Royal Holloway
University of London

School of Modern Languages, Literatures and Cultures

UNDERGRADUATE STUDENT HANDBOOK

2011/2012

Telephone +44 (0)1784 414310

School of Modern Languages, Literatures and Cultures
Royal Holloway, University of London
Egham Hill, Egham
Surrey TW20 0EX

Disclaimer

This document was published in September 2011 and was correct at that time. The Department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term 'Department' is used to refer to both 'Departments' and 'Schools'. Students on joint or combined degree programmes will need to use two departmental handbooks.

An electronic copy of this handbook can be found on our departmental website
http://www.rhul.ac.uk/mllc/informationforcurrentstudents/handbooks.aspx

Contents

PLEASE NOTE: All students studying in the School of Modern Languages, Literatures and Cultures are expected to be familiar with the contents of this Handbook. **Particular attention should however be paid to the following <u>ESSENTIAL</u> information (click on links):**

<u>PLEASE NOTE</u> also the following **VERY IMPORTANT** information on a **<u>PROGRESSION REQUIREMENT</u>** for **<u>ALL</u>** students studying courses within the School:

9 HEALTH AND SAFETY INFORMATION

Introduction to the School

1.1 Welcome

Welcome to the School of Modern Languages, Literatures and Cultures (SMLLC), which brings together the five major subject areas of French, German, Hispanic Studies, Italian, and Comparative Literature and Culture/ELCS. The School's staff have internationally recognised research portfolios and a wide range of teaching expertise. There are eleven professors, one reader, eleven senior lecturers, and six lecturers, as well as five specialized language tutors and a number of teaching and research fellows. The School is committed to offering a university education of the very highest quality to its undergraduates and postgraduates alike.

We very much look forward to the year ahead in the knowledge that we have attracted some of the most able students in the country. We warmly welcome the contribution that you will make to our learning community and we are confident that you will enjoy every success in your studies.

This handbook is designed to give an overview of the School of Modern Languages, Literatures and Cultures, its degree programmes and its various academic and other activities. It contains extremely important information which you will be expected to have read and absorbed. It also sets out to answer some of the questions most frequently asked by our students, so please ensure that you study it carefully.

For detailed information on courses taught within each of the School's subject areas, see the course lists on the School's website at

Royal Holloway, University of London : School of Modern Languages, Literatures and Cultures

A wealth of other information can also be found on our web pages, which are updated regularly, so be sure to have a look at them soon and then to check them again every so often. They can be found at

http://www.rhul.ac.uk/modern-languages/.

Finally, on behalf of all my colleagues in the School, I would like once again to welcome you most warmly to the SMLLC and to wish you the greatest possible success and enjoyment in your studies over the year ahead!

Dr Richard J. Pym
Head of School
September 2011

1.2 How to find us: the School

The School of Modern Languages, Literatures and Cultures is located on the first floor of the International Building, opposite the Students' Union.
The International Building is numbered 15 on the campus map which you can access via the link in 1.3 below
[Return to contents page](#)

1.3 Map of the Egham campus
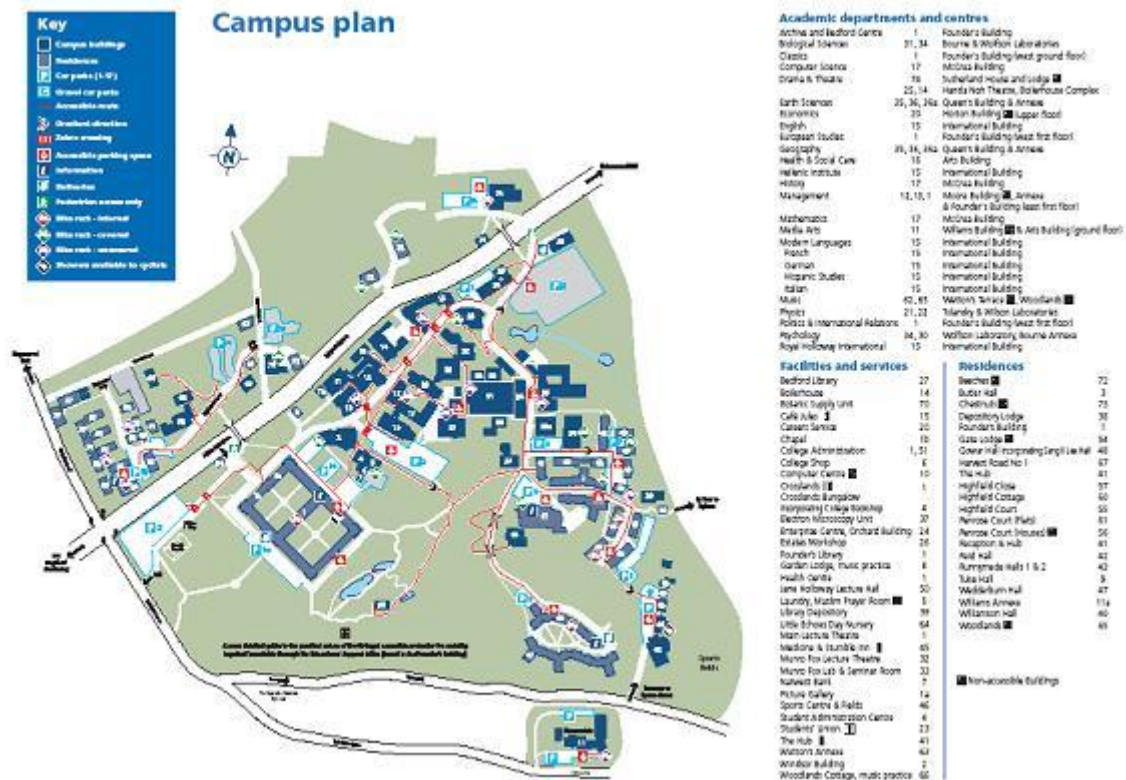
Student parking is limited and a parking permit is required. This can be obtained via Security. You will need proof of insurance and ID before a permit will be issued.
[Return to contents page](#)

1.4 How to find us: the staff

The table below includes all members of staff with whom you may have contact, including visiting lecturers and postgraduate tutors. It includes the academic title of each member of staff (Professor or Dr). Please ensure that you use the correct title to address staff, in person, in writing or by e-mail, unless that person has indicated that another form is preferable. Initials are used for timetabling purposes and in internal memos.

Timetables will show staff initials rather than full names so it is important to use the table below to check who's who.

All rooms listed below are in the International Building and should be prefixed with IN,

e.g. Professor Harvey 118 = IN118.

Telephone extensions beginning with the digit 3 are available by direct dial by prefixing them with 44. So, for example, to ring Professor Harvey (internal number 3241) from outside the College or from a mobile, you need to dial (01784) 443241. Extensions beginning with the digit 4 are available by prefixing them with 41. To ring Cathy Thorin (internal number 4310) you should dial (01784) 414310.

All members of staff in the School set aside certain hours each week in term time when they will normally guarantee to be available to see students (details are posted on/beside staff office doors). Wherever possible, please try to limit your visits to those hours. If you need to see a member of staff at other times please make an appointment by phoning the School office or sending an e-mail to the member of staff. Please try to give at least a couple of days' notice in term time.

PLEASE NOTE: Appointments are not normally made to see students outside term time. If you do need to see or speak to a member of staff during the vacation, please contact the School office in the first instance and allow at least a week's notice.

Please note: T1/2/3 beside the name indicates that the staff member is away on research leave for the term/s in question.

FRENCH

Member of staff	Initials	Room	Tel. ext.	E-mail
Mlle Alice Bonzom	ABz	IN116	3251	alice.bonzom@rhul.ac.uk
Dr Tim Chesters (T3)	TC	IN101	3741	timothy.chesters@rhul.ac.uk
Mlle Joanne Cot	JC	IN116	3251	joanne.cot@rhul.ac.uk
Dr Ruth Cruickshank (T2)	RC	IN117	3252	ruth.cruickshank@rhul.ac.uk
Professor Colin Davis	CD	IN102	3253	colin.davis@rhul.ac.uk
Mlle Irène Delcourt	ID	IN116	3251	irene.delcourt@rhul.ac.uk
Mlle Anne-Celia Feutrie	ACF	IN161	3739	anne-celia.feutrie@rhul.ac.uk
Dr Joe Harris (T3)	JHr	IN120	3243	joseph.harris@rhul.ac.uk
Professor Ruth Harvey	RH	IN118	3241	r.harvey@rhul.ac.uk
Dr Ruth Hemus	RHe	IN109	3199	ruth.hemus@rhul.ac.uk
Dr Marie Landick	ML	IN114	3248	m.landick@rhul.ac.uk
Ms Lea Vuong	LV			Lea.Vuong@rhul.ac.uk
Professor John O'Brien	JOB	IN112	3861	j.o'brien@rhul.ac.uk
Professor Eric Robertson (T1)	ER	IN119	3257	e.robertson@rhul.ac.uk
Dr Emily Salines	ES	IN115	3742	emily.salines@rhul.ac.uk
Dr Hannah Thompson	HT	IN113	3975	hannah.thompson@rhul.ac.uk
Ms Muriel Temple	MT			Muriel.temple@rhul.ac.uk
Dr Adam Watt (T2)	AWt	IN105	3740	adam.watt@rhul.ac.uk
Professor James Williams (T1)	JW	IN111	3249	james.williams@rhul.ac.uk

GERMAN

Professor Andrew Bowie	AB	IN104	3198	a.bowie@rhul.ac.uk
Mr Frank Engelmann del Mestre	FE	IN107	3193	frank.Engelmann-del-mestre
Dr Jon Hughes	JH	IN106	3200	jon.hughes@rhul.ac.uk
Dr Emily Jeremiah (T1)	EJ	IN103	3256	emily.Jeremiah@rhul.ac.uk
Professor Peter Longerich	PL	IN110	3190	p.longerich@rhul.ac.uk
Dr Anja Peters (T2)	AP	IN108	3195	anja.peters@rhul.ac.uk
Dr Gaby Thomson-Wohlgemuth	GT	IN166	3245	gaby.thomson-wohlgemuth@rhul.ac.uk
Professor Dan Wilson (T3)	D	IN121	4668	d.wilson@rhul.ac.uk

HISPANIC STUDIES				
Ms Alba Chaparro	ACh	IN158	3757	alba.chaparro@rhul.ac.uk
Dr Arantza Mayo (T2)	AM	IN159	3233	arantza.mayo@rhul.ac.uk
Dr Miriam Haddu	MH	IN155	4307	m.haddu@rhul.ac.uk
Mr James Kent	JK	IN136	3255	james.kent@rhul.ac.uk
Ms Anna Kingsley	AK	IN161	3739	anna.kingsley@rhul.ac.uk
Professor Abigail Lee Six	ALS	IN153	4275	a.leesix@rhul.ac.uk
Ms Marta Pérez-Carbonell	MPC	IN164	3255	marta.perez-carbonell@rhul.ac.uk
Dr Tyler Fisher	TF	IN152	4117	Tyler.fisher@rhul.ac.uk
Dr Richard Pym	RP	IN125	4006	r.pym@rhul.ac.uk
Dr Olivia Vázquez-Medina	OVM	IN157	3197	olivia.vazquez-medina@rhul.ac.uk
Dr sarah Wright	SW	IN156	3758	sarah.wright@rhul.ac.uk

ITALIAN				
Mr Fabrizio De Donno	FD	IN163	3194	Fabrizio.dedonno@rhul.ac.uk
Professor Jane Everson	JE	IN154	3236	j.everson@rhul.ac.uk
Mr Matteo Favaretto	MFA	IN224	3475	matteo.favaretto@rhul.ac.uk
Mr Michele Fusilli	MF	IN224	3745	michele.fusilli@rhul.ac.uk
Ms Ianelli-Chanda	MIC	IN114	3235	m.iannelli-chanda@rhul.ac.uk
Dr Stefano Jossa	SJ	IN160	4035	stefano.Jossa@rhul.ac.uk
Miss Ilaria Mallozzi (Dionisotti scholar)	FC	IN224	3475	ilaria.mallozzi@rhul.ac.uk
Dr Giuliana Pieri (T2/3)	GP	IN162	3234	g.pieri@rhul.ac.uk

Miss Francesca Ponzini	FP	IN224	3745	francesca.ponzini@rhul.ac.uk
Prof. Vivienne Suvini-Hand (T1)	VSH	IN151	3237	v.hand@rhul.ac.uk
Dr Simone Testa	ST	IN224	3745	somone.test@rhul.ac.uk
Dott. Franca Viglione	FV	IN157	4688	franca.viglione@rhul.ac.uk

1.5 How to find us: The School office and its opening hours

The School General Office, located in room IN123 on the first floor of the International Building, is our 'centre of operations'. Given their teaching and research commitments, academic members of staff rely heavily on the administrative staff to deal with important administrative duties and responsibilities. The administrative staff will be your first port of call for virtually everything except academic matters related to the content of teaching, pastoral matters or disciplinary matters. They will have – or will be able to find – information on course registrations, timetabling, student records, deadlines, as well as copies of forms to be filled in. Please treat all administrative staff with courtesy and respect at all times.

Senior Faculty Administrator
Catherine Thorin   IN124   c.thorin@rhul.ac.uk   01784 414310

Faculty Administrators
Ann Hobbs   IN123   a.hobbs@rhul.ac.uk   01784 443201
Helen Thomas   IN123   helen.thomas@rhul.ac.uk   01784 443244
Sarah Midson   IN123   sarah.midson@rhul.ac.uk   01784 443246

Office Hours

The Modern Languages General Office (IN123) is open to students between 10.30am–1pm and 2–3.30pm for all enquiries. It is not usually open at other times although an appointment may be made by e-mail to speak to a particular administrator.

1.6 The School: practical information

Organization of the School

All the full-time members of the academic staff are engaged in teaching and research. They also take on key administrative tasks which are intrinsic to your well-being in the School.

Head of School: The Head of School has overall responsibility for its academic work, research, teaching, planning and financial management as well as the welfare (and sometimes discipline) of all students within the School. He ensures proper liaison and communication with all members of staff in the School and between the School and the central administration of the College. He represents the School through membership of key College boards and committees. He is assisted by a **Deputy Head of School**.

