a degree of fluency and spontaneity
- discuss a reasonably familiar topic giving reasons and explanations for opinions
- narrate the main point of a story or give a summary of a movie and describe their reactions
- engage a interaction on reasonably familiar subjects with a native speakers and answer his/her questions presenting arguments to defend their opinions

FREN1305 (F 13E): INTRODUCTION TO FRENCH LITERATURE AND FILM (3 credits, Semester 2)

This course introduces level I students of French to diverse issues in contemporary French literature, film and culture. It will help students to develop their critical and analytical skills through exposure to various French literary forms and films as well as improve their mastery of the language. Two themes will be selected each year. Themes will include Individual and Society, Women's Conditions, the Human Response to Technical Progress, Experience of War, etc. Issues related to the selected theme will be studied through literary texts and film (one text and one film). Selections will be supplemented with additional material.

Material will be selected from: (list is not exhaustive)

For its film component, the course focuses at three French movies: *La vie est un long fleuve tranquille* (Life is a quiet river) by Etienne Chatiliez (1987); *La Haine* (Hate) by Montmartre by Jean-Pierre Jeunet (2001), any other films that give an insight into French society can be added like for instance *La crise* de Coline Serreau (France- 1992), *La promesse* (Belgique) de Luc et Jean-Pierre Ardenne.

The movies have been chosen because of the diversity of their styles and because of the different cultural and social aspects they offer about France. Some of them allow for a study in political issues inherent to contemporary French culture and context, while others allow for a more artistic and imaginary focus.

Literary excerpts are selected from different genres and forms such as Fiction/Theatre, Poetry/Songs. Material is made available to students on OurVle. Excerpts are related to the films in different ways. For example, at the beginning of the semester, emphasis is put on incipit to expose the students to the possible techniques an author or a director can choose to frame his artistic work. Students then become aware of what the creative process entails. Some material, like songs, shares a common theme with movie(s) and can express an identical issue.

PRE-REQUISITE: O Level/CXC (French); a pass in F 02B

INSTRUCTION: **3 hours per week (2 lectures, 1 tutorial)**

The 3 contact-hours course are organised as follow: two hours on movies, one hour on extracts (tutorial hour).

First week: Overview of the movie to be studied.

Three/Four weeks for each movie to be studied.

For each movie:

Discussions are engaged between students and lecturer about themes and issues of the movies studied.

Lecture presents fundamental film principles and, with students, analyses them in the movies insuring that students are equipped with the analytical tools necessary to be active and insightful interpreters.

For each extract:

Historical and literary background information surrounding the publication of the text and biographical overview relating life of the author to his/her literary production are provided via email, sometimes with a questionnaire for the student to assess his understanding of the information provided.

General presentation of extract (major themes, issues, structure...) has to be made by one of the students and commented by the class (tutorial)

According to the theme selected by the lecturer, specific examination of selected excerpt is done collectively in class. The theme is in relation with the analysis and the understanding of the movie and its techniques.

Ex: Characteristics of the author's / Director's style, literary/cinematographic techniques
Use of audiovisual material when available and relevant: songs on themes similar to movies. Visit of Website for information on movies, actors and directors.

OBJECTIVES:

- to develop and strengthen students' reading / listening skills in the foreign language,
- to develop students' skills in film analysis,
- to develop students' skills in textual analysis,
- to strength students' interest for and knowledge of francophone cultures
- to expose students to various cultural material in French.

ASSESSMENT:

In-course assessment	50%
400-word paper on a French author/painter/film director or any aspect of French Culture in French (30%); One-hour test (commentary in French) (20%)	
2-hour Final examination	50%
Essay questions in English on issues examined in the course.	

FREN1304 (F 13D): INTRODUCTION TO CARIBBEAN AND AFRICAN LITERATURE IN FRENCH (3 credits, Semester 1)

A study of one African novel and selected Caribbean poems. Caribbean authors will include the following: Damas, Roumain, Glissant, Césaire.

Course Objectives

- to develop and strengthen students' reading / listening skills in the foreign language,
 - to develop an awareness and familiarity with different literary genres and artistic works,
 - to develop students' skills in textual analysis,
 - to expose students to various cultural material in French.
- To develop students' knowledge of Francophone Caribbean cultures

PRE-REQUISITE:

At least 'O' Level French or a B in F02B

TEXTS:

Cheikh Hamidou Kane, *L'aventure ambiguë*, 1961, Union Générale d'Éditions, coll. Poche 10/18
Selected Prose and Poetry from the French-Speaking Caribbean. (Hand out).

INSTRUCTION:

3 hours per week (1 lecture, 1 literary commentary class, 1 tutorial)

EVALUATION:

Coursework

Essay or commentary	20%
Mid-term written test	20%
End-of-semester exam (2 hrs)	60%

LEVEL II

FREN2001 (F 24A): FRENCH LANGUAGE IIA (3 credits, Semester 1)

F24A helps students build on the skills acquired at Level I. At this level, students work on texts and listening materials from a variety of sources to improve their listening comprehension, reading comprehension, oral and written expression. In listening and reading comprehension, students will learn how to use various strategies to understand and improve comprehension of texts at the advanced level. In oral and written expression, the focus will be on register and selecting responses appropriate to the context.

Course objectives

The objectives of this language course is to develop at an advanced intermediate level the students' four communicative abilities and to bring their language level up to B2 level of the Common Reference Levels global scale grid of "The Common European Framework", in order for them to be able to:

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Listening comprehension - at the end of the course, students should be able to:

- understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar

- understand most TV news and current affairs programmes
- understand the majority of films in standard dialect.

Reading comprehension - at the end of the course, students should be able to:

- read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints
- understand contemporary literary prose

Written expression - at the end of the course, students should be able to:

- write clear, detailed text on a wide range of subjects related to their interests.
- write an essay or report, passing on information or giving reasons in support of or against a particular point of view
- write a letter highlighting the personal significance of events and experiences

Conversation - at the end of the course, students should be able to:

- interact with a degree of fluency and spontaneity that makes regular interaction with natives speakers quite possible
- take active part in discussion in familiar contexts, accounting for sustaining their views
- present clear, detailed descriptions on a wide range of subjects related to my field of interest
- explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

PRE-REQUISITE:	A pass in F14B
TEXTS:	Hand-Out and Authentic material posted on OurVle <i>French Grammar and Usage:</i> Hawkins & Towell <i>Collins-Robert French-English Dictionary:</i> Atkins, Duval & Milne
INSTRUCTION:	6 hours per week: 4 tutorial classes, 1 lab, and 1 conversation class
EVALUATION:	100% in-course
	Oral expression 25%
	Written expression 25%
	Listening Comprehension 25%
	Reading Comprehension 25%

FREN2002 (F 24B): FRENCH LANGUAGE IIB (3 credits, Semester 2)

This course builds on the skills acquired in F24A but focuses on the specific area of translation from English into French and from French into English.

Course objectives

The objectives of this language course is to develop at an advanced intermediate level the students' four communicative abilities and to bring their language level up to B2 level of the Common Reference Levels global scale grid of "The Common European Framework", in order for them to be able to:

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Listening comprehension - at the end of the course, students should be able to:

- understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar
- understand most TV news and current affairs programmes
- understand the majority of films in standard dialect.

Translation – at the end of the course, students should be able to:

- transfer accurately the meaning of a source text (French/English) into a target language (English/French)
- demonstrate a good grasp of idiomatic expressions
- demonstrate a good grasp of the grammar of both the source text and the target language
- demonstrate a good grasp of appropriate style and register

Conversation - at the end of the course, students should be able to:

- interact with a degree of fluency and spontaneity that makes regular interaction with natives speakers quite possible
- take active part in discussion in familiar contexts, accounting for sustaining their views
- present clear, detailed descriptions on a wide range of subjects related to my field of interest

- explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

PREQUISITE:	FREN1002 (F14B) or a pass in FREN1199 (F111)								
TEXTS:	Hand-out provided by lecturer.								
INSTRUCTION:	6 hours per week: 4 tutorial classes (translation), 1 lab, and 1 conversation class.								
EVALUATION:	<table> <tr> <td>Listening Comprehension</td> <td>20%</td> </tr> <tr> <td>Oral Expression</td> <td>20%</td> </tr> <tr> <td>Translation into English</td> <td>30%</td> </tr> <tr> <td>Translation into French</td> <td>30%</td> </tr> </table>	Listening Comprehension	20%	Oral Expression	20%	Translation into English	30%	Translation into French	30%
Listening Comprehension	20%								
Oral Expression	20%								
Translation into English	30%								
Translation into French	30%								

FREN2214 (F 22N): FRANCOPHONE CULTURE (3 credits, Semester 2)

Students will discover various cultural, social, political and economic aspects of French-speaking countries. The first part of the programme will be devoted to introduce 'Francophonie' and its institutions. It focuses first at discussing the politics of Francophonie against the background of the creation and evolution of the *Association des pays francophones*, now *Association des pays ayant le français en partage*.

The following weeks will be devoted to the study of 'Francophonie' in different zones: first in Africa (Maghreb countries, Western and Equatorial Africa), then in Americas (Québec, Haiti and the French Overseas Departments), in Asia (Cambodge, Viet-Nam), and finally in The Indian Ocean (Ile de la Réunion, Madagascar, Comores...).

Manual, Films, literary extracts, newspaper articles, documentaries, music CD's, personal knowledge and experience from special guests, will be used.

PRE-REQUISITES:	A pass in FREN1199 (F111) or FREN1001(F14A) & FREN1002 (F14B)
TEXTS:	<i>Civilisation progressive de la francophonie</i> by Jonathan Njike Documents prepared by the lecturer.
INSTRUCTION:	3 hours per week (2 lectures, 1 tutorial)
EVALUATION:	

Coursework:	40%
1 in-course test (one hour):	20%
1 essay/project:	20%
Final Examination:	60%

OBJECTIVES:

- to expose students to various cultural material in French.
- to develop the students' literary sensibility
- to develop students critical thinking and knowledge exposing them to various francophone cultures and material

FREN2807 (F28G) FRANCOPHONE WOMEN WRITERS: FEMALE IDENTITY AND NARRATIVE STRATEGIES (3 credits, Semester 1)

This course looks at women's issues from the perspective of Francophone women writers from different parts of the world including France, the Caribbean, Africa, North Africa, Quebec. Texts studied will change from year to year. Authors to be studied include Mariama Ba, Aminata Sow Fall (Africa), Andrée Chédid, Assia Djebar, Leila Houari (North Africa), Simone de Beauvoir, Marie Cardinal, Marguerite Duras (France), Marie Chauvet, Myriam Warner-Vieyra (Caribbean), Anne Hebert, Nicole Brossard, Gabrielle Roy (Quebec).