Directors of Comparative Literature & Culture, French, ELCS, German, Hispanic Studies, and Italian: Each of the major subject areas taught in the School (Comparative Literature and Culture/ELCS, French, German, Hispanic Studies, Italian) has a Director responsible for the undergraduate programme. Unlike the Head of School, the Directors of each subject area are not College appointments. They are all responsible

to the Head of School for subject-specific matters, including curriculum development and delivery of undergraduate teaching in the subject. They also liaise with the Head of School and his Deputy to ensure each subject area is fully represented in discussions of the School.

Personal Advisors: All permanent staff act as Personal Advisor to a number of students in each year. **Lists of Personal Advisors are displayed on notice board outside IN123**. A full description of the role of the Personal Advisor is given on pages 17-18 of this Handbook. Your Personal Advisor will normally be the member of staff who advises you on course options and the course unit registration process at the beginning of the academic year. S/He is the person to turn to if you have problems of a general administrative or a personal kind, or difficulties with individual courses that you cannot solve with the course tutor.

Academic Co-ordinators: The Academic Co-ordinator oversees all procedural matters to do with course-unit and examination registration. The Academic Co-ordinator makes interdepartmental arrangements for Joint and Combined Honours degree programmes, deals with problematic degree course pathways and changes and ensures proper liaison between the Registry and students in the School. S/He is assisted by the Programme Directors for Multilingual Studies, Languages with Film Studies, CLC and ELCS.

Admissions Tutor
The Admissions Tutor is responsible for admitting students to the School and deals with applicants: s/he organizes Open Days (for which your help may be requested!), schedules interviews and offers places to those whose profiles make them suitable for study in the department. S/He is assisted in this by a consultative team drawn from across the languages.

Careers Liaison Officer: The School's Careers Liaison Officer works liaises with the University of London Careers Service on the provision of careers advice, the organization of transferable skills and other careers workshops, and other related matters.

Chair of the Sub-Board of Examiners in Modern Languages: The Chair of Examiners is responsible to the College for the smooth operation of all matters concerning examinations and coursework assessments. S/He is assisted by the Administrative Staff (particularly Cathy Thorin, to whom all matters concerning medical and other extenuating circumstances should be addressed) and by a supporting team of colleagues from the other three languages. These colleagues are responsible to the Chair for matters concerning examinations in their subject, including the setting of examinations and assessments, marking processes and procedures, and special arrangements for candidates.

Director of Graduate Studies: The School's Director of Graduate Studies ensures that the School provides the best possible intellectual and research environment for postgraduate students. If you are considering postgraduate study, you should contact this person in the first instance (in 2009-10 Professor John O'Brien at j.o'brien@rhul.ac.uk).

Course Convenor: Every course for which you register has a convenor who is responsible for ensuring that the aims and objectives of the course are realised, and who makes sure that you are made aware of the teaching programme of the course, its assessment requirements and deadlines for set work. For courses taught by only one member of staff, this person is obviously also the course convenor; for courses taught by more than one member of staff, please consult the list of course convenors on the noticeboard outside IN123 or on the School website.

Course Tutors: Course tutors are your teachers. All full-time members of staff are course tutors, as are some of our postgraduate students. All course tutors report to the course convenors and to your Personal Advisor.

Language Co-ordinators: The Language Co-ordinator is the member of staff in each language whose job it is to make sure the language-teaching timetable runs smoothly. S/he liaises closely with other language course convenors and the **School Senior Language Advisor** on all matters relating to the language teaching provision and delivery in the School.

PRA Co-ordinators: Co-ordinate arrangements for students' third-year Period of Residence Abroad (PRA). Each language area has a PRA Officer with overall responsibility for arrangements for Year 3 of your degree. Planning for the PRA starts in the second year of study when a series of scheduled meetings with students is used to present **essential information** concerning the PRA and to discuss your options. **Please be aware that** attendance is compulsory at all of these meetings. The PRA Officers are also responsible for arrangements for visiting students who come to Royal Holloway (through Socrates exchanges etc). They work closely with Personal Advisors to ensure the effective planning and administration of Year 3 of your degree-programme. The PRA Officers will also see individual students by appointment to discuss any aspect of their time abroad about which they have problems or queries.

University of London External Programme: The Course Directors of the BA External Programme in French, German and Italian run the distance-learning 'arm' of the School. The Programme currently has around 300 enrolled students and has seen a considerable number of very successful graduates through their degree, several of whom have gone on to further study as MA and PhD students.

Timetable Matters: The Directors of French, German, Hispanic Studies and Italian are also responsible for liaising with the Administrative staff in the elaboration of the timetable for their subject. The College timetable is very complicated. Staff do their best to ensure its smooth operation, but problems cannot always be avoided before the start of term. If you find that you have problems with the timetable (e.g. classes clashing), please go and see the Administrative Staff in the first instance. Every effort will be made to solve the problem, but this cannot be guaranteed. *You should also check the timetable on the notice-board outside IN123 regularly, even after term starts, as late changes to class times and venues are sometimes unavoidable.*

School Administrative Staff

Senior Faculty Administrator
Cathy Thorin   IN124   c.thorin@rhul.ac.uk

Faculty Administrators
Ann Hobbs   IN123   a.hobbs@rhul.ac.uk
Helen Thomas   IN123   helen.thomas@rhul.ac.uk
Sarah Midson   IN123   sarah.midson@rhul.ac.uk
Return to contents page

1.7 Academic Staff Administrative Roles 2011-12

Head of School
Dr Richard Pym

Deputy Head of School.
Dr Hannah Thompson

Director of Comparative Literature and Culture
Dr Ruth Cruickshank (first half, term 1); Dr Joseph Harris (second half, term 1 & Term 2); Term 3 to be confirmed

Director of ELCS
Dr Fabrizio De Donno

Director of French
Dr Adam Watt T1, Prof. James Williams (term 2 &3)

Director of German
Prof. W. Daniel Wilson (term 1 & 2); Dr Jon Hughes (term 3)

Director of Hispanic Studies
Prof. Abigail Lee Six

Director of Italian
Prof Jane Everson (term 1);Prof. Vivienne Suvini-Hand (term 2 & 3)

Departmental Educational Support Office (ESO) representative
Prof Peter Longerich

Academic Co-ordinators
CLC   Dr Ruth Cruickshank (1st half of Term 1); Dr Joseph Harris
French: Dr Marie Landick
German: Prof Dan Wilson; Dr Jon Hughes
Hispanic Studies: Prof. Abigail Lee Six
Italian: Prof J Everson;Prof. Vivienne Suvini-Hand

SMLLC Admissions Tutor
Dr Tim Chesters (terms 1 & 2); Dr Ruth Hemus (term 3)

Admissions Consultative Team
German: Dr Anja Peters (term 1); Dr Emily Jeremiah (term 2 & 3)
Hispanic Studies: Dr Richard Pym
Italian: Dr Fabrizio de Donno

SMLLC Careers Liaison Officer
Dr Richard Pym

SMLLC Chair of the Sub-Board of Examiners
Professor Ruth Harvey

Examinations Officers for CLC, French, German, Hispanic Studies and Italian
CLC   Dr Fabrizio De Donno tbc
French: Prof. John O'Brien
German: Professor W. Daniel Wilson (term 1 & 2), Dr E Jeremiah (term 3)
Hispanic Studies: Dr Olivia Vazquez-Medina
Italian: Professor Jane Everson

SMLLC Director of Research
Dr Jon Hughes

SMLLC Director of Graduate Studies
Dr Sarah Wright

Language Teaching Co-ordinators
French: Dr Emily Salines
German: Dr Anja Peters
Hispanic Studies: Ms Alba Chaparro
Italian: Ms Maura Ianelli-Chanda

SMLLC PRA Tutor
Dr Miriam Haddu

PRA Co-ordinators
French: Dr Watt (term 1); Prof E Robertson (term 2 & 3)
German: Dr Peters (term 2 & 3); Prof D Wilson (term 2)

Hispanic Studies: Dr Haddu
Italian: Dott. Jossa

University of London External Programme Co-ordinators
French: Dr Emily Salines
German: Dr Anja Peters (term 1 & 3);Dr Emily Jeremiah (term 2)
Italian: Dr Stefano Jossa

1.8 Staff research interests

FRENCH

As members of one of the leading French sections in the country, our French staff boast a wide range of research and pedagogical expertise, from literature of the medieval period to the present, to diverse interests in the visual image, poetry, autobiography, linguistics, cultural and intellectual history.

Dr Timothy Chesters (BA, MSt, DPhil Oxford) is a specialist in the relationship between demonology and literature in early modern France. He is the author of articles on Ronsard and Jean de La Taille, and is currently writing a book on ghosts and apparitions in late Renaissance France. His other research interests include the history of the book and libertine narrative.

Dr Ruth Cruickshank (BA Leeds, MSt, DPhil Oxford) is a specialist in post-war French fiction, film and thought, with particular interests in the impact and representation of consumerism, globalisation and neo-imperialism in post-war French cultural production; and in contemporary fiction. She is the author of *Fin de millénaire French Fiction: The Aesthetics of Crisis* (Oxford University Press, 2009) and of articles on Ernaux, Houellebecq, Redonnet, symbolic violence and global market economics in recent filmic images of Paris, the cinema of the *Trente glorieuses*, Denis and Varda. She is currently writing a book, '*Leftovers: Eating, Drinking and Rethinking French Fiction, Film and Thought (1944-75)*. This examines how, whether deliberately or incidentally, representations of food and drink reveal the influence of a complex weave of historical, symbolic, psychological, physical, aesthetic and intellectual leftovers, a necessarily incomplete process of digestion of which the film, fiction and thought of the period tell and form a part.

Professor Colin Davis (BA, PhD Oxford) is a specialist in twentieth-century French literature, film and thought, with interests including ethics, ethical criticism, Holocaust literature, recent fiction, and the connections between philosophy, fiction and film. He is the author of *Michel Tournier: Philosophy and Fiction* (1988), *Elie Wiesel's Secretive Texts* (1994), *Levinas: An Introduction* (1996), *Ethical Issues in Twentieth-Century French Fiction: Killing the Other* (2000), *French Fiction in the Mitterrand Years: Memory, Narrative, Desire* (co-written with Elizabeth Fallaize, 2000), *After Poststructuralism: Reading, Stories and Theory* (2004), *Haunted Subjects: Deconstruction, Psychoanalysis and the Return of the Dead* (2007), *Scenes of Love and Murder: Renoir, Film and Philosophy* (2009), and *Critical Excess: Overreading in Derrida, Deleuze, Levinas, Žižek and Cavell* (2010).

Dr Joseph Harris (BA, MPhil, PhD Cambridge) is a specialist in early-modern French literature, especially seventeenth- and eighteenth-century drama. His research interests include gender, sexuality and queer theory, comedy and laughter, reception and audience response, and sensibility and identification. He is the author of *Cross-Dressing in Seventeenth-Century France* (2005), editor of *Identification Before Freud: French Perspectives* (2008), and co-editor of *Exposure: Revealing Bodies, Unveiling Representations* (2004). He is currently working on theories of spectatorship in sixteenth-to-eighteenth-century French theatre, and suicide in tragedy from Garnier to Crébillon.

Professor Ruth Harvey (BA, PhD London) is a specialist in medieval French and Occitan literature. She is the author of *The Troubadour Marcabru and Love*, a major critical edition of Marcabru's works, and articles on medieval Occitan literature and society. Her most recent book publication is a major collaborative edition of over 150 troubadour dialogue-songs, *The Troubadour Tensos and Partimens* (Cambridge 2010), and her next project is a study of courtly culture and society.

Dr Ruth Hemus (BA Bath, MSc and PhD, Edinburgh), is a specialist in European modernist and avant-garde movements, spanning literature, performance and visual arts, and with a particular focus on women and gender. Her first book, *Dada's Women,* was published by Yale University Press in 2009. In 2010 it was shortlisted and commended for the R.H. Gapper Book Prize. Prior to her appointment as a lecturer, she completed a two-year Leverhulme Early Career Fellowship within the School. Her current project, entitled *Writing, gender and identity in the avant-garde*, is based on a case study of the poet Céline Arnauld.

Dr Marie Landick (Lic ès Scs du Lang, DEA Paris, BA, PhD London, FICL, FHEA) is a specialist in French linguistics and editor of *La langue française face aux institutions*. She is the author of *Enquête sur la pronunciation du français de référence* and articles on French phonetics, phonology and sociolinguistics, language and the law, the vocabulary of French general aviation and language teaching. Her sociolinguistic surveys focus on the evolution of French phonetics and phonology, in particular that of the mid-vowels.

Professor John O'Brien (BA Cambridge, MA London, DPhil Oxford) is the author of *Anacreon Redivivus,* editor of *(Ré) interprétations*, and co-editor of *Montaigne et la rhétorique, Belleau's Les Odes d'Anacréon, Distant Voices Still Heard*, and *La familia de Montaigne*. He is also the author of articles on various aspects of Renaissance literature, particularly Montaigne, and is currently working on the imagination and on the Martin Guerre narratives.

Professor Eric Robertson (MA, PhD Aberdeen) is the author of *Arp: Painter, Poet, Sculptor* (Yale, 2006), *Writing between the Lines*, which was awarded the R. H. Gapper Book Prize. He has also authored a book on the bilingual novelist and essayist René Schickele (1995), and various articles and chapters on twentieth-century French literature, especially poetry, and visual arts. He is the co-editor of *Yvan Goll - Claire Goll: Texts and Contexts* (1997), *Robert Desnos: Surrealism in the Twenty-First Century* (2006), *Dada Discourses* and *Dada Legacies* (both 2010 forthcoming). Current book projects include a monograph on Blaise Cendrars and a study of avant-garde art and virtual technologies.

Dr Emily Salines (Lic ès Lettres, Nice, PhD Royal Holloway) specialises in language teaching. Her research interests include translation theory and history, comparative literature and contemporary crime fiction. She is the author of articles and a book on Baudelaire as translator (*Alchemy and Amalgam; Translation in the Works of Charles Baudelaire*; Rodopi 2004).

Dr Hannah Thompson (BA, MPhil, PhD Cambridge) is a specialist in nineteenth-century French fiction and has published on Zola, Rachilde, Hugo and narratives of war. She is the author of *Naturalism Redressed: Identity and Clothing in the Novels of Emile* Zola (Oxford: Legenda, 2004), co-editor of *Corporeal Practices: (Re)figuring the Body in French Studies* (2000) and editor of *New Approaches to Zola* (2003). She is particularly interested in nineteenth-century representations of the body and the ways in which modern theories of the body such as gender theory and monster theory intersect with Realism and Naturalism. She is also researching literary and filmic representations of Parisian monuments.