PRE-REQUISITES:	A pass in FREN1199 (F111) and normally FREN1305 (F13E) or FREN1304 (F13D) or a first year literature course in English or Spanish for non-majors.
------------------------	---

PRESCRIBED TEXTS:	<i>Détruire dit-elle</i> , by Marguerite Duras, Editions de Miniut Selected Poems by Haitian Women Writers (Hand-out) <i>La Préférence nationale</i> by Fatou Diome, Présence Africaine
--------------------------	---

INSTRUCTION:	3 hours per week (2 lectures, 1 tutorial)
---------------------	---

EVALUATION:	Course work
	Tutorial Presentation 10%
	In-course Test 10%
	Essay 20%
	2-hour Final exam 60%

LEVEL III

FREN3001 (F 34A): FRENCH LANGUAGE IIIA (3 credits, Semester 1)

F34A continues the integrated approach to the development of skills started at Level II. Using a range of authentic documents, students will focus on interactive communication in a number of different contexts, both oral and written. In written expression, students will, for example, learn how to write formal letters for job applications, CVs and other real world tasks. The aim of instruction at this level is to further develop in students such skills as may be necessary to function in French in their chosen careers. Evaluation is by means of in-course testing and at-home assignments in the range of skill areas studied.

PRE-REQUISITE: F24A

TEXTS:

Reflets 3: Dollez & Pons (Units 6 to 9)

Le résumé de texte: Gaillard & Launay

Le Petit Robert 1: A. Rey

Collins-Robert French-English Dictionary: Atkins, Duval & Milne

French Grammar and Usage: Hawkins & Towell

INSTRUCTION:

6 hours per week: 4 seminar classes, 1 hour lab, and 1 conversation class

EVALUATION:

100% coursework

Oral expression 25%

Written expression 25%

Listening Comprehension 25%

Reading Comprehension 25%

COURSE OBJECTIVES:

The objectives of this language course are to bring the students' language level up to C1 level of the Common Reference Levels global scale grid in order for them to be able to:

- understand a wide range of demanding, longer texts, and recognize implicit meaning
- express him/herself fluently and spontaneously without much obvious searching for expressions
- use language flexibly and effectively for social, academic and professional purposes
- produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

For listening comprehension, at the end of the course should be able to:

- understand extended speech and have no difficulty in understanding even when it is not clearly any kind of spoken language, structured and when relationships are only implied and not signalled explicitly
- understand television programmes and films without too much efforts.

For reading comprehension, at the end of the course, students should be able to:

- understand long and complex factual and literary texts, appreciating distinctions of style
- understand specialized articles and no longer technical instructions, even when they do not relate to my field

For written expression, at the end of the course, students should be able to:

- express themselves in clear, well structured text, expressing points of view at some length
- write about complex subjects in a letter, an essay or a report, underlining what they consider to be the salient issue
- select style appropriate to the reader they have in mind

For conversation, at the end of the course, students should be able to:

- express themselves fluently and spontaneously without much obvious searching for expressions
- use language flexibly and effectively for social and professional purposes
- formulate ideas and opinions with precision and relate their contribution skilfully to those of other speakers
- present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion

FREN3002 (F 34B): FRENCH LANGUAGE IIIB (3 credits, Semester 2)

The aim of the instruction at this level is to further develop in students such skills as may be necessary to function in French in their chosen careers. In this course, students will continue their focus on translation of texts from French into English and from English into French. Their proficiency will be further enhanced, through the graded approach adopted in F24B, through the translation of texts drawn from a variety of sources. More emphasis will be placed at this level on the meaning-based approach to translation, with equal emphasis placed on language and style. Evaluation is by means of in-course testing and at-home assignments in the range of skill areas studied.

PRE-REQUISITE: FREN2001 (F24B) or FREN2199 (F211)

PRESCRIBED TEXTS:

Hand-out provided by the lecturers

Bilingual Dictionary: The New Robert-Collins French Dictionary

French Grammar and Usage: Hawkins & Towell
Annotated Texts for Translation, French to English B.J. Adab
La Traduction de l'anglais au français: Ballard Michel
Stylistique comparée du français et de l'anglais : J.P. Vinay and J. Darbelnet

EVALUATION:

100% coursework	
Listening Comprehension	20%
Oral Expression	20%
Translation into English	30%
Translation into French	30%

FREN3003 (F 30A): BUSINESS FRENCH (3 credits, Semester 1)

The aim of this course is to provide students with the mastery of basic Commercial French and to improve their knowledge and use of the language in general and in business-related situations.

At the end of the course, students will be able to:

- Demonstrate general understanding of the French and Francophone business culture
- Demonstrate general understanding of the areas of business and culture of one's own country
- Communicate effectively in writing in business English (translation, letter-writing, report-writing, memos, posters, brochures)
- Communicate effectively orally in varied business situations (meetings, telephone conversations, role play, escort interpreting)

PRE-REQUISITE: A pass in FREN2199 (F211) or FREN2001 (F24A) & FREN2002 (F24B)

CO-REQUISITE: FREN2001 (F34A)

PRESCRIBED TEXT: *Le Nouveau French for Business:* Le Goffe, Hatier International

INSTRUCTION: 5 hours per week

EVALUATION:	In-course Assessment	60%
	Written Comprehension	15%
	Written Expression	20%
	Translation	15%
	Oral	10%
	Final exam (2 hrs.)	40%

FREN3118 (F 31R): FRENCH FOR INTERNATIONAL CONFERENCES (3 credits, Semester 2)

French is one of the major languages of the United Nations and other International Institutions. In response to increased demand for specialized foreign language courses, this course will introduce students to the technical French of international relations and negotiations. This course is designed to reproduce an international conference setting during which various aspects of diplomatic negotiations will be envisaged with a view to using French at the formal / foreign affairs level.

At the end of the course students should be able to

- Demonstrate understanding of French spoken in a formal/diplomatic setting
- Read articles in French on international issues.
- Write press reviews, press releases in French about an international issue.
- Express a personal view about a topical International issue in French
- Express a simulated official view about a topical International issue in French
- Simulate an official address in French
- Simulate a press conference in French

PRE-REQUISITE: A pass in F211 or F24A.

CO-REQUISITE: F34A.

PRESCRIBED TEXT: *La Conférence Internationale et ses variantes.* Cali, Cheval & Zabardi. Hachette, 1995
 Audio-visual material from TV5 (such as Kiosque, Une fois par mois, Le dessous des cartes) ;
 Articles from journals such as *Le monde diplomatique*.

EVALUATION:	100% Coursework
	3 Oral Presentations 50%
	One in class test 25%
	One Take-home Assignment 25%

FREN3507 (F 35G): FRENCH CARIBBEAN LITERATURE, FILM and CULTURE I: MARTINIQUE, GUADELOUPE AND FRENCH GUIANA (3 credits, Semester 2) (This course may be taken to satisfy the Caribbean Studies (AR3X0) requirement and the requirement for the major).

The course examines the three literary movements originating from the French Antilles (Negritude, *Antillanité*, *Créolité*), which have had an impact on literary production in the region. Key works by major Martinican, Guadeloupean, and French Guyanese

writers are studied against the social and political background of the French Departments in the Americas. Students will critically analyze creative works vis-à-vis theoretical texts associated with these literary movements.

PRE-REQUISITE: F14B or F111, and F13C or any other Level I Literature course (English/ Spanish)

INSTRUCTION: 3 hours per week (2 lectures, 1 tutorial)

PRESCRIBED TEXT: Aimé Césaire. *Une Tempête*

Edouard Glissant. Selected Poems (hand-out to be purchase in the Department)

Patrick Chamoiseau. *Solibo Magnifique*.

EVALUATION: **Coursework:** **50%**

Written tutorial presentation (15%);

2500–3000 word research paper (35%)

2-hour Final Examination: **50%**

JAPANESE COURSES

LEVEL I

JAPA1001 (J 10A): BEGINNER' JAPANESE I (3 credits, Semester 1 & 2)

The aim of the course is to develop mastery of the basic grammar and writing system of the Japanese language as well as oral communication. Japanese alphabets (Hiragana and Katakana and Chinese characters (Kanji) will be introduced.

PRE-REQUISITE: None

TEXTS: *Japanese for College Students, Vol. 1*, Int'l Christian University

Kodansha(Dictionary)(from Eng.-Jap.) (from Jap. – Eng.)

Other material will be provided by the lecturer

INSTRUCTION: 6 hours per week: 4 tutorial classes, 1 conversation class and 1 lab class

EVALUATION: **4 In-course tests:** **60%**

Oral [10%]

2 Written tests [30%]

1 Listening Comprehension test [20%]

Final Exam: **40%**

Oral [10%]

Written exam (2 hrs.) [30%]

JAPA1002 (J 10B): BEGINNERS' JAPANESE II (3 credits, Semester 2)

The aim of the course is to continue to develop mastery of the basic grammar and writing system of the Japanese language as well as oral communication. More Chinese characters (Kanji) will be introduced.

PRE-REQUISITE: A grade C in *J 10A*

TEXTS: *Japanese for College Students, Vol. 1*: Int'l Christian University

Kodansha(Dictionary)

Other material will be provided by the lecturer.

INSTRUCTION: 6 hours per week: 4 tutorial classes, 1 conversation class and 1 lab class.

EVALUATION: **4 In-course tests:** **60%**

Oral [10%]

2 Written tests [30%]

1 Listening comprehension test [20%]

Final Exam: **40%**

Oral [10%]

Written exam (2 hrs.): [30%]

LEVEL II

JAPA2001 (J 20A): JAPANESE LANGUAGE IIA (3 credits, Semester 1)

In this course mastery of more advanced grammar is expected. Basic skills in speaking and listening are to be further enhanced. More Chinese characters (Kanji) will be introduced.

PRE-REQUISITE: A grade C in JAPA0101 (*J10B*)

TEXTS: *Japanese for College Students, Vol. 2*, Int'l Christian University

Kodansha (Dictionary)

Other material will be provided by the lecturer.

INSTRUCTION: 6 hours per week; 4 tutorial classes; 1 conversation class and 1 lab class.

EVALUATION:	4 In-course tests:	60%
	Oral	[10%]
	Written tests	[30%]
	Listening Comprehension test	[20%]
	Final Exam:	40%
	Oral	[10%]
	Written exam (2 hrs.)	[30%]

JAPA2002 (J 20B): JAPANESE LANGUAGE IIB (AK) (3 credits, Semester 2)

This course is the continuation of JAPA2001 and mastery of more advanced grammar is expected. Basic skills in speaking and listening are to be further enhanced. More kanjis will be introduced.

PRE-REQUISITES: A grade C in J 20A
TEXTS: *Japanese for College Students, Vol. 2*, Int'l Christian University
Kodansha (Dictionary)

Other material will be provided by the lecturer
 6 hours per week: 4 tutorial classes, 1 conversation class and 1 lab class

EVALUATION:	4 In-course tests:	60%
	Oral	[10%]
	2 Written tests	[30%]
	1 Listening Comprehension test	[20%]
	Final Exam	40%
	Oral	[10%]
	Written exam (2 hrs.)	[30%]

[30%]

LEVEL III

JAPA3001 (J 30A): JAPANESE LANGUAGE IIB (3 credits, Semester 2)

This course is the continuation of JAPA2002 and mastery of more advanced grammar is expected. The aim of the course is to enable students to function linguistically in public and social situations relevant to life in general. Basic skills in listening, speaking, reading and writing are to be further enhanced.

PRE-REQUISITE: A grade C in J 20B
TEXTS: *Japanese for College Students, Vol. 3*, Int'l Christian University
Kodansha (Dictionary)

Other material will be provided by Lecturer
 6 hours per week: 4 tutorial classes, 1 conversation class and 1 lab class.

EVALUATION:	4 In-course tests	60%
	Oral	[20%]
	2 Written tests	[30%]
	1 Listening Comprehension test (1 hr.)	[10%]
	Final exam	40%
	Oral	[10%]
	Written exam (2 hrs)	[30%]

JAPA3002 (J 30B): JAPANESE LANGUAGE IIB (3 credits, Semester 2)

This course is the continuation of JAPA3001 and mastery of more advanced grammar is expected. The aim of the course is to enable students to function linguistically in public and social situations relevant to life in general. Basic skills in listening, speaking, reading and writing are to be further enhanced.

PRE-REQUISITE: A grade C in J 30A
TEXTS: *Japanese for College Students, Vol. 3*, Int'l Christian University
Kodansha Dictionary

Other material will be provided by Lecturer
 6 hours per week: 4 tutorial classes, 1 conversation class and 1 lab class.

EVALUATION:	4 In-course tests	60%
	Oral	[20%]
	2 Written tests	[30%]
	1 Listening Comprehension test (1 hr.)	[10%]
	Final exam	40%
	Oral	[10%]
	Written exam (2 hrs)	[30%]

PORTUGUESE

LEVEL 1 (Preliminary)

PORT0101 (PG01A): Beginners' Portuguese IA (3 credits, Semester 1)

The aim of this course is to develop in participants receptive and productive skills that will enable them to use the target language effectively to communicate with native speakers in various social contexts at a basic level. Classroom activities will be based on real life situations.

PRE-REQUISITE:	None
CONTENT:	5 units, each comprising vocabulary, dialogues, grammatical structures, reading passages and listening activities.
PRESCRIBED TEXT: -	<i>Fala Brasil. Português para Estrangeiros</i> , by Pierre Coudry and Elizabeth Fontão. Collins Portuguese Dictionary.
INSTRUCTION:	6 hours per week: 4 tutorial classes, 1 conversation class and 1 lab class.
EVALUATION:	a) 60% course work Written tests (listening, writing and reading): 25% Oral test: 25% Assignments: 10% b) Final Examination 40%

PORT0102 (PG01B): Beginners' Portuguese IB (3 credits, Semester 2)

The aim of this course is to continue to develop mastery of the basic grammar and writing of the Portuguese language in various social contexts. Classroom activities will be based on real life situations.

PRE-REQUISITE:	A pass in PORT0101 (PG01A)
CONTENT:	5 units, each comprising vocabulary, dialogues, grammatical structures, reading passages and listening activities.
PRESCRIBED TEXT:	<i>Fala Brasil. Português para Estrangeiros</i> , by Pierre Coudry and Elizabeth Fontão. Collins Portuguese Dictionary.
INSTRUCTION:	6 hours per week: 4 tutorial classes, 1 conversation class and 1 lab class.
EVALUATION:	a) 60% course work Written tests (listening, writing and reading): 25% Oral test: 25% Assignments: 10% b) Final Examination 40%

LEVEL 1 (Intermediate)

PORT1001 (PG10A): PORTUGUESE LANGUAGE 1A (3 credits, Semester 1)

This course aims to prepare students to an intermediate level of Portuguese. Students will continue to learn new grammatical structures and will be encouraged to explore authentic materials from Brazil, such as newspaper articles and videos. The course will focus on reading and oral comprehension.

PRE-REQUISITE:	A pass in PORT0102 (PG01B)
CONTENT:	5 units, each comprising vocabulary, dialogues, grammatical structures reading passages and listening activities.
PRESCRIBED TEXT:	<i>Fala Brasil. Português para Estrangeiros</i> , by Pierre Coudry and Elizabeth Fontão. Collins Portuguese Dictionary.
INSTRUCTION:	6 hours per week: 4 tutorial classes, 1 conversation class and 1 lab class.
EVALUATION:	a) 60% course work Written tests (listening, writing and reading): 25% Oral test: 25% Assignments: 10% b) Final Examination 40%

PORT1002 (PG10B): PORTUGUESE LANGUAGE 1B (3 credits, Semester 2)

This course is designed to further develop receptive and productive competence and to provide further input to increase student's sociolinguistic fluency in Portuguese. Students will be presented with cultural situations which will allow them to advance beyond routine situations and equip them for competent interaction in the target language.

PRE-REQUISITE:	A pass in PORT1001 (PG10A)
CONTENT:	Audio-visual, oral and written activities comprising vocabulary, grammatical structures and reading passages.
.PRESCRIBED TEXT:	<i>Estação Brasil. Português para Estrangeiros</i> , by A. C. Bizon. Atomo ed. Collins Portuguese Dictionary.
INSTRUCTION:	6 hours per week: 4 tutorial classes, 1 conversation class and 1 lab class.
EVALUATION:	a) 60% course work Written tests (listening, writing and reading): 25% Oral test: 25% Assignments: 10% b) Final Examination 40%

SPANISH COURSES

LEVEL I (Preliminary)

SPAN0001 (S 01B): BASIC SPANISH (3 credits, Semester 1 & 2)

WARNING!

THIS COURSE IS CLOSED TO STUDENTS WHO HAVE SPANISH AT THE CSEC LEVEL. OVERRIDE WILL NOT BE GRANTED AND THE COURSE WILL BE DROPPED FROM YOUR RECORD.

IF YOU HAVE CSEC FRENCH AND WISH TO START SPANISH YOU MUST REGISTER FOR THE BEGINNERS' SPANISH COURSE (SPAN0101)

This course will enable students to acquire the basic communicative skills to function in situations that require the practical use of the language.

Upon completion of the course, students will be able to carry out functions such as the following in Spanish:

- Engage in social interaction
- Seek and give basic personal information (name, date of birth, age, address, telephone number)
- Demonstrate understanding of simple information in a variety of authentic materials such as posters, advertisements, signs etc.
- Discuss different professions, courses and areas of specializations.
- Complete simple forms/documents
- Ask for and give basic instructions and directions.
- Write simple messages, descriptions and dialogues.
- Express feelings, preferences, wishes and opinions
- Describe daily routine
- Display a basic awareness of Hispanic culture.

Learning activities will include: Role play, Simple Interviews, Situational responses, Presentations, Simple translations, Filling out of forms

PRE-REQUISITE: None (Not available to students with CSEC or CAPE Spanish/ French)

PRESCRIBED TEXT: *S01B Manual*.
Bilingual Dictionary (Collins or Harper)

CONTACT HOURS: 4 tutorial hours per week

ASSESSMENT:	2 In-course tests	50%
	Listening comprehension	(25%)
	Written Exam	(25%)*
	Final Examinations	50%
	Oral examination	(25%)
	Written Exam*	(25%)

*Written Exam (Reading comprehension, situation responses, dialogue construction, simple translation)

SPAN 0004 : BASIC SPANISH FOR MEDICAL PURPOSES (Semester 2) Not offered 2012-2013

NOTE: THE COURSE IS OFFERED IN THE SECOND HALF OF SEMESTER 2, LASTING FOR 7 WEEKS (14HRS). FOR MEDICAL STUDENTS ONLY. (not offered 2012/2013)

Basic Spanish for Medical Purposes will provide medical personnel and students as well as others with the language tools to understand and use Spanish in health-related situations.

Upon completion of this programme, students will be able to carry out functions such as the following:

- Show understanding of simple utterances and expressions relevant to medical situations
- Speak and write about health conditions and experiences
- Read and understand a variety of simple medical instructions
- Complete simple medical forms/documents
- Engage in basic interviews related to registration, medical history etc.
- Use simple medical and health expressions appropriately
- Explain simple medical procedures

SAMPLE CONTENT

- In the pharmacy
- At the doctor's/dentist's office
- Health conditions
- Medications

- At the hospital
- The human body
- Medical records
- Emergency situations

Authentic materials will be utilized and activities will include interviews, internet activities, simulation, simple presentations and translation exercises.

PRE-REQUISITE: CSEC SPANISH
PRESCRIBED TEXTS: Material provided by lecturer.

REFERENCE

MATERIALS: *Essential Spanish for Health Care.* Bedolla, Miguel and Helga Schier 1997
Manual for Relatively Painless Medical Spanish Malinov Rajkovic, A. 1992
Delmar's English Spanish Dictionary for Health Professionals Kelz Rochelle 1996

CONTACT HOURS: 2 tutorial hours per week.