Dr Adam Watt (BA, MSt, DPhil Oxon) is a specialist in late nineteenth- and early

twentieth-century literature, in particular the work of Marcel Proust. He is the author of *Reading in Proust's 'A la recherche': 'le délire de la lecture'* (Oxford University Press, 2009) and *The Cambridge Introduction to Marcel Proust* (Cambridge University Press, 2011). He is also editor of *Le Temps retrouvé Eighty Years After: Critical Essays/Essais critiques* (Peter Lang, 2009). He is editing and contributing to a major new collection of essays entitled *Marcel Proust in Context* for Cambridge University Press; he is also currently writing a volume on Proust for Reaktion Books' 'Critical Lives' series. Other research interests include contemporary English-language versions of nineteenth- and twentieth-century poetry in French, particularly Rimbaud, Baudelaire and Mallarmé.

Prof James S. Williams (BA, PhD London) specialises in modern French literature, French and European cinema, cultural studies, critical theory (in particular postcolonial), and gender studies. He is the author of *The Erotics of Passage: Pleasure, Politics, and Form in the Later Work of Marguerite Duras* (1997), *The Cinema of Jean Cocteau* (2006), and *Jean Cocteau* (a 'Critical Life') (2008), as well as (co-)editor of *The Cinema Alone: essays on the work of Jean-Luc Godard 1985-2000* (2000), *For Ever Godard: the cinema of Jean-Luc Godard* (2004), *Jean-Luc Godard. Documents* (2006) (catalogue of the Godard exhibition held at the Centre Pompidou, Paris, in 2006), *Revisioning Duras: Film, Race, Sex* (2000), *Gender and French Cinema* (2001), and *Gay Signatures: Gay and Lesbian Theory, Fiction and Film, 1945-1995* (1998). A co-edited collection entitled *May 68: Rethinking France's Last Revolution* is due out later in 2011 with Palgrave Macmillan, and he is currently completing a monograph entitled *Space and Being in Contemporary French Cinema* for Manchester UP.

GERMAN

In the nationally conducted 2008 Research Assessment Exercise, German at Royal Holloway was rated in the top five in the UK for its cutting-edge research.

Professor Andrew Bowie (BA Cambridge, MA, PhD East Anglia), has published a number of major books on German philosophy, literature, and music, including *From Romanticism to Critical Theory*. *The Philosophy of German Literary Theory* (1997) and studies of Schelling, Schleiermacher and an important English edition of selected writings by Manfred Frank. He has recently published an *Introduction to German Philosophy from Kant to Habermas* (2003) and his book on *Music, Philosophy, and Modernity* is to appear imminently.

Dr Jon Hughes (BA, MSt Oxford, PhD Swansea) is a specialist in modern and contemporary German literature and journalism, and in particular the interwar period (1918-1939), exile studies and Joseph Roth. He has worked in the field of German film studies and teaches options in this field at u/g and p/g level. His book on Joseph Roth was published by the prestigious MHRA dissertations series in 2006.

Dr Emily Jeremiah (BA Oxford, MA London, PhD Swansea) Dr Jeremiah's research is concerned with literature, identity, and ethics. Her doctoral thesis explored maternal subjectivity in recent women's writing in German; her current research addresses issues of gender and nationality in contemporary German poetry and fiction. Dr Jeremiah is also interested in creative writing, comparative literature, and translation.

Professor Peter Longerich (PhD University of Munich) specialises in the History of the Weimar Republic, Third Reich, Second World War and the Holocaust. He is the author of many books on the period, the most recent of which is *Politik der Vernichtung. Eine Gesamtdarstellung der nationalsozialistischen Judenverfolgung* (1998), currently being translated into English for OUP by another member of the Department. Professor Longerich was one of four expert witnesses for the defence in the libel case brought by David Irving against Deborah Lipstadt and Penguin Books. His most recent book, *"Davon haben wir nichts gewusst!" Die Deutschen und die Judenverfolgung 1933-1945* (Munich, 2006), made him something of a celebrity in the German and European

media.

Dr Anja Peters (MA Frankfurt, PhD Southampton) works especially in the field of 19th-century German literature, culture and intellectual history, including 19th-century gender construction and its origins in contemporary cultural, philosophical and political discourses. She has research interests, too, in the history of science in the *Goethezeit*. A book on Annette von Droste-Hülshoff's *Verserzählungen* was published in 2003.

Professor W. Daniel Wilson (MA, PhD Cornell) taught at the University of California at Berkeley. Among other distinctions, he was elected vice-president of the Goethe Society of North America (scheduled to succeed as president in 2007), a position he resigned upon accepting his current position at Royal Holloway in 2006. His research interests are in the literature, culture, and history of the eighteenth and early nineteenth centuries, focusing on political and social discourses. Since 1991 his books on the political matrix of Classical Weimar, notably *Unterirdische Gänge: Goethe, Freimaurerei und Politik* (Göttingen, 1999) and *Das Goethe-Tabu: Protest und Menschenrechte im klassischen Weimar* (Munich, 1999), have attracted widespread attention and controversy in Germany and elsewhere.

Return to contents page

HISPANIC STUDIES

In the nationally conducted 2008 Research Assessment Exercise, Hispanic Studies at Royal Holloway achieved the highest score in the country for its 4*, research publications, described in the report as 'world-leading'.

Dr Tyler Fisher (BA Central Florida, MPhil, DPhil Oxford) specialises in early modern Spanish literature, particularly the poetry, literary theory, and devotional texts of the period. His ongoing research projects include a study of autobiographical testimonies from inquisitional *procesos*, an analysis of *microcuentos* by the present-day author José María Merino, and verse translations of José Martí's poetry. He is currently revising a monograph, *Poetics and the Devout Imagination in Early Modern Spain*.

Dr Miriam Haddu (BA, PhD Birmingham): Contemporary Mexican cinema, Mexican visual cultures (including contemporary Mexican photography, the Mural Movement, and performance art). Other areas of interest include cultural studies, feminist film theory, border studies, postmodern geographies in film, and conflict studies.

Professor Abigail Lee Six (BA, PhD Cambridge): Peninsular Spanish prose fiction from 1850 to the present day. Professor Lee Six's theoretical interests include contemporary critical theory, social psychology, Spanish Gothic and gender studies.

Dr Arantza Mayo (BA Kent, MSt Oxford, MLitt Oxford, PhD London): Hispanic Golden Age Literature and culture, particularly religious literature and its relationship with the visual arts. Dr Mayo also works on Bolivian literature and culture, in particular twentieth-century poetry and the social contexts of its production.

Dr Richard Pym (BA Exeter, MA, PhD London, Dip Trans IoL): Early Modern Spanish society and culture, especially the *comedia*, Cervantes, the Mystics, sixteenth- and seventeenth-century Spanish visual arts, and in particular the paintings of Velázquez; Dr Pym also has an interest in translation; he has most recently published a history of the Gypsies of late medieval and early modern Spain.

Dr Sarah Wright (BA Strath, PhD Cambridge, Dip Trans IoL): Twentieth-century Spanish culture, theatre and film. Theoretical interests include psychoanalysis, film theory and gender studies. Dr Wright has in recent years published an interdisciplinary study focused on the legendary Spanish seducer, Don Juan, and she is currently working on

a new book on the child in Spanish film.

Dr Olivia Vázquez-Medina (Lic Leng y Lit Hisp, Universidad Veracruzana, Mexico, MSt, DPhil Oxford) specialises in contemporary Spanish American literature, particularly in representations of the body in fiction. She has worked on a number of 'New Historical Novels', exploring the interrelations between bodily imagery, historical representation and textuality. Her current research investigates the links between medical and amorous discourses in a range of contemporary Spanish American novels. Drawing on theories of embodiment, space and subjectivity, a further ongoing research project examines the aesthetics and politics of sensorial imagery in travel narratives.

Other staff in the College also have research interests in Hispanic Studies:

Professor Helen Graham (BA London, DPhil Oxford): A distinguished and internationally renowned historian and member of Royal Holloway's History Department, Professor Graham contributes courses to the Spanish degree programme. Among her other publications, she co-edited (with Jo Labanyi) *Spanish Cultural Studies: A Reader* (Oxford University Press, 1996). Professor Graham's research interests include inter-war Europe (1918-39), comparative civil wars, the social construction of state power in 1940s Spain, women under Francoism, and comparative gender history. She has published widely on the Spanish left in the 1930s, and most recently a book on the Spanish Republic at war (1936-1939) which offers a new perspective on the relationship between the state, revolution and political power in Republican Spain. She is currently researching penal regimes in 1940s Spain which will explore how state power was made and consolidated 'bottom-up'. Another (biographical) project focuses on sexuality, radical subjectivity and the transition from old to new lefts.

ITALIAN

Dr Fabrizio De Donno (BA, MA London, PhD Cambridge): co-editor of *Colonial and Postcolonial Italy*, special issue of *Interventions: International Journal of Postcolonial Studies*, 8(3) 2006, and author of articles on ideas of race in colonial and fascist Italy, on the interplay between orientalism and classicism in British and Italian colonial cultures, and on Mazzini's impact on Gandhi's anti-colonial thought. He is currently writing a book on *Italian Orientalism* and, with Simon Gilson, is editing the volume of essays *Beyond Catholicism: Religion, Heresy and Mysticism in Italian Culture*.

Professor Jane Everson (MA Edin, DPhil Oxford), author of *Bibliografia del 'Mambriano' di Francesco Cieco da Ferrara* (Alessandria, 1994),*The Italian Romance Epic* (Oxford, 2001), and of articles on Italian Renaissance literature, Dante, Ariosto and early printing in Italy. Co-editor of *Writers and Performers in Italian Drama from Dante to Pirandello* (Lewiston-Lampeter, 1991), *Scenes of Change. Studies in Cultural Transition* (Pisa, 1996), and *Italy in Crisis: 1494* (Oxford, 2000). Current research grants include: AHRC Resource enhancement grant for 3 years for the project: The Italian Academies 1530-1650: a themed collection database, in collaboration with the British Library; and British Academy research grant for the preparation of the new critical edition of the narrative poem *Il Mambriano*.

Dr Stefano Jossa (DottLett Napoli, PhD Pisa), author of *La fantasia e la memoria. Intertestualità ariostesche* (Napoli, 1996), *Rappresentazione e scrittura. La crisi delle forme poetiche rinascimentali (1540-1560)* (Napoli, 1996), *La fondazione di un genere. Il poema eroico tra Ariosto e Tasso* (Roma, 2001), *L'Italia letteraria* (Bologna, 2006) and of articles on Italian Renaissance, Ariosto, Tasso, Alamanni, Giraldi Cinzio, Castelvetro, and Speroni. He is currently pursuing research on the building of Italian national identity, Ariosto, and Castelvetro.

Dr Giuliana Pieri (DottLett Pavia, MA Kent, DPhil Oxford), author of *The Influence of Pre-*

Raphaelitism on fin-de-siècle Italy: Art, Beauty and Culture (MHRA, Texts and Dissertations series, no. 65, 2007) and of several articles on the interrelationship between art and literature in the 19th and 20th century, Anglo-Italian cultural and artistic relations, and Italian crime fiction.

Professor Vivienne Suvini-Hand (BA Trinity College, Dublin, DPhil Oxford), author of *Andrea Zanzotto* (Edinburgh, 1994), *Mirage and Camouflage: Hiding behind Hermeticism in Giuseppe Ungaretti's L'Allegria* (Leicester, 2000), *Sweet Thunder: Music and Libretti in 1960s Italy* (Oxford, Legenda, 2006) and of articles on modern and contemporary poetry, opera and cinema, the relationship between libretto and music in the work of avant-garde composers, and representations of Niccolò Paganini in the visual arts and literature. She is currently pursuing research on eighteenth to nineteenth-century Italian stars of public concertizing.

2 Communication

Members of staff will need to be able to contact you to inform you about changes to teaching arrangements, special preparations you may have to make for a class or meetings you might be required to attend. You will also need to contact members of the Department when, for example, you are unable to attend a class because of sickness, or wish to arrange a meeting with a tutor or your Personal Adviser.

We normally use e-mail to contact you, so please be sure to check your College inbox at least once a day. **The School will only use your college e-mail address, so this is the address you must check regularly.** It is possible that a member of staff will reply to a message from you using the address you have sent your original message from (Yahoo or Hotmail, for example). However, they will **not** use this address when initiating contact with you. Failing to check your RHUL e-mail inbox will **not** be accepted as a valid reason for not receiving a message. It will be assumed that any e-mails sent to you will have been received by you within 48 hours, excluding Saturdays and Sundays**.**

Make a habit of checking the student pigeonholes opposite IN123, too.

2.1 Email
The College provides an email address for all students free of charge and stores the address in a College email directory. Your account is easily accessed, both on and off campus, via the **student portal** (Campus Connect) or via **Outlook Web Access (OWA)**. **Email to this address will be used routinely for all communication with students.** Email may be used for urgent communication and by course tutors to give or confirm instructions or information related to teaching so it is important that you **check your emails at least once a day**. Email communications from staff and all the Faculty Administrators should be treated as important and read carefully.

REMEMBER! Check your College e-mail regularly — at least once a day!

The College provides a large number of computer terminals for student use so the Department expects you to check your email regularly. It is also important that you regularly clear your College account of unwanted messages or your in-box will become full and unable to accept messages. **Just deleting messages is not sufficient; you must clear the 'Sent' and 'Delete' folders regularly. It is your responsibility to make sure your College email account is kept in working order.** If you have any problems contact the **IT help desk.**

The School of Modern Languages will only use the address in the College Directory and **does not** initiate email exchanges using private or commercial email addresses, such as hotmail or GMail. Students who prefer to use commercial email services are

responsible for making sure that their College email is diverted to the appropriate commercial address. Detailed instructions on how to forward mail are available from the Computer Centre and on the web in the **FAQs** . This process is very easy, but it is **your responsibility** to maintain your College account. When you delete a forwarded message from, say, hotmail, it will not be deleted from the RHUL account. You **must** log on to your College account occasionally and conduct some account maintenance or your account will be full and will not forward messages.