ASSESSMENT: **100% Coursework**
 Listening comprehension 20%
 Written exam 20%*
 Oral examinations 40%
 Written exam 20%*

*Written Exam - situational responses, dialogue construction, reading comprehension, letter writing, simple translation.

SPAN0101 (S 01C): BEGINNERS' SPANISH I (3 credits, Semester 1)

The aim of this course is to provide the student with the opportunities to acquire basic language skills. During the course the student *will engage in a wide range of activities designed to:*

- Develop the necessary skills to understand inquiries/conversations/written extracts based on personal experiences.
- Develop the necessary skills to express him/herself orally and in writing on these experiences.
- Develop mastery of essential elements of the Spanish language system.

PRE-REQUISITE: None
INSTRUCTION: 6 hours per week
PRESCRIBED TEXT: *Pasos I: A First Course in Spanish,* Rosa María Martin & Martyn Ellis
EVALUATION: **2 In-course Tests** **50%**
 Listening Comprehension (25%)
 Reading Comprehension & Written expression (Mid-semester exam) (25%)
Final examinations **50%**
 Oral (25%)
 Final written Exam (2hrs) (25%)

Students taking this course must also register for S01D.

SPAN0102 (S 01D): BEGINNERS' SPANISH II (3 credits, Semester 2)

The aim of this course is to provide the student with the opportunity to build on the foundation laid in S01C. During this course the student will engage in a variety of activities designed to improve his/her language competence. The student will:

- Be exposed to diverse topics in order to improve the receptive and productive skills
- Be given the opportunity to develop mastery of the more complex elements of the Spanish language system in order to foster the acquisition of more fluent speech on a wider range of topics.

PREREQUISITES: Pass in S01C (or equivalent)
INSTRUCTION: 6 hours per week
PRESCRIBED TEXT: *Pasos I: A First Course in Spanish,* Rosa María Martin & Martyn Ellis
EVALUATION: **3 In-course Tests** **50%**
 Listening Comprehension (25%)
 Reading Comprehension & Written Expression (Mid-semester Exam) (25%)
Final examinations **50%**
 Oral (25%)
 Final written exam (25%)

LEVEL 1

SPAN1000 (S10C): INTERMEDIATE SPANISH (3 credits, Semesters 1 & 2)

This course has been designed for students whose need to reinforce their competence Spanish language in order to pursue the Level 1 of the BA programme. It targets students in 2 categories: (1) those who have completed the Beginners' Spanish courses and who might need more time to strengthen their competence, and (2) students with a CSEC pass (Grade 1,2 or 3) who can benefit from reinforcement activities.

The course will enable students to

- Master the essential structures of Spanish grammar in order to use the language to express themselves
- Demonstrate understanding of written and oral communication at an appropriate level
- Express themselves orally and in writing using accurate Spanish at an appropriate level
- Develop the confidence to use Spanish to communicate with others.

CONTENT: Practice and reinforcement exercises for mastery of grammar
Open-ended communicative activities in written and spoken Spanish based on real-life situations
Reading comprehension practice using written material from contemporary sources on a variety of topics.
Listening comprehension practice using audio and video material from authentic sources.

PRE-REQUISITE: A or B+ in SPAN0102 (S01D) (Beginners' Spanish II) **OR** CSEC Spanish General Proficiency Gr. 1, 2 or 3.

PRESCRIBED TEXT: Functional Spanish **OR** CSEC Basic Proficiency
Español en Marcha No.2. Curso de Español como lengua extranjera. ELE. Editorial Sociedad General Española de Librería, S.A. 2006. Autores: Castro, Francisca, Rodero, Ignacio y Sardinero, Carmen.

INSTRUCTION: Tutorials: 3 hours, Conversation: 2 hours, Lab: 1 hour
As far as possible, Spanish will be the language of instruction and the emphasis will be on communication in Spanish.

EVALUATION:

In-course tests		50%
Reading Comprehension & Composition	30%	
Listening	20%	
Final Exam		50%
Orals	30%	
Final Written Paper (2 hours)	20%	

SPAN1001 (S11A): SPANISH LANGUAGE IA (3 credits Semester 1 & 2)

In this course students will improve:

- a) their mastery of the fundamentals of Spanish grammar
- b) their comprehension of written and spoken Spanish from authentic sources
- c) their fluency in oral communication and competence in written expression

PRE-REQUISITES: CAPE or A 'Level Spanish

PRESCRIBEDTEXT *Español en Marcha No.3. Curso de Español como lengua extranjera.* ELE. Editorial Sociedad General Española de Librería, S.A. 2006. Autores: Castro, Francisca, Rodero, Ignacio y Sardinero, Carmen.: *A New Reference Grammar of Modern Spanish:* Carmen Butt and John Benjamin
Hand-out: 'Translation and Reading Comprehension' (to be purchased in the Departmental Office)

RECOMMENDED *Bi-lingual Dictionary:* Collins

TEXTS: *Diccionario de la Lengua Española:* Julio Casares

INSTRUCTION: 6 hours per week:

3 tutorial classes (use of the fundamentals of grammar, reading comprehension, translation, written creative expression), 1 hour lab (listening comprehension and exercises based on the use of audio-visual material), 2 conversation classes

EVALUATION:

2 in-course tests:		50%
Reading Comprehension & Composition	[25%]	
Oral	[25%]	
Final Exam:		50%
Listening Comprehension	[15%]	
Composition	[20%]	
Translation	[15%]	

SPAN1002 (S 11B): SPANISH LANGUAGE 1B (3 credits, Semester 2)

At the end of this course students will be able to:

- Read critically in Spanish and grasp the main ideas expressed in texts appropriate for this level. This activity will also enable them to gain insight into the culture of Spanish-speaking societies.
- Understand the most important points in the speech of native speakers.
- Express themselves orally on different topics of interest and interact with native speakers with a fair command of the language.
- Express themselves in writing on different topics with an adequate command of the language at this level.

PRE-REQUISITE: S11A

PRESCRIBED TEXTS *Español en Marcha No.3. Curso de Español como lengua extranjera.* ELE. Editorial Sociedad General Española de Librería, S.A. 2006. Autores: Castro, Francisca, Rodero, Ignacio y Sardinero, Carmen.: *A New Reference Grammar of Modern Spanish:* Carmen Butt and John Benjamin
Pamphlet: 'Translation and Reading Comprehension' (to be purchased in the Departmental Office)

RECOMMENDED TEXTS: *Bi-lingual Dictionary:* Collins

Diccionario de la Lengua Española: Julio Casares

INSTRUCTION: 6 hours per week:

3 tutorial classes (use of the fundamentals of grammar, reading comprehension, translation, written creative expression), 1 hour lab (listening comprehension and exercises based on the use of audio-visual material), 2 conversation classes

EVALUATION:

2 in-course tests: **50%**

Reading Comprehension & Composition [25%]

Oral [25%]

Final Exam: **50%**

Listening Comprehension [15%]

Composition [20%]

Translation [15%]

SPAN1214: Introduction to Hispanic Popular Culture (3 credits, Semester 1) (Not Offered 2012-2013)

This course will introduce students to the study of the multicultural Hispanic World through various texts, media (T.V and cinema) and practices which may include music, secular and religious rituals, traditional and contemporary artefacts. Emphasis will be placed not only on Spain and Latin America but also on the Hispanic communities living in USA.

Learning outcomes:

Upon the completion of the course students will be able to:

- Define a variety of forms of Popular Culture from Spain and Latin America and their impact on daily life.
- Analyze forms of popular cultural expressions within their socio-historical context.
- Examine the role of cultural popular practices in shaping national identity.
- Critically assess popular texts
- Critically analyze the cross-cultural linguistic impact of Hispanic immigration into the U.S.
- Analyze critically the hybrid religious traditions of Latin America.

PRE-REQUISITE: CAPE Spanish

TEXTS: Authentic material will be provided by the Lecturer and will encompass the following: films, short-stories, various photographs, media (newspapers, documentaries, and TV news), music (corridos and narcocorridos, salsa, merengue, etc) and Soap Opera (Betty la Fea, Colombia)

EVALUATION:

1200/1500-word Essay 30%

Group Presentation 20%

2-hour Final Examination 50%

SPAN1401 (S 14A): SPANISH PENINSULAR LITERATURE (3 credits, Semesters 1)

This course introduces students to the literature of Spain and develops the critical and analytical skills necessary for the study of literature. The literary genres chosen for study are drama and prose fiction.

PRE-REQUISITES: CAPE Spanish (Unit 1 and 2) or SPAN1000

TEXTS: Selected Short Stories

Yerma, Federico Garcia Lorca

INSTRUCTION: Two lectures and one Tutorial per week

EVALUATION: Written Tutorial Presentation [10%]

In-Course Essay [40%]

Final Exam (1 hr.) [50%]

SPAN1402 (S 14B): SPANISH AMERICAN LITERATURE (3 credits, Semester 2)

In this course students will develop their critical and analytical skills through a study of poems and short stories from Spanish America.

PRE-REQUISITES: CAPE Spanish (Unit 1 and 2) or SPAN1000

TEXTS: Spanish American Poetry (Selections) to be purchased in the department
Spanish American Short Story (Selections) to be purchased in the department

INSTRUCTION: Two Lectures and one Tutorial per week.

EVALUATION:

Written Tutorial Presentation	10%
In-course Essay	40%
Final 2-hr Exam	50%

LEVEL II**SPAN2503 (S20B): SPANISH TO ENGLISH TRANSLATION II (3 credits, Semester 2)**

Pre-requisites: SPAN2501 Spanish Language IIA

Co-requisite SPAN2502 Spanish Language IIB

This course has been designed to provide students of Spanish with a marketable skill. It introduces them to basic translation concepts and helps them to develop an understanding of the translation process. The course provides a learning experience in both Spanish and English. Its main objective will be to sensitize students to important differences between the two languages (grammatical structure, vocabulary, word order, verb tenses etc.). Students will begin to develop the competence to translate Spanish texts into English. Learning activities will involve intensive practice using short exercises and translation of extended authentic Spanish texts. In addition to building vocabulary in both languages, students will improve their reading comprehension skills in Spanish and sharpen their English expression.

Course Material: Translation Booklet to be purchased in the Departmental Office.

Recommended Reading *A Manual of Spanish Translations*. Zaro, J.J and Truman M. SGEL, 1998.
Thinking Spanish Translation A Course in Translation. Hervey, S. et al
Method: Spanish to English, Routledge, 1995

Dictionaries prescribed Bilingual Dictionary (Collins, Harper)
English Thesaurus
Business Spanish Dictionary - Peter Collin Publishing, 1993
Monolingual Dictionary

INSTRUCTION: 3 tutorial hours per week

EVALUATION:

2 one-hour class tests	25% each
Two-hour Final Exam	50%

SPAN2302 (S 23B): 20TH CENTURY SPANISH AMERICAN NARRATIVE (3 credits, Semester 1)

This course will focus on various aspects of Spanish American narrative since the early 20th century. It is designed to allow students to explore the literary representation of issues such as politics, race, history, gender and culture, which are treated in this narrative. It will examine some of the major developments in the form of the novel and methods of narration.

PRE-REQUISITES: SPAN1002 or SPAN1199 and one First Year 3-credit course in Spanish, French or English Literature.

TEXTS: *Crónica de una muerte anunciada* by Gabriel García Márquez
El túnel: Ernesto Sábato
Pedro Páramo: Juan Rulfo

INSTRUCTION: Two lectures and one tutorial per week.

EVALUATION:

Written Tutorial Presentation	10%
1 Essay	30%
2-hour Final Exam	60%

SPAN2405 (S 24N): SPANISH PENINSULAR NARRATIVE AND FILM (3 credits, Semester I) (Not Offered 2012-2013)

The course is designed to expose the student to derive aspects of Spanish narrative and film across time. The study of a film is included as it is recognized that film is an extension of literary activity and is very much part of the cultural life of the present generation. The emphasis will be on the film's themes and analysis of their presentation. The course seeks to expose students to

- the literary and socio-historical and political circumstances that inform the works studied
- the themes addressed by the selected artists
- the techniques employed by the selected authors / screen writers

At the end of the course students will be able to

- analyze critically the subjects and technical features of the prescribed texts and film
- interpret them within the contexts presented

PRE-REQUISITES: SPAN1199 or SPAN 1002 (Spanish Language IB) and other literature course from any Department

PRESCRIBED TEXTS: *La ilustre fregona* by Miguel de Cervantes
Niebla by Miguel de Unamuno
Las bicicletas son para el verano by Jaime Chavarrri (film)
Ultimas tardes con Teresa by Juan Marsé

SECONDARY FILMS: *Ay! Carmela* by Carlos Saura

INSTRUCTION: 2 lectures and 1 tutorial

EVALUATION:

Written Tutorial Presentation	10%
In-course essay	30%
Final 2-hour Exam	60%

SPAN2501 (S 25A): SPANISH LANGUAGE IIA (3 credits, Semester 1)

This course enables students to continue developing and improving their levels of competence in reading listening, writing and speaking. The cultural component is an important part of the course. Students are exposed to cultural manifestations from the Hispanic culture by use of authentic written and oral materials. At the end of the course the student will be able to:

1. read, analyze and understand a linguistically advanced text in Spanish related to different topics.
2. write in Spanish with fair command of appropriate syntax, vocabulary and style.
3. translate into Spanish different types of texts containing the grammar issues as well as the vocabulary studied.
4. fairly understand native speakers.
5. Express themselves orally with a fair command of the language.

The course covers:

- (a) Reading comprehension: reading skills are developed through interpretation and analysis of passages from *En Marcha* 4 as well as other reading selections chosen by the lecturer.
Written creative Expression (Composition): writing skills are developed by offering model texts as well as specific exercises to provide students with the necessary tools for writing letters, articles, reports, etc.
- (b) Listening comprehension. This includes sessions in the language laboratory which will give the students further practice in understanding, processing and reporting information in Spanish spoken at a normal speed by native speakers.
- (c) Conversation/Oral expression. These classes provide students with a forum for discussion based on a variety of subjects and personal interests.
- (d) Translation into Spanish: Translation exercises serve to compare and contrast grammar issues as well as expand the vocabulary introduced in class.

PRE-REQUISITE: SPAN1002 (Spanish Language 1B)

TEXTS: *Español en Marcha No.4*. Curso de Español como lengua extranjera.
ELE. Editorial Sociedad General Española de Librería, S.A. 2006. Autores: Francisca Castro, Ignacio Rodero y Carmen Sardinero.
A New Reference Grammar of Modern Spanish: Carmen Butt and John Benjamin. Bi-lingual Dictionary: Collins or Appleton Cuyas.

INSTRUCTION: 6 hours per week: 4 tutorials, 1 conversation, and 1 lab

EVALUATION:

2 in-course Tests 50%	
Reading Comprehension	[25%]
Oral	[25%]
Final Exams 50%	
Listening Comprehension	[20%]
Written Creative Expression (Composition)	[20%]
Translation into Spanish	[10%]

SPAN2502 (S 25B): SPANISH LANGUAGE IIB (3 credits, Semester 2)

RATIONALE: This course is the sequel to SPAN2501. Students will be expected to have developed a higher level of competence in all areas at the end of this course: reading comprehension, oral expression, listening comprehension, translation and composition.

At the end of the course the student will be able to:

1. read, analyze and understand a linguistically more complex texts in Spanish related to different topics.
2. write in Spanish with fair command of appropriate syntax, vocabulary and style.
3. translate into Spanish different types of texts containing the grammar issues as well as the vocabulary studied.
4. fairly understand native speakers as well as TV and radio programs.
5. express themselves orally with a fair command of the language.

The course covers:

- (a) Reading comprehension: reading skills are developed through interpretation and analysis of text from the manual as well as other reading selections chosen by the lecturer. Excerpts from literary works from Spanish American writers will be used.
- (b) Written creative Expression (Composition): writing skills are developed by offering model texts as well as specific exercises to provide students with the necessary tools for writing articles, reports, arguments, etc.
- (c) Listening comprehension. This includes sessions in the language laboratory which will give the students further practice in understanding, processing and reporting information in Spanish spoken at a normal speed by native speakers. Audio-visual materials will be included.
- (d) Conversation/Oral expression. These classes provide students with a forum for discussion based on a variety of subjects and personal interests. Panel presentations will be included as to develop the abilities of oral presentations on a higher language registry.
- (e) Translation into Spanish: Translation exercises serve to compare and contrast grammar issues as well as expand the vocabulary introduced in class.

PRE-REQUISITE: SPAN2501 (Spanish Language IIA)

TEXTS: *Español en Marcha No.4*, Curso de Español como lengua extranjera. ELE. Editorial Sociedad General Española de Librería, S.A. 2006. Autores: Francisca Castro, Ignacio Rodero y Carmen Sardinero.
A New Reference Grammar of Modern Spanish: Carmen Butt and John Benjamin
Translation Booklet (to be purchased in the department)
Bi-lingual Dictionary: Collins or Appleton Cuyas.

INSTRUCTION: 6 hours per week: 4 tutorials, 1 conversation, and 1 lab

EVALUATION: **2 in-course Tests 50%**

Reading Comprehension	[25%]
Oral	[25%]

Final Exams 50%

Listening Comprehension	[20%]
Written Creative Expression (Composition)	[20%]
Translation into Spanish	[10%]

SPAN2705 (S 27E): LITERATURE OF THE SPANISH CARIBBEAN (3 credits, Semester II)

The aims of the course are as follows:

- (a) To expose students to a selection of literary works produced by writers from the Spanish-speaking Caribbean
- (b) To examine the responses of the writers to issues associated with their respective societies. These issues include race, neo-colonialism, gender and the search for identity. Works will be selected from different genres and the literary devices associated with these genres will be examined.

PRE-REQUISITES: SPAN1002 and one First Year 3-credit course in Spanish, French or English Literature.

PRESCRIBED TEXTS: *Los soles truncos* by René Marqués
Papeles de Pandora by Rosario Ferré
El Reino de este mundo by Alejo Carpentier

INSTRUCTION: 3 hours per week

EVALUATION:

Written Tutorial Presentation	10%
1 Essay	30%
2-hour Final Exam	60%

LEVEL III

SPAN3001 (S 30A): SPANISH TO ENGLISH TRANSLATION III (3 credits, Semester 1)

This course will build on the foundation provided by SPAN2503 and give students in their final year practice in the translation of a variety of documents from Spanish to English. These will include newspaper articles on current regional and global issues, speeches, formal correspondence, journal articles and business-related documents). Learning activities will include oral translation and translation editing. Performance in the course will be a useful indicator of aptitude for graduate level translation

PRE-REQUISITE: A minimum B pass in SPAN2502 Spanish Language IIB

CO-REQUISITE: S3502 Spanish Language IIIA

PRESCRIBED Translation Booklet available from the Department Office

TEXTS: English Thesaurus
Spanish-English/English-Spanish Dictionary
Business Spanish Dictionary – Peter Colin

RECOMMENDED: *Spanish to English: Thinking Spanish Translation, A Course in Translation Method:*
Hervey, S et al, Routledge, 1995

Reference

Mastering Business Spanish Vocabulary - A Thematic Approach. Meliveo, E and Knerr E., Barron's Educational Series, 1997.
Newspaper Spanish - A Vocabulary of Administrative and Commercial Idiom. Kelly, C and Montserrat, L. Univ. Of Wales P. 1995.
Monolingual Dictionary

INSTRUCTION: 3 seminar classes per week

EVALUATION: 2 one-hour in-class tests 25% each
Two-hour Final Exam 50%

SPAN3502 (S 30B): BUSINESS SPANISH (3 credits, Semester 2)

At the end of the course students will be able to:

- Understand general business concepts and terminology used in the Hispanic business world.
- Understand different types of business communications and documents most commonly used in Spanish-speaking countries.
- Prepare and write fairly well different types of business documents and correspondence using the appropriate business repertoire.
- Translate into Spanish certain types of correspondence and documents using the appropriate business terminology and technical vocabulary.
- Relate at the socio-cultural and psychological levels to some "social and business-related cultural patterns of the Hispanic World."