If you send an email to a member of staff in the Department during term time you should normally receive a reply within 3-4 working days of its receipt. Please remember that there are times when members of staff are away from College at conferences or conducting research**.**

Return to contents page

2.2 Post

All post addressed to students in The School is delivered to the student pigeonholes (alphabetical by surname) outside the administrative office (IN123) on the first floor of the International Building. At the end of each term student pigeonholes are cleared of accumulated mail which is then destroyed. Important information from Registry is often sent by internal post and tutors sometimes return work to you via the pigeonholes so you are advised to check them regularly.

Return to contents page

2.3 Telephone and postal address

It is **your responsibility** to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date on the **student portal** (Campus Connect). There are occasions when the Department needs to contact you urgently by telephone or send you a letter by post.

The School does not disclose students' addresses and telephone numbers to anybody else (including relatives and fellow students) without the student's specific permission to do so.

Return to contents page

2.4 Notice boards

There are official student noticeboards throughout the School. Each subject area has its own noticeboards located along the corridors, while a general-purpose School noticeboard for all students is located outside IN123. You will find lists of Personal Advisors on this noticeboard.

Opposite IN123, you will also find a noticeboard devoted to careers information and the Proceedings of Student/Staff Committee. The minutes of this committee are posted here after each meeting.

Every effort is made to post notices relating to class times etc well in advance, but occasionally changes have to be made at short notice and in that case your College email address will normally be used.

It is your responsibility to check the times and venues of all class meetings and of any requirements (eg. essay deadlines) relating to your courses, so be sure to check the noticeboards regularly and, if in doubt, please ask!

 Return to contents page

2.5 Personal Advisers

To provide a framework for support, we have a system of Personal Advisors. Every student in the School is assigned to a member of the teaching staff who will act as his / her Personal Advisor. The latter's role is to give you advice and support throughout your undergraduate career, and to have an overview of your progress and achievements.

Your Personal Advisor will normally arrange to meet with you very early on, and will normally arrange further meetings with you at stages throughout your course to review your academic performance and discuss any academic or personal matters. *However, it is also your responsibility to seek help or advice from him or her, if you feel you need it*. You should regard this person as your first port of call, although it may be that on occasion he or she will direct you to another colleague, or to some other source of guidance or advice, such as the Academic co-ordinator, the PRA co-ordinator, the Director of your subject area, the Head of School, the Registry, the Health Centre, the Head of Student Services, the Student Counselling Service, or the Chaplains.

Lists of Personal Advisors are displayed on the notice board outside IN123. Your Personal Advisor may not remain the same throughout all four years of your degree programme and you may be assigned a temporary Advisor when your assigned Advisor is on research leave.

A high degree of confidentiality is normally assured if you disclose personal matters to your Personal Advisor. However, students reporting any special needs or disabilities to their Personal Advisor or any other member of staff should be aware that staff have a duty deriving from current legislation to communicate those needs to the College's Educational Support Office unless informed in writing that the student wishes them not to do so. Where the Educational Support Office is informed about a student's special needs, either by the student or by a member of staff, the matter will naturally be treated with the greatest possible degree of confidentiality thereafter.

Should you wish to change your Personal Advisor, you may do so and it is School policy that no questions will be asked. Your Personal Advisor is normally the right person to approach if you need an academic or a character reference, but as a matter of courtesy you should always ask permission before giving his or her name as a referee.

You are assigned to Personal Advisors irrespective of whether or not they teach you. Sometimes it may actually help if they don't, simply because you can together discuss your progress with greater detachment. Personal Advisors should not be seen as someone to whom you go only if you have problems. They provide a focus, a first door to knock on, whether to deal with an administrative procedure or to have a general chat, to give you the opportunity to reflect on how things are going, or to put you in contact with more specialized parts of the College guidance and support structures.

Personal Advisors have regular 'office hours' posted outside their doors, i.e. times (normally twice each week during term) when they are available to see their students without prior appointment. Alternatively, you can make an individual appointment at a mutually convenient time; you can do this directly or through the General Office. Information about how to get in touch with your Personal Advisor will be given to you when you first meet them as well as being posted on notice boards. Usually the quickest and most reliable method of getting a message to your Advisor will be by e-mail.

As a matter of courtesy, you should respond to a member of the academic or administrative staff as soon as possible after they ask to see you.

The duties of your Personal Advisor include:

- advising you about course-options
- reviewing your academic progress
- acting as referee in your applications for career and vacation jobs and for applications for grants or for further study.

More generally, it is the duty of your Personal Advisor to represent your interests, within the College and outside it. If you are ill and miss a class, or you feel your illness has hindered your preparation for assessed course-work or examinations, it is essential that your Personal Advisor be made aware of this and that medical certification (self-certification for illnesses of less than 7 days' duration, or certification from your GP or the College Health Centre) be obtained *in advance* of formal assessment procedures. If we don't know about your illness, we can't take it into account, and unauthorized absences from class can lead to a College Formal Warning, which remains on your student record throughout your university career and which, in certain cases, can ultimately lead to de-registration from College.

In addition to her/his formal duties, the following are some of the things on which your Advisor can also offer advice:

- College matters such as examinations, rules and regulations, and codes of practice
- problems with your learning
- your career plans
- personal matters if you so wish, including financial matters
- how the Student Support Services might be able to help

The School's Personal Advisor system is intended to be used constructively. It has been put in place for you to use as a resource, so you are strongly advised to take advantage of it.

Return to contents page

2.6 Questionnaires

We are always eager to hear your views on our teaching. You are of course free at any time to express your views, whether to the relevant teacher, or to your Personal Advisor, or to the Head of School. If immediate action is required, we will do what we can. In any case, be assured that your views and suggestions are valued and will be taken into account as we continue to monitor and develop our courses and procedures.

In addition, we have a formalized system for eliciting your views each year, by means of a Student Questionnaire Survey. Detailed questionnaires on your specific courses, will be distributed at the end of each term and for each course unit, for you to complete anonymously, with space for comments. *This is a very important annual exercise for the School as a whole, and action is regularly taken on a range of points, large and small.* Your responses will be analysed by staff in the School, and as far as possible acted upon.

Each year, our finalists are also invited by College to take part in the National Student Survey. This is a crucially important exercise, providing us as it does with the views of our most seasoned students, the majority of whom have by that stage been members of the School for four years. The results, which are used in the compilation of national league tables for each subject, are taken very seriously and, we are delighted to report, have typically been resoundingly positive. Once again, though, if any action is required to enhance what we are able to offer, we endeavour to ensure that, wherever possible, it it taken quickly and effectively.

Return to contents page

2.7 Space

Abbreviation	Room	Campus Map
ABF001	Arts Building First Floor Room 1	16
ABF028	Arts Building First Floor Room 028	16
ABF003	Arts Building First Floor Room 003	16
ABG024	Arts Building Ground Floor Room 024	16
ABG003	Arts Building Ground Floor Room 003	16
ABS021	Arts Building Second Floor Room 021	16
ABS008	Arts Building Second Floor Room 008	16
ABLT1	Arts Building Lecture Theatre 1	16
ABLT2	Arts Building Lecture Theatre 2	16
ABLT3	Arts Building Lecture Theatre 3	16
B511	Bourne Building Room 5-11	31
B601	Bourne Building Room 6-01	31
B602	Bourne Building Room 6-02	31
B603	Bourne Building Room 6-03	31
BA290	Bourne Annex / Yorkon Room 290	30
BA295	Bourne Annex Room 295	3
BLT1	Bourne Building Lecture Theatre 1	31
BLT2	Bourne Building Lecture Theatre 2	31
McCrea120	McCrea Building Room 120	17
McCrea201	McCrea Building Room 201	17
McCrea218	McCrea Building Room 218	17
McCrea219	McCrea Building Room 219	17
McCrea301	McCrea Building Room 301	17
McCrea325	McCrea Building Room 325	17
McCrea336	McCrea Building Room 336	17
FW182	Founders Building West Room 182	1
HLT1	Horton Building Lecture Theatre 1	20
HLT2	Horton Building Lecture Theatre 2	20
IN028	International Building Room 28	15
IN029	International Building Room 29	15
IN031	International Building Room 31	15
IN032	International Building Room 32	15
IN045	International Building Room 45	15
IN243	International Building Room 243	15
IN245	International Building Room 245	15

JHH	Jane Holloway Hall	50
MFLEC	Munro Fox Lecture Room	32
MFSEM	Munro Fox Seminar Room	33
MLT	Founders West Main Lecture Theatre	1
MX001	Moore Building Lecture Theatre	13
MX002	Moore Building Seminar Room 002	13
MX004	Moore Building Seminar Room 004	13
MX034	Moore Building Seminar Room 034	13
MX034A	Moore Building Seminar Room 034A	13
MX034B	Moore Building Seminar Room 034B	13
QBLT	Queens Building Lecture Theatre Room 169	35
QB170	Queens Building Room 170	35
QB171	Queens Building Room 171	35
QB240	Queens Building Room 240	35
SH102	Sutherland House Room 102	74
T102	Tolansky Building Seminar Room 102	21
T125	Tolansky Building Room 125	21
WB264	Wilson Building Seminar Room 264	22
WET A	Wettons Building Room A	62
WET B	Wettons Building Room B	62
WLT	Windsor Lecture Theatre	2
WIN001	Windsor Lecture Theatre Ground Floor Seminar	2
WIN001+2	Windsor Lecture Theatre Ground Floor Seminar	2
WIN002	Windsor Lecture Theatre Ground Floor Seminar	2
WIN003	Windsor Lecture Theatre Ground Floor Seminar	2
WIN004	Windsor Lecture Theatre Ground Floor Seminar	2
WIN101	Windsor Lecture Theatre First Floor Seminar Room	2
WIN101+2	Windsor Lecture Theatre First Floor Seminar Room	2
WIN102	Windsor Lecture Theatre First Floor Seminar Room	2
WIN103	Windsor Lecture Theatre First Floor Seminar Room	2
WIN104	Windsor Lecture Theatre First Floor Seminar Room	2
WT001	Wettons Terrace Music Room 001	62
WT101	Wettons Terrace Music Room 101	62
WT105	Wettons Terrace Music Room 105	62
WT003	Wettons Terrace Music Room 003	62
WOL 351	Wolfson Building Room 351	34

3 Teaching

3.1 Dates of terms

Autumn Term
Monday 19 September – Friday 9 December 2011   (Reading week 31 Oct–4 November)

Spring Term
Monday 9 January – Friday 23 March 2012   (Reading week 13–17 February)

Summer Term
Tuesday 23 April – Friday 8 June 2012   (No reading week)

Graduation Ceremonies
9–13 July 2012

IMPORTANT! The first week of the Autumn Term is dedicated to induction. **During induction week, unless already preregistered, all students <u>must</u> see their Personal Advisor to ensure they are correctly registered with College for a total of <u>FOUR</u> course units** (Some courses are whole units, others are half units, but the total must amount to four each year).

Teaching begins on Monday 26 September 2011.

The Summer Term is given over almost entirely to examinations. First-, Second- and Final-year students: you should initiate your own revision and preparation for the examinations sometime during the second half of the Spring Term, and it should be virtually completed by the time you return to College after the Easter Vacation. Your teachers and your Personal Advisor will, however, be available during the Summer Term, for consultation on matters arising from your revision, and any other personal or academic matters.

  Term dates can be found on the College website
   http://www.rhul.ac.uk/aboutus/collegecalendar/home.aspx
 <u>Return to contents page</u>

3.2 Reading weeks

There are two reading weeks, one in the middle of each main teaching term: **31 Oct–4 November 2011** and **13–17 February 2012**.

During Reading Weeks, classes will not normally take place in the School unless specifically arranged by individual teachers. Please note that classes may be continuing in your other subjects in other Departments and Schools. The purpose of the Reading Weeks is to give you additional time to work on essays and other assignments, and to prepare for the second half of each of the terms by reading the necessary texts. **PLEASE NOTE that you may not leave the College during Reading Week without special permission**, which will not usually be given unless there serious extenuating circumstances.

During Reading Weeks, all students are required to be available for:

- appointments with their Personal Advisor to review progress;
- the return of written work and related additional specialist advice, whether individual or collective, organized by course tutors for those who either want it or need it (whose cover-sheet on returned work will indicate this);
- extra tutorials or rearranged classes organized by course tutors;
- appointments with their Personal Advisor or PRA Officers to discuss the Period of Residence Abroad.

Above all, however, Reading Weeks are to be considered an important opportunity

for sustained work and reflection largely uninterrupted by normal commitments. Such private study should allow you both to assimilate parts of courses already completed and to get ahead for those which follow on from them.

3.3 Attendance requirement

The School monitors your attendance, academic engagement and progress in order to offer you appropriate academic and pastoral support and to identify where support from outside the Department may be necessary. Inadequate engagement on a course may lead to disciplinary action which can result in the termination of your registration (see section on Disciplinary action) or, on courses where the attendance requirements are stated in the course specification, the outcome of Attendance Fail (AF) (see the section on **Outcomes** of course unit assessment for further explanation of the AF outcome).

Students **must**
- attend all classes necessary for the pursuit of their studies,
- undertake all assessments and
- attend meetings and other activities as required by the Department.

A class is any learning and teaching activity and the term is used to encompass such things as lectures, seminars, tutorials, workshop, field work, laboratories, advisor meetings etc. This means not simply turning up – but arriving having undertaken whatever reading, thinking, or research was identified as necessary preparation. You are also expected to arrive punctually - teaching activities are timetabled to start at 5 minutes past the hour and finish 5 minutes before the hour. You may be marked absent if you turn up late without good reason.

The departments will monitor your attendance at all lectures, seminars, and language classes. It is **your responsibility** to complete any attendance register that is circulated and to make sure that your attendance has been noted. The activities at which your attendance is monitored may vary depending upon the discipline in which you are studying.

It is important that you attend all the learning activities related to your programme of study. Whilst attendance is compulsory at all learning activities it is recognised that emergencies may occur at any time throughout the year and therefore **a minimum 80% attendance level has been set**. You should also be aware that there may be some courses which you study which have a specific course attendance requirement. If you face difficulty in attending any classes or undertaking an assessment it is your responsibility to inform the department(s) in which you are studying and provide a satisfactory explanation. As long as you are meticulous in your honesty in reporting and explaining these exceptions, we aim to be understanding in our response.