PRE-REQUISITE: A Pass in SPAN2199 or SPAN2502 (Spanish Language II)

CO-REQUISITE: SPAN3002 Spanish Language IIIB

TEXTS: *Éxito Comercial: Prácticas Administrativas y Contextos Culturales:* Doyle et al.
Business Spanish Dictionary: Peter Collin

INSTRUCTION: 3 hours distributed as follows:
1 hour Business theory; review of business terminology, technical and commercial terms, techniques and approaches in the writing and interpreting of business communications and documents
2 hours: Use of business terminology, technical and commercial terms; comprehension and interpretation of business communications and documents; composition of business correspondence, commercial documents and advertisements in Spanish, translation into Spanish.

EVALUATION: 1 In-course test 40%
2-hour Final exam 60%

SPAN3501 (S 35A): SPANISH LANGUAGE IIIA (3 credits, Semester 1)

This advanced course enables students to achieve a high level of competence in reading, listening, writing and speaking for real-life communication. The cultural dimension of language learning is an important aspect of the course. Authentic material is used to explore different aspects of the culture of Spanish-speaking people. At the end of the course students will be able to:

- Read critically, analyse and understand a linguistically advanced and challenging text in Spanish expressing complex concepts and ideas in a variety of styles. Grasp the nuances of the language where the syntax, lexicon, idiomatic expressions and regionalism are concerned.
- Write in Spanish with a fair/good command of appropriate syntax, vocabulary and style.

- c) Translate into Spanish different types of texts which are not highly technical or highly specialized.
- d) Understand fairly well native speakers of Spanish and function in a conference or work place situation where they have to Interact in Spanish
- e) Express themselves orally with a fair/good command of the language on a variety of topics in real life situations
- f) Interact effectively with native speakers of Spanish.

The course involves mostly work in Spanish. It covers five main areas which develop both comprehension and production of Spanish

- a) **Reading Comprehension:** Reading skills are developed through interpretation and analysis of passages from *Punto Final* and supplementary material. Emphasis is placed on students' understanding of complex concepts, thoughts and ideas and the acquisition of new vocabulary. Specific grammatical structures in the reading passages are analyzed and practised through a variety of oral and written communicative activities which enable students to express their own views in Spanish.
- b) **Translation into Spanish:** Translation exercises serve to develop the mastery and correct use of grammar. Different types of material will be used, including formal, informal, semi-formal, technical, and literary texts. This activity also involves discussion of the socio-cultural aspects of the Spanish language.
- c) **Written Creative Expression (Composition):** Practical exercises in composition writing include training in the principles and techniques of essay writing: the outline, the paragraph, the sentence structure, grammatical correctness, development of ideas.
- d) **Listening Comprehension:** Sessions in the language laboratory will give students further practice in understanding, processing and reporting information in Spanish spoken at a normal speed by native speakers. Audio-visual material will include news broadcasts, reports for Spanish speakers, programmes on topical issues, culture and daily life in the Hispanic world and other geopolitical regions. Students will be given practice in note-taking, writing up answers and comments as well as commenting on and interpreting orally the material heard.
- e) **Conversation/Oral expression:** These classes provide students with a forum for free discussion of a variety of subjects of topical or personal interest and other activities such as debates, interviews and short presentations/talks.

PRE-REQUISITES: A pass in SPAN2199 or SPAN2502

PRESCRIBED *¡Sigue!* ! Connor J Erad

TEXTS: Translation Pamphlet (to be purchased in the Department)

A New Reference Grammar of Modern Spanish: Carmen Butt & John Benjamin

INSTRUCTIONS: 6 hours: 4 tutorials, 1 conversation, 1 lab

EVALUATION:	2 in-course Tests	50%
	Reading Comprehension	[25%]
	Oral	[25%]
	Final Exams	50%
	Listening Comprehension	[20%]
	Written Creative Expression (Composition)	[20%]
	Translation into Spanish	[10%]

SPAN3002 (S 35B): SPANISH LANGUAGE III (3 credits, Semester 2)

This advanced course is the sequel to S35A. It will enable students to achieve a higher level of competence in reading listening, writing and speaking for real-life communication. The cultural dimension of language learning is an important aspect of the course. Authentic material is used to explore different aspects of the culture of Spanish-speaking people. At the end of the course students will be able to:

- a) Read critically analyse and understand a linguistically more advanced and challenging text in Spanish expressing more complex concepts and ideas in a variety of styles. Have a good grasp of the nuances of the language where the syntax, lexicon, idiomatic expression and regionalism are concerned.
- b) Write in Spanish with a much better command of appropriate syntax, vocabulary and style.
- c) Translate into Spanish different types of texts which are not highly technical or highly specialized.
- d) Understand quite well native speakers of Spanish and function in a conference or work place situation here they have to interact in Spanish.
- e) Express themselves with a good command of the language on a variety of topics in real life situations.
- f) Interact effectively with native speakers of Spanish.

The course involves mostly work in Spanish covering the same five main areas as S35A.

Receptive and productive skills are developed through more complex and challenging exercises and activities in Reading Comprehension, Listening Comprehension, Translation into Spanish, Written Creative Expression and Conversation.

Students will undertake more in-depth analysis of reading passages regarding concepts, thoughts ideas and specific grammatical structures with special attention to oral and written activities. Their skills in translation will continue to be developed at a higher level through a variety of material. Practical exercises in written creative expression will allow them to improve their mastery and correct use of grammar and to express their own view in a more flexible framework.

Listening Comprehension sessions will continue to give them further and more challenging practice through a variety of audio-visual material taken from authentic and real daily life situations in the Hispanic world and cultural information. Conversation classes provide students with more challenging opportunities for interactivities and use of skills acquired throughout the course.

PRE-REQUISITES: A pass in S35A

PRESCRIBED

TEXTS:	Translation Pamphlet (to be purchased in the Department)	
	<i>Siguel!</i> Connor J Erad	
INSTRUCTIONS:	6 hours: 4 tutorials, 1 conversation, 1 lab	
EVALUATION:	2 in-course Tests	50%
	Reading Comprehension	[25%]
	Oral	[25%]
	Final Exams	50%
	Listening Comprehension	[20%]
	Written Creative Expression (Composition)	[20%]
	Translation into Spanish	[10%]

SPAN3302 (S 33A): Issues in Contemporary Cuban Culture (3 credits, Semester 2) Research -linked course (not offered in 2012-2013)

[NORE: This course may be taken to satisfy the Caribbean Studies (AR3X0) requirement and the requirement for the major]

This course examines the experimentation and controversies expressed in literature and deriving from the revolutionary contexts in Cuba since 1959. Students will be required to select a research topic at the start of the course.

PRE-REQUISITE: SPAN1002 and one First Year 3-credit course in Spanish, French or English Literature.

SYLLABUS: Introductory Review
Three of the following areas:
a) Race issues (Selection from literature and film)
b) Testimonio (Cimarrón)
c) Teatro Escambray and its influence
d) Gender Issues: Selected authors/texts/films

INSTRUCTION: 1 Lectures, 2 Seminar hours per week

EVALUATION: Research Essay 35%
1 Tutorial Presentation (written) 15%
Final 2-hour Exam 50%

SPAN3702 (S 37B): SPANISH AMERICAN WOMEN'S NARRATIVE (3 credits, Semester 1)

The course involves a study of the contribution made by female writers to the corpus of 20th century Spanish American fiction. The focus will be on female concerns and more specifically on the strategies used in the treatment of gender issues. The critical approach to be used will draw on Feminist Literary Theory. At the end of the course students will be asked to demonstrate understanding of the feminist approach to literary study and of the differences in the representation of gender by individual authors.

PRE-REQUISITES: SPAN1002 and a First Year 3-credit course in Spanish, French or English Literature.

TEXTS: *Como agua para chocolate:* Laurel Esquivel
Cuentos de Eva Luna: Isabel Allende
Querido Diego, te abraza Quiela: Elena Poniatowska

INSTRUCTION: Two Lectures and one Tutorial per week.

EVALUATION: 1 Tutorial Presentation (written) 10%
1 Essay 30%
Final 2-hour Exam 60%

SPAN3714 (S 37N) LATIN AMERICAN FILM (3 credits, Semester 2)

[N.B.] This course may be taken as a substitute for AR3X0 to satisfy the Faculty's Level 3 Research requirement]

Pre-requisite: A pass in Level II Spanish Language (SPAN2501) and a Level I course in Spanish, French or English Literature

This course is designed to enhance knowledge of the twentieth-century Latin America scene, generally, and of its cinematographic representation, in particular. Students' critical skills will be developed through the analysis of themes and techniques in different film genres.

At the end of the course, students will be able to

- discuss the relationship between Latin American film and Latin American society
- use appropriate vocabulary to talk and write about films produced in Latin
- apply the analytical techniques acquired in the study of literary texts to the study of film
- critically analyze and compare different film versions of the Latin American experience
- evaluate the modes of representation of different themes in film
- conduct independent research on a film-based topic

Guidelines will be provided on how to read and write about film. Classes will take the form of seminar discussions involving students' active participation in dialogues with each other and with the course instructor, rather than through the traditional lecture method. A comparative approach will be used to foster awareness of the differences and similarities in the representation of the Latin American experience across national boundaries. In addition to the six films studied during the course, each student will write an independent research essay on a film of his / her choice.

Assessment:	Independent Research Essay (c. 3000 words)	35%;
	Written Tutorial Presentation	15%
	Final Exam (2 hours)	50%

HOSPITALITY AND TOURISM MANAGEMENT LANGUAGE COURSES

STUDENTS WHO DO NOT HAVE CSEC IN FRENCH OR SPANISH SHOULD REGISTER FOR THE BEGINNERS' FRENCH (FREN0101 AND FREN0102) OR SPANISH (SPAN0101 AND SPAN0102) COURSES IN THE FIRST YEAR OF THEIR PROGRAMME.

FRENCH

LEVEL II

FREN2008 (F20H): HOSPITALITY FRENCH III (3 credits, Semester 1)

This course will further develop the communicative skills and socio-cultural competence acquired in F 11H. Students will use the language in a variety of practical, real life hospitality situations. Basic hospitality related communication skills will be reviewed at the beginning of the semester for the benefit of the new CXC/ 'A' Level students joining the programme. At the end of the course, students will have learned how to do tasks such as the following in French:

- a) Introduction: background on France and French-speaking countries
- b) Cooking: talking about Jamaican food and explaining recipes
- c) At the restaurant: taking a reservation/welcoming and placing guests/taking the order/serving and handling complaints
- d) At the hotel: taking a reservation/welcoming and informing guests

PRE-REQUISITE: A pass in FREN1108 (F11H) OR CXC/ 'A' Level or CAPE French OR FREN0102

PRESCRIBED

TEXTS:

F20H Manual (Sold in the department)

INSTRUCTION:

4 hours per week: 3 hours of communicative language learning (reading and oral expression, written comprehension) and 1 hour of listening comprehension

EVALUATION:

2 In-course tests: 50% (written expression, reading comprehension, listening comprehension)
2-hour Final exam: 50% (written expression, reading comprehension, listening comprehension, oral expression)

FREN2108 (F 21H): HOSPITALITY FRENCH IV (3 credits, Semester 2)

In this course students will develop the ability to use French in unstructured and unforeseen situations. They will apply what they have learnt at previous levels by simulating life in a hotel within the classroom setting and by role-playing activities such as:

- a) Organizing a congress
- b) At the tourist office: providing information (hotels, activities...)/orienting visitors/offering documents/making reservations (concert...)
- c) Guiding
- d) Writing promotional materials (ads, leaflets)

PRE-REQUISITES: A pass in FREN2008 (F20H)

PRESCRIBED

F21H Manual (sold in the department)

TEXT:

Bilingual Dictionary

INSTRUCTION:

4 hours per week: 3 hours of communicative language learning (reading and oral expression, written comprehension), and 1 hour of listening comprehension.

EVALUATION:

2 In-course tests: 50% (written expression, reading comprehension, listening comprehension).
2-hour Final exam: 50% (written expression, reading comprehension, listening comprehension, oral expression)

SPANISH

LEVEL II

SPAN2008 (S20H): HOSPITALITY SPANISH III (3 credits, semester 1)

This course will further develop the communicative skills and socio-cultural competence acquired in S 11H. Students will use the language in a variety of practical, real-life hospitality situations. Basic hospitality-related communication skills will be reviewed at the beginning of the semester for the benefit of the new CXC/ A-Level students joining the programme.

At the end of the course students will have learnt how to do tasks such as the following in Spanish:

- a) Provide information to guests attending a seminar / conference
- b) Understand and engage in a basic conversation about work
- c) Make reservations for guests (theatre, concert hall)
- d) Write formal hotel correspondence

PRE-REQUISITE: SPAN1108 (S11H) OR CXC / A-Level or CAPE Spanish OR SPAN0102

PRESCRIBED

TEXTS:

S20H Manual
Practical Spanish Grammar: Marcial Prado
Bilingual Dictionary

INSTRUCTION:

4 hours per week: 3 hour of communicative language learning (reading and oral expression, written comprehension), and 1 hour of listening comprehension.

EVALUATION:

2 In-course tests: 50% (written expression, reading comprehension, listening comprehension)
Final 2-hour exam: 50% (written expression, reading comprehension, listening comprehension, oral expression)

SPAN2108 (S 21H): HOSPITALITY SPANISH IV (3 credits, semester 2)

In this course students will develop the ability to use Spanish in unstructured and unforeseen situations. They will apply what they have learnt at previous levels by simulating life in a hotel within the classroom setting and by role-playing activities such as:

- a) Making a reservation (restaurant, hotel)
- b) Welcoming guests (individual guests, groups)
- c) Checking in guests
- d) Giving advice (on hotel activities, attractions, cultural activities, restaurants)
- e) Entertaining the guests
- f) Eating at a restaurant
- g) Handling typical complaints and problems of hotel guests
- h) Checking out guests

PRE-REQUISITE:

A pass in S 20H

PRESCRIBED

Practical Spanish Grammar: Marcial Prado

TEXTS:

S21H Manual

INSTRUCTION:

4 hours per week: 3 hours of communicative language learning (reading and oral expression, written comprehension), and 1 hour of listening comprehension.

EVALUATION:

In-course tests: 50% (written expression, reading comprehension, listening comprehension)
Final 2-hour exam: 50% (written expression, reading comprehension, listening comprehension, oral expression)

COMPARATIVE CARIBBEAN LITERATURE

The following courses in Comparative Caribbean Literature are offered jointly by the Departments of Modern Languages and Literatures and Literatures in English.

LEVEL I

HUMN 1102 (AR11B): INTRODUCTION TO COMPARATIVE CARIBBEAN LITERATURE II: WOMEN'S WRITING (3 credits, Semester 1)

Lecturer in charge: Dr. Anthea Morrison
Rm. 05 (Old Arts Block)

In this course the major concerns of women writers in the region will be examined through a survey of writing from the English, French and Spanish-speaking Caribbean (in English translation). The current emphasis is on prose fiction -- novel and short story. In addition to extracts from the prescribed anthologies, two novels will be studied in detail.

PRE-REQUISITE: None

PRESCRIBED TEXTS: *Green Cane and Juicy Flotsam: Stories by Caribbean Women*: Paravisini & Esteves (eds.) (Rutgers pb)
Crossing the Mangrove. Maryse Condé, (Anchor Books pb)
Dreaming in Cuban. Cristina Garcia. (Ballantine pb)

INSTRUCTION: 2 lecture hours, 1 tutorial

EVALUATION:

2 in-course assignments	30%
1 tutorial presentation	10%
Written exam (2 hours)	60%

LEVEL II

HUMN 2201 (AR22A): LITERATURE AND IDEAS IN THE CARIBBEAN (3 credits, Semester 2)

Lecturer in charge: Dr. Anthea Morrison
Rm. 05 (Old Arts Block)

This course focuses on the selected issues in writing from across the Caribbean, including the following topics (with emphasis which may vary from time to time): the treatment of history, nationalism, gender concerns, neo-colonialism, anti-imperialism and Marxism, religion, choice of language, narrative technique, orature, magic realism, Caribbean literature as counter-discourse.

PRE-REQUISITE: 'A' level literature or one literature course from Department of Modern languages and Literatures OR Literatures in English

PRESCRIBED TEXTS: *How the Garcia Sisters Lost their Accent* Alvarez, Julia (Plume pb)
The Aguero Sisters. Garcia, Cristina. (Ballantine pb)
Masters of the Dew. Roumain, Jacques. (Heinemann pb)
Black Shack Alley. Zobel, Joseph. (Three Continents pb)

INSTRUCTION: 2 lecture hours, 1 tutorial

EVALUATION:

1 seminar-type presentation	10%
1 term paper	40%
1 two-hour exam	50%

HINTS ON LITERARY ESSAY WRITING

You will be expected to write an essay on each of your prescribed texts. In these essays you will be asked to examine aspects of the texts that have been either raised in lectures or discussed in tutorials. The main purpose of the exercise of essay writing is to help you to develop a critical sense and present your ideas analytically and methodically. For example, you will be required to comment on or make a judgement of (not merely describe) a character and to interpret the significance or meaning of actions and events. This exercise also helps to discipline and give shape to intellectual responses provoked by your reading and discussion of literary texts.

CONSEQUENTLY, IN NO ESSAY WILL IT BE NECESSARY TO RECOUNT THE PLOT OF A PARTICULAR WORK OR REPEAT BIOGRAPHICAL DETAILS ABOUT THE AUTHOR CONCERNED.

YOU CAN SAFELY ASSUME THAT THESE ARE ALREADY KNOWN TO YOUR TUTOR AND THAT WHAT IS BEING TESTED IS YOUR ABILITY TO ORGANIZE IDEAS, ARGUE IDEAS LOGICALLY AND ARRIVE AT APPROPRIATE CONCLUSIONS.

RECOMMENDED PROCEDURE

1. Study your title carefully and the rubric which follows, e.g., “Discuss” or “examine” or “illustrate” etc. Make sure you know what the question means and its full implications for the text(s) to which it refers. Essay topics fall into two general categories:
 - a. The value judgement that needs to be discussed and defined, e.g., “The novel is too concerned with political ideas to be successful as a novel.”
 - b. The question that requires you to examine some aspect of the text, e.g., Examine how the method of narration contributes to the novel’s success.
2. Make a rough plan, noting all ideas, first reactions that appear relevant to the topic etc. These may consist of personal impressions, observations by critics, etc. Critical works are useful in providing a fuller response to a text. Remember, however, that in any essay there is room for a diversity of opinion and you should only accept a critic’s opinions if you are persuaded of their validity. The critic is essentially a guide. Your priority must be to define **your own** response to the text and to convince! **ALWAYS ACKNOWLEDGE CRITICS WHEN YOU USE THEIR WORD OR IDEAS. PLAGIARISM WILL BE PENALIZED SEVERELY.**
3. Make a definite and detailed plan. At this point you should have a clear idea of what is not relevant to your topic and also be sure of your response to the chosen topic. Your introduction and conclusion could now be written out. The former should be as direct as possible, setting out what you see as the main issues raised by the topic. **No essay on Zobel should begin “Zobel was born in Martinique in the year...”** Your conclusion should sum up and restate the main thrust of your arguments. Do not introduce any new ideas in your conclusion. The ordering and linking of paragraphs in the body of the essay is indicative of the development of your thoughts. Also, each paragraph must have its own subject that relates to an aspect of the essay topic being treated.
4. With your plan made, you are able to concentrate on style and expression when writing your essay. Avoid long, verbose sentences. Stick to a clear, formal English style. Remove all eccentricities from your style, whether they take the form of inflated, flowery English or an overly subjective approach using exclamations etc. Your ultimate aim in this regard is to achieve a style of your own which can clearly and persuasively articulate your ideas. And very importantly, check your spellings and syntax/grammar (e.g. agreements between subjects and verbs). So reread your work carefully; critical revision of your essay is the only way to ensure that it is free from basic errors of grammar, spelling and punctuation, errors which are unacceptable at this level and will therefore be penalized.
5. **A note on quotations:** All quotations should correspond **exactly** with the original and be relevant to your particular argument. Always acknowledge the sources of your quotations. When quoting poetry, a verse quotation of a single line should run on in quotation marks as part of your text. Short prose quotations could be treated in a similar manner.

GUIDE TO DOCUMENTING ESSAYS & RESEARCH PAPERS

In writing your essay, you **MUST** document everything that you borrow - not only direct quotations and paraphrases, but also information and ideas. You **MUST** indicate the source of any borrowed material that a reader might otherwise mistake for your own.