You must manage your time so that any paid employment, voluntary or other activities fit into the times when you are not required to be in a class. You are reminded that UG Regulations stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis shall not exceed 20 hours per week during term time. No student may undertake paid work which may conflict with his/her responsibilities as a student of the College.

If you are having other problems that are causing you to miss classes, you should talk to your Personal Adviser, year tutor or another member of staff, or visit the Student Advisory Service or Students' Union before your problems get out of control. There are many people who can provide support (see Support on http://www.rhul.ac.uk/forstudents/home.aspx and http://www.su.rhul.ac.uk/support/ but remember - they cannot help if you do not ask.

In recognition of its legal responsibilities under the Equality Act 2010, the College may

adjust the attendance requirement. It will only do this when such adjustment does not compromise competence standards or the ability of the student to reach the learning outcomes of the course. Any need to adjust attendance requirements will be treated case by case and discussed by the department with the Educational Support Office and Academic Development Services.

Return to contents page

3.4 The timetable

Timetables are posted on the timetable notice boards located in the central milling space on the first floor of the International Building between rooms 122 and 123 and on the School's website at

http://www.rhul.ac.uk/mllc/informationforcurrentstudents/home.aspx

In addition, the details of language groups, tutorials etc will be posted on the year notice boards.

The timetable contains certain information which is expressed in an abbreviated form. The following explanations should help you to decode the timetable.

Course Codes
All courses are identified by a code. They consist of two letters followed by 4 digits. Letter prefixes are as follows: FR = French; GM = German; SN = Hispanic Studies; IT = Italian; ML = Comparative Literature. The courses in each subject area are identified by a colour code: French is blue; German is red; Hispanic Studies is orange; Italian is green; Comp. Lit is black. The numbers in the course code relate to the year of study, so that a course that begins FR1*** / GM1*** / SN1*** / IT1*** / ML1*** is a first-year course, FR2*** / GM2*** / SN2*** / IT2***/ML2*** a second-year course and FR3*** / GM3*** / SN3*** / IT3*** /ML3*** a final-year course. The four digits following this group identify a particular course within the year of study (e.g. FR3106). Your course tutor will provide you with a schedule of teaching for the course you are taking. The year notice boards and the timetable board will tell you at the start of each term on which day teaching begins.

PLEASE NOTE! It is essential that you keep checking the timetable for late changes to class times or venues, even after term has begun.

Staff Initials

The initials indicated beside a given class on the timetable refer to the member(s) of staff responsible for teaching that class or option. You should refer to the full staff list for the full names of staff matching the initials and for the office number of each member of staff (see pp. 7-9). Two or more sets of initials (e.g. AP / AW) indicate that the course is taught by more than one tutor. Four sets of initials (e.g. RH / JOB / JW / ER) indicate that there is a different tutor for each block.

Location of Teaching Rooms

The final entry on each line of the timetable refers to the location of any class, seminar or lecture (see 2.7). Again, these often appear in abbreviated form. The rooms have a letter prefix which refers to the name of the building, and sometimes to the floor number, in or on which they are located. The suffix refers to the specific room in that building and, sometimes to both the floor and the room.

Timetabling Problems

When you have put together your individual timetable, you may find that you have a conflicting class at the same time within the SMLLC or in another Department or School

within the College.

Every effort is made in drawing up the Modern Languages Timetable to avoid such conflicts, but because of the very wide range of degree programmes and the number of different options within these, it is inevitable that a few such conflicts will arise. If you find yourself in this situation, you should consult your Personal Tutor and / or the Administrative staff. When trying to resolve timetable clashes, please note the following principles:

- If there is a timetable conflict between a lecture and a small group meeting (a language class, seminar, tutorial or workshop), then the former takes precedence. It is very rare for lectures to be repeated at a different time, but often there is more than one group meeting or seminar and it is usually straightforward to change your group for such a meeting.
- If the conflict is between two such small group meetings (language classes, seminars, tutorials or workshops), then you should immediately discuss with the course tutors concerned how best to resolve the issue. The course tutors will then inform the Academic co-ordinator and the Administrative office.
- If you have two lectures at the same time, or if you are unable to resolve the conflict, you should see your Personal Advisor **immediately**.
- **It is not possible to change group unless you have a timetable clash that cannot be resolved** (i.e. other reasons for wishing to change, whether because of commitments to extra-curricular activities or other social or financial considerations, will not be accepted). All changes must be discussed with the Language teaching co-ordinator (for language units) or the course convenors for other course options.

3.5 Lectures, seminars, classes

It may be helpful to define broadly what these terms mean, since they are sometimes used differently elsewhere. In the School of Modern Languages, Literatures and Cultures:

Lectures are teaching sessions when the course tutor does most of the talking; they are usually fairly formal occasions, may be 'scripted' to some extent, and whilst students will often be invited to interrupt to ask questions the structure is carefully planned by the lecturer in advance. Lectures are often used to convey a large quantity of key information that will form the basis of discussion in future sessions. They may be delivered to large groups of students (several dozen in the SMLLC, over a hundred in other Schools).

Seminars are teaching sessions with medium-sized groups in which direct tutor / student input is more evenly balanced than in a lecture. They are essentially structured discussions with a group of people, and whilst the teaching is always carefully prepared, a seminar may shift and take shape in accordance with the student input. Students will often lead seminars, especially in the final year. In an ideal seminar, everyone will participate, feel free to add information, ask questions, begin debate, take issue with lecturers' and students' point of view. All discussion will be polite and respectful, but debate is welcomed.

Classes or **workshops** may be of similar sizes to seminars but will be based on a specific set of exercises or tasks, usually (in the SMLLC) language-related. There is a narrower focus than in a seminar. Discussion is always welcome but it will usually be necessary for the course tutor to steer and manage a class or workshop rather more closely than a seminar in order to achieve the specific tasks at hand. A workshop will characteristically not be wholly teacher-led: a task will be set and small groups within

the main group will work on aspects of it before coming together to share conclusions and experience.

3.6   Learning and studying

The structure of your university education is provided by formal teaching (lectures and seminars), but you, the student, have to read, prepare, present and discuss your work. The staff provide you with the key guidelines, advice and information, but you need to do the research and the reading and the thinking. A lecture will never give you all the answers to the examination questions, and the last thing a lecturer wants to read is a regurgitation of his / her own lecture notes. You need to learn to be critically self-aware of the quality of your own work. You will be given advice and support in all your courses but remember, your learning experience in Modern Languages requires your commitment and hard work.

One of the biggest differences between school and university is the control you have over the learning process. At university your teachers are aiming to help you to teach yourself and obtain the skills to learn for yourself. They will be relying on you to take the initiative, to research subjects for yourself, to anticipate problems, to find ways of solving them, and to work successfully within a structure that is probably much looser than that which existed at school. Deadlines may be several weeks distant and need to be planned for; similarly, texts need to be read some time in advance. The subject itself is divided into sections that are probably much larger than school pupils are accustomed to; the teachers' monitoring of your work will not be on a daily basis, but rather week-by-week, or in many aspects even term-by-term. All this gives you, as a learner, greater freedom, *but because the supervision will not be so immediate, you have to be very careful that work does not pile up and that things are not left undone along the way.*

We are often asked how much time students should spend on their studies. The best guide is for you to regard your studies in term-time (class work and private study) as a normal full-time job (40 hours weekly), with a very substantial amount of work needed also in vacations as preparation for the following term (for example, the reading of texts). In term, you should spend at least 4 solid hours of work per week on *each* half-unit, and 8 hours per week on *each* full-unit. There will of course be times when you find yourself concentrating temporarily on one course rather than another because a deadline for an assignment is close. But look carefully at the deadlines, keep a diary of your commitments, and develop the self-discipline that enables you to plan ahead.

Naturally, people work at different speeds. Whatever your speed and efficiency, the chances are that you can improve them. Train yourself to be a more efficient user of time, for example by being thoroughly organized, by developing regular work habits, by resisting distraction, and by ensuring the right balance between work and relaxation. This self-training is one of a successful graduate's most valuable assets for the future. In addition, courses in study skills are offered generally within the College, and details will be posted on the notice boards when received.

Please see also the School's *Study Skills Handbook* (http://www.rhul.ac.uk/modern-languages/Students/Handbooks/).

3.7 Notification of absence

This guidance applies if you are absent from classes for any reason. NOTE IN PARTICULAR POINTS B AND C.

You **MUST**

a. advise your department(s) by e-mailing your tutor as soon as you know you are going to be absent from class.
b. **complete the Notification of Absence Form** available from the 'Studying' tab on the Student Home page at www.rhul.ac.uk/attendance. Copies of the Notification of Absence Form – Self certification are also available from the Health Centre.
c. submit the paperwork to your department(s) either before your absence or **within FIVE working days** of the end of the period of absence. Failure to do so may result in the absence being counted as unacceptable and counting against the minimum attendance level. **You should send the completed Notification of Absence Form by e-mail to Senior Faculty Administrator Cathy Thorin (c.thorin@rhul.ac.uk), copied to your Personal Advisor and course tutor. Any additional medical certification should be handed in to Cathy Thorin in IN124.**
d. ensure that you meet any departmental requirements concerning notification of absence or request for leave of absence, as you may be required to meet formally with an academic tutor.

This table shows the documentation that is required should you be absent for any reason.

Reason for absence	Documentation required
Illness up to and including 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed Notification of Absence Form – Self Certification
Illness for more than 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed Notification of Absence Form - Self Certification plus Formal Medical Certification signed by the Health Centre, your GP or hospital consultant
Unrelated to sickness	Notification of Absence Form plus supporting evidence (see www.rhul.ac.uk/attendance for details of documentation required.)
Leave of absence request	Notification of Absence Form plus any departmental requirement must be met

Note:
- If you should be absent for a prolonged period it is important that you keep in touch with your department.
- Departments will monitor the frequency of self-certified absences and the Head of School may request that you provide a doctor's medical certificate in multiple and sustained instances of self-certified illness.
- It is at the discretion of the School as to whether any absence is deemed acceptable or unacceptable (see www.rhul.ac.uk/attendance for details of what constitutes 'acceptable' and 'unacceptable' circumstances relating to absence). If deemed unacceptable the absence will be recorded as such and will count against the minimum attendance level.

If you are absent from an examination or assessment then you must follow the guidance in the Essential Examinations Information.
http://www.rhul.ac.uk/registry/Examinations/Essential-info.html (see also the section on Assessment information)

For further details on the kinds of circumstances where absence may be deemed as 'acceptable' and 'unacceptable' and for the type of supporting evidence that you may be required to provide as justification of absence, please click on the 'Studying' tab on the Student Home page. www.rhul.ac.uk/attendance.
Return to contents page

3.8 Consequences of failing to attend

SEE SECTIONS 3.9 AND 3.10.

3.9 Meetings
You are likely to be 'invited' to meet with a member of academic staff in your department:
- If you fail to attend all learning activities in two consecutive weeks without providing an explanation
- where your pattern of absence is:
  - considered to be having an effect on your work or causing concern for your well being
  - pointing to a possible disability that you may not have disclosed.
  - approaching the minimum attendance level.

You should take any meeting 'invitation' seriously. If you should have problems you are being offered an opportunity to seek advice and assistance. At the meeting the Department's expectation of you will be made clear and the formal disciplinary process will be outlined to you.

3.10 Disciplinary action
Should you choose not to pay attention to your studies then formal disciplinary action may be implemented. You could be issued with a formal warning which can escalate to the termination of your registration at the College
http://www.rhul.ac.uk/forstudents/studying/academicregulations/ugregs/ugtermination.aspx. On courses where there is a specified attendance level requirement the Departmental Sub-Board of Examiners may judge that you have not fulfilled the learning outcomes of a course and award the outcome of Attendance Fail (AF) for the course. Students who receive the outcome of AF for a course have not passed the course; they are not permitted to re-sit the assessment for the course and must repeat the course in attendance in order to complete it. Thus the outcome of AF can prevent your progress to the next year of your degree programme, or even from graduating.

In situations where documented severe difficulties are experienced by a student the College will make every effort to support the student and counsel them as to the best course of action.   However, there may be cases where, although non-attendance is explained by an acceptable reason the student's level of attendance falls to a level which compromises educational standards or the ability of the student to reach the learning outcomes of the course. In such cases it will be necessary to implement disciplinary procedures as detailed above.

3.11 Withdrawal of visa
If you are in receipt of a Tier 4 visa you should be aware that it a **legal requirement for Royal Holloway to report any student admitted to the College on a student visa who does not appear to be in attendance to the UK Border Agency**. Such students will be issued with warnings, both formal and informal, and failure to respond to these warnings will result in the College notifying the UK Border Agency and the student having their student visa withdrawn.

4 Degree Structure

4.1 Important definitions: core, core PR, and compulsory courses

From the College's Undergraduate Regulations.
'24. The regulations for individual programmes may place restrictions on the range of courses available to students on each stage of the programme, such as:

▪ **Core courses**, which students must take at a specific stage;

▪ **Core (pass required)** or **Core PR** courses, which students must pass or be allowed, or from which they must be granted exemption, by the end of the programme in order to qualify for a specific field of study;

▪ **Compulsory courses**, which students must pass or be allowed, or from which they must be granted exemption, in order to progress onto the next stage.'

Return to contents page

4.2 SMLLC degree programmes: aims and transferable skills

Each subject area in the School of Modern Languages, Literatures and Cultures has developed its own set of **generic aims** for its degree programmes which can be found under each subject heading in this section of the Handbook. All students in the School naturally develop a range of **discipline-specific skills** such, for example, as fluency in one or more foreign languages, and/or an in-depth knowledge and appreciation of one or more foreign cultures. However, in addition to these, each and every degree programme delivered in the School is also designed to encourage students to develop a broader range of **key transferable skills**. These, too, form an essential part of the portfolio of skills that our students take with them into the workplace on graduation, skills highly valued by employers. They include the ability to:

- motivate themselves, manage and improve their own learning and performance, especially in relation to time-management and working under pressure

- work effectively and constructively with others

- identify, analyse and solve problems

- confidently initiate ideas or critically evaluate those of others

- listen effectively and critically

- participate actively in structured and focused discussion and argue a position persuasively, in English or in any other language/s studied

- communicate and present material effectively, using a wide range of appropriate resources, both traditional and those supported by information technology

- relate to their social environment with intellectual integrity, insight, adaptability and creativity

- display an understanding of, and sensitivity to, cultural difference.

- read, understand, analyse and evaluate a wide variety of written materials

- identify, understand and reproduce the essential arguments and structures of a variety of written materials

- write accurately, concisely and effectively in English as well as in any other language/s studied

- analyse, annotate and prepare material (written or audio-visual) with a view to presenting its content orally, in English or in any other language/s studied, and to taking an active part in discussion and development of its subject.

- engage confidently in independent research, in particular through the identification and critical evaluation of appropriate textual materials and on-line resources

Return to contents page

4.3 Academic Skills for Students of Modern Languages (Important!)

- **PLEASE NOTE! All YEAR 1 students taking a course or courses in the School of Modern Languages are required to attend the following course:**

  Academic Skills for Students of Modern Languages

  Hourly sessions run every week from **Weeks 2-6** at the following times:

Monday	**12pm (room tbc)**
Wednesday	**1 pm (room tbc)**

  You **must** attend **ONE** of these sessions each week.

- **PLEASE NOTE! All YEAR 1 students taking a course or courses in the School of Modern Languages, whatever their home department, are required to pass the following test in order to be eligible to progress to the second year:**

  Year 1 Arts Faculty Writing Quiz

  The quiz is run on RHUL's electronic teaching platform, Moodle. It opens on November (date to be confirmed) and will run until the end of the academic year. You may take the test as often as you wish until you pass. Each time you submit your answers you will receive feedback designed to help you improve. Please note that by the end of the academic year:

- **You must have achieved a pass mark of 60% or more to progress to your second year of study.**
- If you achieve a mark of 70% or more, you will be awarded a certificate of merit and if you receive a mark of 80% or more you will receive a certificate of distinction..

  More information on the test, and its role as a teaching tool, will be available in the *Academic Skills for Students of Modern Languages course*.

Return to contents page

4.4 COMPARATIVE LITERATURE AND CULTURE (CLC)

Welcome to Comparative Literature & Culture (CLC)

Aims of the CLC degree programme

List of CLC courses running in 2011-12

Structure of the degree programmes

Welcome to Comparative Literature & Culture (CLC)

In an increasingly globalised world, it is becoming an ever more valuable skill to be aware of, and sensitive to, both the similarities and the differences between cultures. Accordingly, the School of Modern Languages, Literatures and Cultures offers an exciting new degree programme in Comparative Literature and Culture (CLC). This programme is made up of core comparative literature and culture courses taught by specialists from across the School. Alongside these compulsory courses, students choose their remaining units from a selection of cultural options courses offered by specialist lecturers in French, German, Italian, Spanish and Film Studies and taught through the medium of English.

It is possible to study Comparative Literature and Culture entirely in English, but the programme combinations that we offer with French, German, Italian and Spanish mean that you can, if you wish, combine your comparative studies with a focus on a single language or country.

Aims of the CLC degree programme

The principal aims of all Honours Degree programmes in Comparative Literature and Culture are:

- to provide students with a knowledge of the literatures and cultures of various language areas (including, but not limited to, French, German, Italian and Spanish), through materials ranging from the literary to the filmic, visual, theoretical and philosophical, without requiring specialist knowledge of any language other than English;
- to equip students with a solid grasp of the analytical tools and methods required to understand and interpret texts from a range of cultures, genres, media and periods;
- to engage students imaginatively in the process of reading and analysing literary texts and other cultural products, while enabling them to develop independent critical thinking and judgement;
- to develop students' understanding of the issues involved in comparative and interdisciplinary analysis;
- to develop and consolidate key transferable skills of critical analysis, written and oral expression, and the ability to understand, critically engage with and compare a range of materials from different cultures, periods, media and genres.

These aims are reflected in the structure and teaching of the CLC programme, which allows students to develop ever-wider knowledge and understanding, and appropriate skills. The programmes contain a combination of compulsory core courses and optional courses. The core courses introduce students to the principal literary genres, the core techniques and methodologies of comparatism, and contemporary critical and theoretical approaches, through a range of media and modes of cultural production taken from a variety of historical and geographical contexts. The optional courses, taken from those on offer in the School of Modern Languages, Literatures and Cultures (SMLLC), complement the core teaching by providing a more detailed knowledge of specific literary and cultural figures, themes and movements. The structure encourages students, in the second and final years, to develop their own interests through informed choice among specialist options on offer in the SMLLC.

List of CLC courses running in 2011-12

Structure of the degree programmes

The table below gives an idea of the range of courses that will be on offer throughout your programme. Your compulsory core courses are in bold type; these are taken by all CLC students. In addition, CLC single honours students choose options from AT LEAST three of the five bands, A-E. Students taking CLC 'with' another subject choose options from TWO different bands (first- and second-year students taking CLC with Film Studies take the CLC 'Reading European Film' core course as part of their Film Studies minor). Students taking joint degrees of CLC 'and' another subject just take the core courses in the first two years, and can choose to take options courses in their final year.

	First year	Second year	Final year
CORE	**1. Reading European Film I** 2. **Introduction to Literary Genre: Tragedy** **3. Introduction to Comparative Textual Analysis** **4. A Special Theme in European Culture: the City**	**1. Reading European Film II** **2. A Special Theme in the European Novel: Transgressions** **3. Critical and Comparative Approaches** **4. Histories of Representation**	**At least ONE and a maximum of TWO of a selection of the following half-unit taught courses which prepare you to write a 5000-word research-led dissertation:** 1. **From Aestheticism to the Avant-Garde** 2. **The Gothic Mode in Spanish and English Fiction** 3. **Trends in Contemporary Theory** (subject to validation) 4. **Fantasy in Medieval and Early-Modern Europe** (subject to validation) 5. **Transnational Cinema** (subject to validation)
BAND A	1. Landmarks: Reading the Classics of French Literature 2. The Visual Image in French Culture and Society 3. Heroes and Anti-heroes in their Social and Cultural Context	5. Cinema in France: from Modernism to the Postmodern 6. Writing Romance and Desire 7. Stage and Screen in France	1. Ethics and Violence: Murder, Suicide and Genocide in Literature and Film 2. Text and Image in France: from Cubism to the Present 3. Image, Identity and Consumer Culture in Post-war Fiction and Film

			4. The Passion of Place: Desire and Identity in Modern Paris 5. Marcel Proust's *A la recherche du temps perdu* 6. Wanton Women: Artists and Writers of the French Avant-Garde 7. Arthurian Romance: Chrétien de Troyes 8. Repression and Rebellion: the Father and the Father's Law 9. Montaigne Then and Now
BAND B	4. Modern Germany: History and Society 5. Milestones in German Literature (subject to validation) 6. Truth, Language, and Art 7. Introduction to German Studies (subject to validation)	8. Representations of Childhood and Youth in Modern German Culture (subject to validation) 9. Death, Desire, Decline: Thomas Mann and Franz Kafka (subject to validation) 10. Love and Marriage in Major Novels by Theodor Fontane (subject to validation) 11. Introduction to European Philosophy 1: Kant to Hegel (subject to validation) 12. Introduction to European Philosophy 2: The Critique of Idealism (subject to validation)	10. Racism and Anti-Semitism 11. Modern European Philosophy 1. Husserl to Heidegger
BAND C	8. Text and Image in the Hispanic World 9. Culture and Society in Modern Spain 10. Culture and Identity in Latin America 11. Authors and Readers in Twentieth-Century Spanish American Literature 12. Comparative Hispanic Culture	13. Myth and Tradition in the Modern Spanish Novel 14. Constructing Identity in Contemporary Spanish Film 15. Love in the Contemporary Spanish American Novel	12. Culture and Society in Early Modern Spain 13. The Gothic Mode in Spanish and English Fiction
BAND D	13. Heritage of Dante and the Renaissance 14. Fascist Italy	16. Post-war Italian Cinema 17. Dante's *Divine Comedy*: Themes	14. Shooting History: Dictatorship, Terror and Crime in Italian Film 15. Fashion and

	15. Italian Art: From Giotto to *arte povera* **(not running 2011-12)** 16. Modern Italian Theatre 17. Building the Nation: from *Pinocchio* to *The Leopard*	and Ideas 18. Renaissance Transgressions 19. Opera and Operatic Culture in Italy 20. Italian Hermetic Poetry 21. Boccaccio: *Decameron*	Design 16. The Postmodern in Italian Literature 17. Dante: *Divine Comedy* (*Purgatorio* or *Paradiso*) 18. Culture of Italian Renaissance Courts
BAND E	15. The Birth of European Film	22. Gender and Clothing in Twentieth-Century Literature and Culture **(from 2012: subject to validation)** 23. Introduction to Nineteenth- and Twentieth-Century European Poetry **(from 2012: subject to validation)**	19. Research-based 5000 word dissertation of your choice (subject to validation)

All BA 'and' or 'with' programmes **not involving a language** (see list below) are three-year programmes; **BA [language and] CLC** programmes are four-year programmes where the third year is normally spent abroad in one of the appropriate language areas (see under the entry for the relevant language). Students take a total of four units per year. Students taking BA [language and] CLC programmes take a total of two units per year in the appropriate language department (practical language & other content courses) and two units of CLC content courses.

Degree programmes offered:

- Single Honours CLC
- Joint Honours CLC and French, German, Hispanic Studies, Italian, English or Philosophy
- Major CLC with Minor Film Studies, Philosophy

Return to CLC contents

CLC progression and award requirements

The progression and award requirements are essentially the same across all Honours Degree programmes at Royal Holloway. Students must pass units to the value of at least three units on each stage of the programme. On some programmes there may be a requirement to pass specific courses in order to progress to the next stage, or to qualify for a particular degree title (see the programme structure as set out in the Programme Specification on the College website (page currently under construction). Students are considered for the award and classified on the basis of a weighted average. This is calculated from marks gained in courses taken in stages two and three, and gives twice the weighting to marks gained in stage three. In order to qualify for the award, students must gain a weighted average of at least 35%. **See also 7.14**.

4.5 EUROPEAN LITERATURE AND CULTURAL STUDIES (ELCS) ??

Aims of ELCS degree programmes

List of ELCS courses running in 2010-11

Structure of ELCS programme

ELCS Progression and award requirements

Aims of ELCS degree programmes

4.6 FILM STUDIES

List of Film Studies courses running in 2011-12

Structure of the degree programme

Film Studies progression and award requirements

List of Film Studies courses running in 2011-12

A list of Film Studies courses running in 2011-12, linked in each case to the relevant Course Unit Specification, is available for consultation on-line via the School website at Royal Holloway, University of London : School of Modern Languages, Literatures and Cultures**.**

Return to Film Studies contents

Structure of the degree programme

Students taking the Film Studies minor in the SMLLC will take **one course unit** of film or film-related options each year (3 in total). Your remaining nine course units must be chosen from those available to you in your main course of study. **Please consult your main subject area entry in this handbook for more details**.

Return to Film Studies contents

Film Studies progression and award requirements

For general information about progression and award requirements, see also 7.14.
 Return to contents page

Return to Film Studies contents

Film Studies progression and award requirements

For general information about progression and award requirements, see also 7.14.

Return to contents page

4.7 FRENCH

Click on the links to go to these pages

Welcome to French

Welcome to French, one of the four language disciplines comprising the School of Modern Languages, Literatures and Cultures at Royal Holloway.

This section is designed to give an overview of degree programmes in French. You should also consult the *Academic Skills Handbook*, for invaluable information on how to make the most of your time at University. Finally, a wealth of other information and material can be found on the School's web pages and the Moodle online facility, which are updated regularly, so be sure to have a look at them soon and then to check them again every so often.

Students of French run a French Society which organizes events on and off campus. The College's proximity to central London means students of French have easy access to the University's central London facilities – both pastoral and academic – and to the Institut Français in South Kensington which has an exciting programme of social and cultural events of interest to all Francophiles.

Back to French contents

Degree programmes involving French aim to

A. develop advanced skills in understanding, speaking and writing authentic French, and this aim is fundamental to the programme.

B. broaden and deepen a student's knowledge and understanding of key aspects of the society and culture of France and of the francophone world.

C. provide a learning environment in which students from all backgrounds will be able to develop intellectually.

D. provide experience and opportunity for developing such transferable skills as the capacity for critical analysis and judgment, the ability to articulate ideas, devise and sustain arguments, the assimilation and evaluation of complex material, the ability to present, orally and in writing, the results of rational and coherent thinking and the ability to collaborate in group projects.

E. introduce all students to the methods of independent research, both in a general sense and in relation to those approaches specific to research in modern languages and literatures.

Working within the outline of the College Mission statement with its emphasis on nurturing 'research, learning and teaching of the highest quality and which advances knowledge, the personal development of its students and staff, and the public good', French staff are dedicated to ensuring that students completing these programmes should develop and be able to demonstrate knowledge, understanding and skills under A and B below.

Knowledge and understanding of

1. the phonetics, grammar, structure and vocabulary of the principal varieties of French

2. France and French culture, in particular of crucial aspects of the recent history of France, its social and political structures and its role in relation to other cultures, especially francophone cultures outside Europe

3. key aspects of the arts in a French or francophone context, especially philosophy, literature, esthetics and cinema, in their comparative, contemporary or historical perspectives

4. the interaction between all three of the foregoing

5. the resources and techniques available to students and researchers in the field of French studies and of their wider applicability.

Discipline-specific skills

In the process of acquiring, developing and applying these elements of knowledge

and understanding, it is intended that students should also acquire, develop and

apply the following skills, specific to French language, culture and society

programmes.

They should demonstrate the ability to:

1. understand spoken French (live and recorded) of a variety of registers, used in a variety of circumstances and for a variety of purposes

2. express ideas, requests, inquiries and responses in spoken French appropriate in register, authentic and accurate, in a variety of circumstances and for a variety of purposes, in particular to conduct sustained discussion.

3. read written French with understanding and appreciation in a variety of registers and circumstances and for a variety of purposes, in particular to do this for the purpose of conducting research related to other aspects of the curriculum.

4. write effectively, in a variety of registers and for a variety of purposes, French which is accurate and authentic.

5. identify, analyse and discuss specific linguistic features of French using appropriate terminology and transcribe spoken French using an appropriate system of notation.

6. distinguish between varieties of French both spoken and written and identify the characteristics of such varieties.