Placing Footnotes/Endnotes

To footnote a quotation or a statement in your paper, follow it with a number placed slightly **ABOVE** the line. Then use that number to introduce your footnote. Place footnotes at the foot of the page single-spaced with a triple space between the text and the first note - and number them consecutively - throughout the paper. (An alternative way of handling the notes is to group them together at the end of the paper.) Indent the first line of footnote five spaces. The footnote number should be slightly raised and should be separated from the note by one space. The first time a source is identified in a footnote, the documentation must be complete. As you will see in the examples below, you will need to vary the form according to the kind of source you are citing -

books, compilations, articles in journals or newspapers, unpublished dissertations, and so on. Examine each form carefully to see **what elements are included, in what order they appear, and how they are punctuated.**

FOOTNOTES/ENDNOTES

A book by a single author:

¹ Barbara J. Webb, *Myth and History in Caribbean Fiction: Alejo Carpentier, Wilson Harris and Edouard Glissant* (Amherst: The University of Massachusetts Press, 1992) 77.

A book by more than one author:

² James E. Brady and Gerard E. Humiston, *General Chemistry: Principles and Structure* (New York: Wiley, 1975) 42.
(If there are more than three authors, substitute "et al." for all but the first: Shirley Gorenstein et al.)

A work in more than one volume:

³ Richard B. Sewell, *The Life of Emily Dickenson* (New York: Farrar, Straus & Giroux, 1974) II, 251-58.

An edition other than the first:

⁴ Lewis A. McArthur, *Oregon Geographic Names*, 4th ed. (Portland: Oregon Historical Society, 1974) 664.

An edited work:

⁵ S. Y. Agnon, *Twenty-one Stories*, ed. Nahum N. Glatzer (New York: Schocken Books, 1970) 27.

A selection, chapter, or other part of a compilation:

⁶ Richard McKeon, "Rhetoric in the Middle Ages," in *Critics and Criticism*, ed. R.S. Crane (Chicago: Univ. of Chicago Press, 1952) 271.

A translation:

⁷ Maurice Merleau-Ponty, *Phenomenology of Perception*, Trans. Colin Smith (London: Routledge, 1962) 88-90.

A reprinted book: ⁸ Toril Moi, *Sexual/Textual Politics: Feminist Literary Theory* (1985; rpt. New York: Routledge, 1991) 66-67.

A signed article in a newspaper:

⁹ Steve Cady, "Dreams Grow from Asphalt," *New York Times*, 13 July 1975, Sec.5, p.3, cols. 6-7.

An unsigned article in a weekly newsmagazine:

¹⁰ "Nixon's Fight for Life," *Newsweek*: 11 Nov. 1974, 27.

An article in a monthly magazine:

¹¹ Walter Litten, "The Most Poisonous Mushrooms," *Scientific American*, March 1975, 90-91.

A journal article:

¹² Walter J. Ong. "The Writer's Audience Is Always a Fiction," *PMLA*, 90 (1975) 19.

(Because this journal is paged continuously throughout the calendar year, the volume number is given and only the year of publication is provided.)

A journal article with corporate authorship:

¹³ NCTE Commission on Composition, "Teaching Composition: A Position Statement," *College English*, 36 (October 1974) 219.

(In this case, because the volume does not coincide with the calendar year, the month is included. See the previous example.)

A signed encyclopedia article:

¹⁴ S[tanley] We [intraub], "George Bernard Shaw," *Encyclopaedia Britannica*, Macropaedia 16, 1974.

A book review:

¹⁵ Michael Wood, "Incomparable Empson," rev. of *William Empson: "The Man and His Work"*, ed. Roma Gill, *New York Review of Books*, 23 Jan. 1975, 30.

An unpublished dissertation:

¹⁶ Frances Nicol Teague, "Ben Jonson's Stagecraft in His Four Major Comedies," Diss. Univ. of Texas, 1975, 7.

Published proceedings of a conference:

¹⁷ Alan M. Gordon and Evelyn Rugg, eds., *Actas del Sexto Congreso Internacional de Hispanistas celebrado en Toronto del 22 al 26 de agosto 1977* (Toronto: Dept. of Spanish and Portuguese, Univ. of Toronto, 1980) v-vii.

BIBLIOGRAPHY

Authors' names that begin entries are inverted for alphabetizing. When no author is given, the first important word of the title is used as the key word for alphabetizing.

The first line of each entry in a bibliography is begun at the left margin, and succeeding lines are indented five spaces.

A book by a single author:

Webb, Barbara J. *Myth and History in Caribbean Fiction: Alejo Carpentier, Wilson Harris and Edouard Glissant*. Amherst: The University of Massachusetts Press, 1992.

A book by a single author and a second book by the same author:

Katz, Jerrold J. *The Philosophy of Language*. New York: Harper & Row 1966.

_____. *Semantic Theory*. New York. Harper & Row, 1972.

(Instead of repeating the author's name, use a ten-space line followed by a full stop.)

A book by more than one author:

Brady, James E., and Gerard E. Humiston. *General Chemistry: Principles and Structure*. New York: Wiley, 1975.

(Do not reverse the names of co-authors following the first author's name: Bryant, Barbara, William Jensen, and Ann Wagner. If there are more than three authors, substitute "et al." for all but the first: Gorenstein, Shirley, et al.)

A work in more than one volume:

Sewell, Richard B. *The Life of Emily Dickenson*. 2 vols. New York: Farrar, Straus & Giroux, 1974.

(If books in a multivolume work are published over a period of years, give the full span: 1904-49)

A signed article in a newspaper:

Cady Steve, "Dreams Grow from Asphalt," *New York Times*, 13 July 1975, Sec.5, p.3, cols. 6-7.

An unsigned article in a weekly news magazine:

"Nixon's Fight for Life." *Newsweek*, 11 Nov, 1974, 26-29.

An article in a monthly magazine:

Litten Walter. "The Most Poisonous Mushrooms," *Scientific American*, March 1975, 90-101.

A journal article:

Ong Walter J. "The Writer's Audience Is Always a Fiction," *PMLA*, 90 (1975) 19.

(PMLA is the title of the journal, and 90 is the volume number. Because the journal - unlike most newspapers and magazines - is paged continuously throughout the calendar year, only the year is given, in parentheses, after the volume number. But if the volume does not coincide with the calendar year, as in the following example, the month is included.)

A journal article with corporate authorship:

NCTE Commission on Composition, "Teaching Composition: A Position Statement," *College English*, 36 (October 1974) 19 - 20.

A signed encyclopaedia article:

S[tanley] We [intraub], "George Bernard Shaw," *Encyclopaedia Britannica*, Macropaedia 16, 1974.

A book review:

Wood, Michael. "Incomparable Empson." Review of *William Empson: The man and His Work*, ed. Roma Gill. *New York Review of Books*, 23 Jan. 1975, 30-33.

Please note that the MLA makes changes to its documentation style on a regular basis. You should check the latest version online or in a recent handbook.

POSTGRADUATE STUDIES

The Department accepts postgraduate students to read for M.A., M.Phil. and Ph.D. degrees in Spanish or French. The M.A. is a degree by course work and a research project. The M.Phil. and Ph.D. are degrees by thesis only. The following areas are available for thesis research:

French

- Creole Language Studies
- The French Language in the Caribbean
- Modern Language Teaching in a Creole-speaking region
- Caribbean Literature in French with special reference to the poetry and prose of Haiti, Martinique and Guadeloupe.
- African Literature in French
- Women writers from the French Caribbean and Francophone West Africa
- Francophone Culture

Spanish

- 20th Century Spanish Novel
- Spanish Caribbean Literature
- Central American Literature
- Selected Spanish American authors

French and Spanish and/or English

- Comparative study of Caribbean Literatures in Spanish, French and English.

M.Phil and Ph.D. candidates are required to take 9 credits of taught Graduate courses offered by the Department of Literatures in English. Students conducting research on French language teaching and learning shall take these credits in the School of Education.

M.A. IN TRANSLATION STUDIES (Not offered 2012-2013)

Entry Requirements

French Major, Spanish Minor

A University Degree in French and Spanish with a minimum of B+ in French Language and B in Spanish at Level III or equivalent qualification.

Spanish Major, French Minor

A University Degree in Spanish and French, with a minimum of B+ in Spanish Language and B in French at Level III or equivalent qualification.

COURSES

Students will be required to take:

1. 2 background courses (no credits)
2. 3 Theory Courses (3 credits each)
3. 5 Practical Courses (3 credits each)
4. A Research Paper (6 credits)

BACKGROUND COURSES (no credit) MUST BE TAKEN AND PASSED IN THE FIRST SEMESTER OF THE PROGRAMME

EC10E - Introduction to Macro-Economics

GT26M - International & Regional Organizations

THEORY COURSES (French and Spanish)

FREN/SPAN6704 (F/S67D) – Terminology and Documentary Research

FREN/SPAN 6020 (F/S60T) - Theories of Translation

ED60N - Research Methods (substitute for F62M)

PRACTICAL COURSES

French

FREN6403 (F64C) - Literary Translation

FREN6501 (65A) - General Translation

FREN6605 (F66E) - Economic Translation

FREN6107 (F61G) - Institutional Translation
FREN6601 (F66A) - Legal / Technical Translation

Spanish

SPAN6403 (S64C) - Literary Translation
SPAN6501 (S65A) - General Translation
SPAN6605 (S66E) - Economic Translation
SPAN6107 (S61G) - Institutional Translation
SPAN6820 (S68T) - Legal / Technical Translation

RESEARCH PAPER

The research paper of about 10,000 words will be written on a subject chosen by the candidate in consultation with the supervisor. The research paper is to be submitted by March 31 of the year following the candidate's completion of the course work.

Duration of Programme

Part-time: 4 semesters (courses) + Research Paper (1 semester)

Evaluation

- Theory courses will be assessed by an in-course test (40%) and an end-of-semester exam (60%)
- Practical courses will be assessed by an in-course test (30%) and an end-of-semester exam (70%)
- To be awarded the M.A. in Translation Studies the candidate must be successful in all courses and the research paper. Failure is limited to three courses which may be repeated only once.
- Candidates who fail more than 3 courses will normally be required to withdraw (**THIS INCLUDES BACKGROUND COURSES**).
- A successful candidate whose average mark in the courses examined, and the research paper, does not fall below 70% shall be awarded an M.A. with distinction.