7. identify, analyse, discuss and propose solutions to problems in translation and make and evaluate translations of a wide range of text types both from French to English and from English to French.

8. make effective and critical use of reference resources related to French, especially dictionaries, grammars and electronic resources including learning packages and databases.

9. formulate, explain and justify critical assessments of the role of French and francophone civilisation in relation to the culture of Europe and the wider world.

Structure of French degree programmes

PLEASE NOTE: **All full-time students of the College must take courses to a total value of 4 whole units per year on campus.**

French undergraduate degree programmes are based on the course-unit system. This provides a flexible but coherent degree structure.

Your degree programme consists of 12 course units, or 4 whole units in each year of study on campus[1]. The number of French units will depend on your particular degree programme. French degree programmes are constructed as follows:

Degree Programme	Minimum-Maximum Number of Units of French
Single French	9½-12
Joint Degree with French	6
Major French	8½-9
European Studies	3-6
Minor French	3
French as another subject	2-2½
Multilingual Studies with French	3-4½

French courses are worth half a course unit. Each course is assessed separately, in most cases by a combination of coursework and a written examination at the end of the academic year in which the unit is studied.

Table 1 & Table 2 provide an indication of the required number of course units, the core and compulsory courses and the range of options from which the remaining units may be chosen.

Back to French contents

---

[1] Please note that this statement does not refer to the units gained during the Period of Residence Abroad. At present these affect degree programmes in different ways for students in years 1, 2 and 3 of the programmes. Please see the PRA section of this *Handbook* for further information.

TABLE 1. Single, Major AND Joint Degrees: the French Components

Single French	French Major	French Joint	TYPE OF COURSE
YEAR ONE	**YEAR ONE**	**YEAR ONE**	*YEAR ONE*
FR1001, ***FR1002***, *FR1004*	***FR1001***, ***FR1002***, *FR1004*	***FR1001***, ***FR1002***,	Core language half-units
plus any 5 of the following	plus any 3 of the following	plus any 2 of the following	
FR1104, FR1105, FR1106, FR1107, FR1108	FR1104, FR1105, FR1106, FR1107, FR1108	FR1104, FR1105, FR1106, FR1107, FR1108	*Optional half-units*
and/or			
up to one unit outside the Dept	and one unit in Minor subject	and two units in Joint subject	Other units
YEAR TWO	**YEAR TWO**	**YEAR TWO**	**YEAR TWO**
FR2001, *FR2002*, *FR2004*	***FR2001***, *FR2002*, *FR2004*	***FR2001***, *FR2002*,	Core language half-units
plus any 5 of the following	plus any 3 of the following	plus any 2 of the following	
FR2106, FR2102, FR2103, FR2104, FR2105	FR2106, FR2102, FR2103, FR2104, FR2105	FR2106, FR2102, FR2103, FR2104, FR2105	*Optional half-units*
and/or			
up to one unit outside the Dept	and one unit in Minor subject	and two units in Joint subject	*Other units*
YEAR FOUR	**YEAR FOUR**	**YEAR FOUR**	**YEAR FOUR**
FR3001, FR3002, FR3003	*FR3001, FR3002, FR3003*	*FR3001, FR3002*	Core language half-units
Plus	Plus	Plus	
Final Year Dissertation FR3119	Final Year Dissertation FR3119		Obligatory half-unit
Plus	Plus		
Four final-year half-unit options, one	Two final-year half-unit options from	Two final-year half-unit options from	Optional half-units
from each group of range FR3101 -	the range FR3101 – FR3121	the range FR3101 – FR3121	
FR3121	and one unit in Minor subject	(may include a half-unit Link	
		Essay where available)	
		and two units in Joint subject	

[Back to French contents](#)

TABLE 2. European Studies (French Goup A Subject), History with an International Year/Modern History & Politics and an International Year and French Minor (Including European Studies French Group C Subject)

EUROPEAN STUDIES (GROUP A FRENCH)	HISTORY & INTERNATIONAL YEAR / MODERN HISTORY & POLITICS &IY*	FRENCH MINOR (INCLUDING EUROPEAN STUDIES GROUP C)	Type of course
YEAR ONE	**YEAR ONE**	**YEAR ONE**	
FR1001, FR1002	*FR1001, FR1002*	*FR1001, FR1002*	Core language half-units
Students may, but need not, select any	plus *FR1104* plus		
one or two of	any one of		Optional half-units
FR1104, FR1105, FR1106,	FR1105, FR1106, FR1107		
FR1107, FR1108	FR1108		
YEAR TWO	**YEAR TWO**	**YEAR TWO**	
FR2001, FR2002	*FR2001, FR2002*	*FR2001, FR2002*	Core language half-units
plus any one or two of			
FR2106, FR2102, FR2103,			Optional half-units
FR2104, FR2105			
YEAR FOUR	**YEAR FOUR**	**YEAR FOUR**	
FR3001, FR3002	FR3001, FR3002 plus a half-	*FR3001*, FR3002	Core language half-units
plus	-unit from the range FR3101 –		
two half-unit options from the	FR3121. NB In these programmes		Optional units & half-units
range FR3101 – FR3121	It is not obligatory to take French units in Year 4, but any taken must be chosen from this list.		

TABLE 3. Multilingual Studies and International Theatre (France)

MULTILINGUAL STUDIES	INTERNATIONAL THEATRE (FRANCE)	TYPE OF COURSE
YEAR ONE	*YEAR ONE*	
FR1001, FR1002	FR1001	Core language half-units
Students may, but need not, select any		
one of		Optional half-units
FR1104, FR1105, FR1106		
FR1107, FR1108		
YEAR TWO	**YEAR TWO**	
FR2001, FR2002	*FR1002, FR2001*	*Core language half-units*
Plus (optional) any one of	FR2105	
FR2106, FR2102, FR2103,		Optional half-units
FR2104, FR2105		
YEAR FOUR	**YEAR FOUR**	
FR3001, FR3002	None	Core language half-units
Plus one (optional) or two half-unit options		
from the range FR3101 – FR3121		Optional half-units

TABLE 4. Course Convenors 2011– 2012

Code	Title	Term 1	Term 2	Term 3
FR1001	Pratique de l'écrit: expliquer, résumer, rédiger	ES	ES	ES
FR1002	Pratique de l'oral: la France à travers ses médias	ES	ES	ES
FR1004	Pratique du français : du texte à l'oral	ML	ML	ML
FR1104	Perspectives on Modern France: Crisis, Nation, Identity	CD	ER	ER
FR1105	The Visual Image in French Culture and Society	RHe	RHe	RHe
FR1106	Heroes and Anti-heroes in their Social and Cultural Context	RH	RH	RH
FR1107	Language, Communication and Society	ML	ML	ML
FR1108	Landmarks: Reading the Classics of French Literature	JOB	JOB	JOB

Code	Title	Term 1	Term 2	Term 3
FR2001	Pratique de l'écrit: analyser et argumenter	ES	ES	ES
FR2002	Pratique de l'oral: La France contemporaine à travers son cinéma	ES	ES	ES
FR2004	Translating from and into French	TC	TC	TC
FR2102	Writing Romance and Desire	RH	RH	RH
FR2103	French: The Linguist's View	ML	ML	ML
FR2104	Culture and Ideology: La France et la Francophonie	RC	JOB	RC
FR2105	Stage and Screen in France	JHr	JHr	JHr
FR2106	Cinema in France	CD	JW	JW

Code	Title	Term 1	Term 2	Term 3
FR3001	Pratique de l'écrit: Communiquer et convaincre	ES	ES	ES
FR3002	Pratique de l'oral: Réflexions et débats	ES	ES	ES
FR3003	Advanced Translating Skills	ES	ES	ES
FR3101	Advanced French Linguistics	ML	ML	ML
FR3102	Arthurian Romance: Chrétien de Troyes	RH	RH	RH
FR3108	Repression and Rebellion	TC	TC	TC
FR3109	Gender and Transgression in Early-Modern French Literature	JHr	JHr	JHr
FR3110	Redefining the Erotic in Contemporary French Literature and Film		JW	JW
FR3111	Fictions of History: Narrative, Film and Event in Early Modern France	JOB	JOB	JOB
FR3112	Image, Identity and Consumer Culture in Post-war Fiction & Film	RC		RC
FR3113	Text and Image in France: From Cubism to the Present		ER	ER
FR3114	Ethics and Violence : Murder, Suicide and Genocide in Literature and Film	CD	CD	CD
FR3115	Marcel Proust's *A la recherche du temps perdu*	AW		AW
FR3117	The Passion of Place: Desire and Identity in Modern Paris	HT	HT	HT
FR3119	Dissertation	AW	ER	AW
FR3120	Wanton Women: artists and writers of the French avant-garde	RHe	RHe	RHe
FR3121	Montaigne then and now	TC	TC	TC

Back to French contents

44

TABLE 5. Lecture/Seminar Alternation

	19.09.11 Induction week	26.09.11	03.10.11	10.10.11	17.10.11	24.10.11	31.10.11	7.11.11	14.11.11	21.11.11	28.12.11	05.12.11	09.12.11	09.01.12	16.01.12	23.01.12	30.01.12	06.02.12	13.02.12	20.02.12	27.02.12	05.03.12	12.03.12	19.03.13	23.03.12
YEAR ONE																									
WEEK	1	2	3	4	5	6	R	8	9	10	11	12	C	17	18	19	20	21	R	23	24	25	26	27	
FR1104		L	S	L	S	L	E	L	S	L	S	L	H	S	L	S	L	S	E	S	L	S	L	S	
FR1105		S	L	S	L	S	A	S	L	S	L	S	R	L	S	L	S	L	A	L	S	L	S	L	E
FR1106		S	L	S	L	S	D	S	L	S	L	S	I	L	S	L	S	L	D	L	S	L	S	L	A
FR1107		S	L	S	L	S	I	S	L	S	L	S	S	L	S	L	S	L	I	L	S	L	S	L	S
FR1108		L	S	L	S	L	N	L	S	L	S	L	T	S	L	S	L	S	N	S	L	S	L	S	T
							G						M						G						E
													A												R
YEAR TWO													S												
WEEK	1	2	3	4	5	6	W	8	9	10	11	12		17	18	19	20	21	W	23	24	25	26	27	V
FR2102		L	S	L	S	L	E	L	S	L	S	L		S	L	S	L	S	E	S	L	S	L	S	A
FR2103		L	S	L	S	L	E	L	S	L	S	L	V	S	L	S	L	S	E	S	L	S	L	S	C
FR2104		L	S	L	S	L	K	L	S	L	S	L	A	S	L	S	L	S	K	S	L	S	L	S	A
FR2105		S	L	S	L	S		S	L	S	L	S	C	L	S	L	S	L		L	S	L	S	L	T
FR2106		S	L	S	L	S		S	L	S	L	S	A	L	S	L	S	L		L	S	L	S	L	I
													T												O
													I												N
YEAR FOUR													O												
WEEK	1	2	3	4	5	6		8	9	10	11	12	N	17	18	19	20	21		23	24	25	26	27	
FR3101		L	S	L	S	L		L	S	L	S	L		S	L	S	L	S		S	L	S	L	S	
FR3108		L	S	L	S	L		L	S	L	S	L		S	L	S	L	S		S	L	S	L	S	
FR3117		L	S	L	S	L		L	S	L	S	L		S	L	S	L	S		S	L	S	L	S	
FR3102		S	L	S	L	S		S	L	S	L	S		S	L	S	L			L	S	L	S	L	
FR3120		L	S	L	S	L		L	S	L	S	L		S	L	S	L	S		S	L	S	L	S	

Period of Residence Abroad (PRA)

The year abroad is a fully integral part of all BA degrees involving French as a principal subject (Single, Major, Joint, European Studies with main French), and one on which your academic progression depends. Exemption from it is not normally granted as it is the penultimate year of the BA course, it is absolutely crucial that your year abroad be spent in a way which prepares you as thoroughly as possible for the final year of your course.

This means, most obviously, speaking as much French as you can, by integrating as fully as possible into a *francophone* environment. This is not always easy, especially in the first

month or two, but it does produce dramatic results. Just as important, however, for obtaining a good degree result, is practising your written French. One frequent complaint of final-year students is that their mastery of Parisian *verlan* or their authentic *lyonnais* accent has done nothing to improve their performance in written French or their essay writing. One factor which distinguishes the excellent student is the ability to recognise and use French in the appropriate register according to circumstance, and this applies equally to the written and the spoken language. You would be well advised to read as much and as widely as you can, and to make a note of new words and expressions as you encounter them.

In addition to its considerable benefits to your language skills, the experience of living in a French-speaking country is of immense value in terms of your broader intellectual or professional as well as personal development. Almost without exception, students consider the year abroad to be one of the most enjoyable and rewarding times of their lives. And, however hackneyed it may be to say so, it is none the less true that the more you put into it, the more you will get out of it.

French are able to offer advice on the different ways in which you may wish to spend your year abroad (Assistant in a school, studying at a university, etc.). We cannot, however, dictate to you where you should choose to go, or what you should do, as these will depend on your interests, character and career aims. For this reason, it is essential that you familiarise yourself as fully as possible with the different possibilities open to you, and that you make a reasoned, informed choice. If you are interested in working as a teacher after you graduate, or if financial considerations are important to you, then an Assistantship would offer you useful teaching experience, as well as a regular income during your Year Abroad. If, on the other hand, you wish to experience life at a French university, or in another work environment, then this may influence your choice. It is important to be aware, however, that your living costs abroad may be significantly higher than in Britain, especially if you decide to live in Paris.

PRA information can be found at:

http://www.rhul.ac.uk/modern-languages/Students/SMLLC-Handbooks.html   and http://moodle.rhul.ac.uk/

Back to French contents

French progression and award requirements

The progression and award requirements are essentially the same across all Honours Degree foreign language programmes at Royal Holloway. Students must pass units to the value of at least three units on each stage of the programme and additionally must pass the compulsory course units in all stages, which normally will be the core language course(s).   (Please refer to the relevant Programme Specification for further details). Students who do not pass the core PR course(s) in the final year will not normally qualify for the award of the degree title in the particular language for which they are registered. Students are considered for the award and classified on the basis of a weighted average. This is calculated from marks gained in courses taken in stages two and four, and gives twice the weighting to marks gained in stage four. The two units taken during stage three are included in the average mark for stage two.

The combination of course units that make up each year of study varies considerably according to your degree programme and to your individual interests. In each year of study, there are courses designated as **core** (i.e. a course which **must** be taken). For example, for Year I Single Honours or Major French students, FR1004 'Pratique du Français: du texte à l'oral' is a core course – it must be taken. Core courses may be complemented by an individual choice of options. Certain language courses are **core**

and, moreover, are designated as **compulsory** courses. A **compulsory course** is a course which must be taken *and passed* in order to progress to the next year of study or to the Year Abroad. For example, FR1001 is a compulsory course for Year I Single Honours, Major French, French Joint, French Minor and European Studies (French) students. One language course is known as **core (PR),** i.e. a course which must be taken and which carries a pass requirement to be passed by the end of the final year, failure of which might result in a change of degree title or might affect the final degree classification, as specified in the assessment regulations within the College Regulations for a particular programme. This is the case for FR3001 for many of our degree programmes.

Table 1 & **Table 2** provide an indication of the required number of course units, the core and compulsory courses and the range of options from which the remaining units may be chosen.

For further details on the general rules governing progression and award requirements **see also 7.14**.
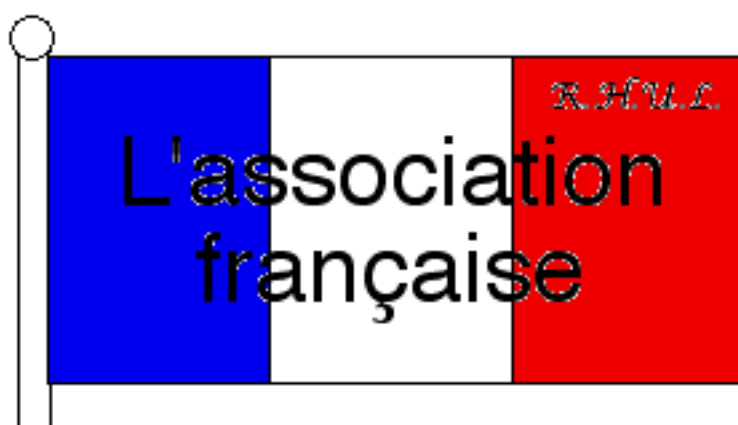
Join the best society on campus!

This year's French Society want to make this year the greatest ever, and for that we need your help! Whether you get enthusiastic about all aspects of French life or just want to make as many friends as possible on your course, we're the society for you. As part of the French Society you can: come to our socials on campus, go to events in London, watch French films, party with other European societies, go to French restaurants, wine taste, meet lots of people with similar interests, go to France… and it only costs £5 to join for a whole year of fun!
If you'd like to get involved join at Fresher's Fair and even if you're not sure, come and meet us anyway! Email any questions to us directly on rhulfrenchsoc@hotmail.com.Hopefully we'll see you at French Society events soon!

French Resources

French offers a comprehensive range of learning resources for your benefit which you are encouraged to use extensively in your own study and leisure time throughout the academic

year.

Our resources are located in two different buildings on campus.

Resources available in the International Building

- access to a language laboratory, room 007, with 19 places.

- CALL laboratory, room 006, with 20 PCs.

These facilities will be open at times as advertised.

The Language Laboratory, room 007
The Language Laboratory seats 19 students and is used solely for seminar-teaching in the FR1002 *Pratique de l'oral* course. You will be using it on a self-access basis to prepare for your end of year examination. An induction session with your seminar tutor will be provided at the beginning of term, as well as a mock examination at the end of term 1 and another at the end of term 2.

The CALL Laboratory, room 006
The Computer-Assisted Language Learning Laboratory seats 20 students. It is a self-access learning resource which you are strongly recommended to use for at least one hour a week. However, for first and second year students, use of the CALL Laboratory will be compulsory and will be fully integrated into the language syllabus. Full details will be given to students by their *Pratique de l'écrit* seminar tutors at the beginning of term.

The PCs available are loaded with various French grammar software programmes. You can access any of them to work on any language point you wish to revise and/or improve as well as to complete the compulsory part of your CALL work (Question Designer Grammar Tests). There will be an induction session organised in the CALL laboratory at the beginning of the year.

Resources available in Founder's Library

Weekly magazines
Founder's library holds four major French weekly current affairs magazines: **Le Point, Le Nouvel Observateur, L'Evénement, L'Express**. You are strongly encouraged to consult these regularly alongside the daily newspapers available in Café Jules in the International Building. Doing so will enable you to keep up-to-date with current social, political and economic concerns in France and in Francophone countries.

DVDs, videos and audio-tapes are also kept and centralised in Founder's Library.

Journals specialising in language studies
See the Library's brief guide to French resources which you will be given at the beginning of the year.

In particular, you may find it useful to consult the following:

Le Français aujourd'hui
Le Français dans Le Monde

Web Sites

Here are just a few of the many useful sites you might visit:

- http://www.thepaperboy.com Gives access to extracts from a huge range of newspapers worldwide
- http://www.iol.org.uk The Institute of Linguists web site. Useful for information on translation courses and qualifications.
- http://yourdictionary.com Unbelievably useful for access to a large range of specialist on-line dictionaries, e.g. technical dictionaries, dictionaries of computing terms, dictionaries of quotations (including French, Spanish, Italian, Occitan, German, Latin).
- http://www.sj@grant-c.demon.co.uk Grant & Cutler's website. Can be used for checking book availability and for ordering.
- http://www.fnac.fr FNAC's website. Can be used to check book availability, locate FNAC shops and order on-line.
- http://www.literarytranslation.com Interesting British council site with some interactive pages. Click on an extract from an *Astérix* strip and see it translated instantly!
- http://lai.com/lai/companion.html 'The translator's companion': contains a variety of information about translation and some online dictionaries (including technical and commercial ones).
- http://quotidien.nouvelobs.com The website of *Le Nouvel Observateur*. Very frequently updated. As well as current articles, includes dossiers on a selection of recent questions and controversies.
- http://www.liberation.com Self-explanatory. Similar to *Nouvel Observateur* site.
- http://www.lemonde.fr *Le Monde* site, with links to other publications such as *Le Monde de l'Education*.
- http://europa.eu.int/scadplus Has factsheets on EU policies, structure of Commission, Parliament, etc.
- http://www.courrierinternational.com Useful current affairs magazine with links to other journals, etc. (notably *The Economist*). Articles published in both French and English.
- http://www.academie-francaise.fr/ official site of the famous Académie francaise.

Using French (and other) accents and special characters in Word

Rather than using the **Insert / Symbol** system which is slow even when you're used to it, try the following:

é	CTRL + **'** (the apostrophe on the @ key), then e
à	CTRL + **`** (the **`** on the key with ¬), then a
è	CTRL + **`** (the **`** on the key with ¬), then e
ù	CTRL + **`** (the **`** on the key with ¬), then u
ç	CTRL + **,** then c
â	CTRL + SHIFT + **˄**, then a (and the same procedure with ê, î, ô, û)
ä	CTRL + SHIFT + **:** then a (and the same procedure with ë, ï, ö, ü)
œ	CTRL + SHIFT + **&** then o (as in *œil* and *sœur*)
œ	CTRL + SHIFT + **&** then a

Alternatively, in a word-processing programme or in other applications where the above system won't work (e.g. e-mail, Excel, PowerPoint), you can use the ALT + number pad system (hold down ALT and type a number on the right-hand number keypad). The character appears when you release ALT). Here are the codes:
7

Ç	128	ì	141
Ü	129	Ä	142
é	130	É	144
â	131	œ	145
ä	132	Æ	146

à	133	ô	147
ç	135	ö	148
ê	136	ò	149
ë	137	û	150
è	138	ù	151
ï	139	Ö	153
î	140	Ü	154
¡	173	¿	168

So, for example, to get French é, hold down **Alt** and type 130 on the right-hand number keypad. Let go of **Alt** and é should appear.

Return to contents page

4.8 GERMAN

Click on the links to go to these pages

Welcome to German

Aims of German degree programmes

List of German courses running in 2011-12

Structure of German degree programmes

German Language Courses

Courses in German Literature, History and Philosophy

Single Honours German

Joint Honours including German

German as a Major subject

German as a Minor Subject

German as a Subsidiary Subject

German as a main language in European Studies

German as an optional second language in European Studies

BA German with Film Studies

German as part of Multilingual Studies

German and Comparative Literature & Culture (CLC)

German and European Literature and Cultural Studies (ELCS)

Welcome to German

German is one of the four language areas taught in the School of Modern Languages, Literatures and Cultures at Royal Holloway. It can be studied in a number of combinations: as Single Honours subject, as part of joint honours degree, or as part of a major/minor combination. It is available to students with advanced language skills and to native speakers, but also, when studied as part of a joint degree or as a minor, to beginners.

Students of German are encouraged to read through the relevant parts of this handbook, which should be consulted alongside the separate list of courses and course descriptions on the School's website. If in doubt about anything feel free to contact a member of staff, such as your personal advisor, or the academic co-ordinator and Director of German, Professor D. Wilson (d.wilson@rhul.ac.uk).

[Back to German contents](#)

Aims of German degree programmes

The aims of all Honours Degree programmes in German are:
- to develop advanced skills in speaking, writing and understanding contemporary German;
- to develop an understanding of authentic German from a range of historical periods;
- to impart a broad knowledge and critical understanding of German and Austrian society and culture;
- to provide a structured and stimulating learning environment for students from all backgrounds;
- to develop a range of transferable skills that will continue to be valuable to students when they leave the university for employment;
- to introduce students to the methods of independent study and research, particularly those related to work in modern languages, literatures and cultures;
- to provide the basis for further, advanced study and research in German Studies.

[Back to German contents](#)

List of German courses running in 2011-12

A complete list of German courses running in 2011-12, together with the course descriptions, is available for consultation **on-line via the School website at:**

http://www.rhul.ac.uk/mllc/informationforcurrentstudents/handbooks.aspx

Back to German contents

Structure of degree programmes

Required Courses
PLEASE NOTE: **All full-time students of the College must take courses to a total value of 4 whole units per year on campus.**

German Language Courses

All students who are not native speakers of German will take language courses to the value of **one full unit in years 1, 2 and the final year**. This will normally mean 2 contact hours of tuition.

Native speakers of German do **NOT** take core 'language' courses, but choose from a range of courses covering other aspects of German and European literature, history and culture.

YEAR 1
All students take GM1009 *German Language I* (full unit). This course is assessed by a 3-hour written examination. In addition, oral / aural skills are examined separately, and there is some coursework assessment. The examinations are in term 3.

YEAR 2
All students take GM2009 *German Language II* (full unit). This course is examined by one 3-hour examination. In addition, oral / aural skills are examined separately, and there is some coursework assessment. The examinations are in term 3.

YEAR 3 (Period of Residence Abroad (PRA))
This is compulsory for all but German Minor students and is spent either wholly in a German-speaking country or (in the case of students taking two modern languages) split between a German-speaking country and a country appropriate to their other language (e.g. France, Spain, Italy, Quebec, a South American country).

All students of German will take two units during the PRA year:
- two full units of German for those spending the entire year in a German-speaking country in one occupation (university, teaching assistant, work placement)
- one full unit (oral) and two half-units of German for those dividing a whole year in Germany between university and approved employment
- two half-units of German for those dividing the year between two countries of different languages.

Students who split the year between two countries will take another two half units in their other language.
All students take:
- **German Oral** – full or half unit
  and ONE of the following:
- **Courses at a German / Austrian university** – a full or half-unit; marks awarded abroad and converted from the original scale to the Royal Holloway scale

- **Work Placement Report** (written in German) – full unit (3,500 to 4,500 words) or half-unit (1,750 to 2,250 words), for language assistants or those taking up approved employment abroad.

YEAR 4 (FINAL YEAR)
All students take GM3009 German Language III (full unit), includes German conversation (oral German).

Courses in German Literature, History and Philosophy

The range of courses in German literature spans the period from the eighteenth century to the present. The first-year **literature courses** are introductory and aim to provide you with the basic tools for reading literature and for thinking and writing about it. Courses in other years concentrate on the achievements of individual *authors*, giving opportunity for a more detailed study of the writer and his or her methods and concerns, and/or explore a particular *theme*, *period or literary genre*, combining a number of works or authors in ways that lead to comparisons, contrasts and connections, including in some cases links with other art forms. These courses will offer you:

- access to a varied range of literature that is memorable and pleasurable to experience for its own sake;
- familiarity with methods of literary study, criticism and literary theory;
- an understanding of the process of literary creation, within its political, social and cultural context;
- experience of a wide range of different styles of written German;
- an awareness, through literature, of the society, culture and thought of German-speaking peoples, together with their relationship with the other societies and cultures of Europe.

The first-year course on Modern German **history** provides you with a key to an understanding of how contemporary Germany has come about. There are sections on 19th- and 20th-century Germany, which, with its achievements and its tragedies, has been of central importance in the making of modern Europe. There are also sections on the politics and social institutions of the reunited 21st-century Germany. Later courses – in the second year including film – allow you to explore some of the most delicate and troubled questions of modern times: the Third Reich, racism and anti-Semitism, and the Holocaust. You will acquire knowledge and understanding of historical methods and concepts, a capacity for critical analysis of historical materials, and a deeper understanding of why the German-speaking countries are as they are within Europe today.

German **philosophy** is an area of German studies which is becoming increasingly important. German thought from Kant to Nietzsche and beyond has deeply affected the way we think about the modern world, and the philosophy courses seek to give you a way into this challenging but fascinating area. In the first year there is an introductory course which will give you the chance to begin thinking in theoretical terms. The second-year course offers an outline of some key moments in modern European philosophy. In the final-year course you will consider some of the major questions in modern German philosophy relating to the nature of modern culture.

Single Honours German (non-native speakers of German)

First Year: Normally GM1009 *German Language I,* the full-unit first-year language course (compulsory); GM1112 *Truth, Language, and Art: Key Questions in the Humanities*; GM1113 *Modern Germany: History and Society*; GM1120 *Introduction to German Studies*

(compulsory); GM 1121 *Milestones in German Literature*; ML1203 *Introduction to Comparative Textual Analysis; ML1102 The Birth of European Film*. Courses to the value of one unit must be dropped if students wish to take courses in another department. GM1009 and GM1120 are compulsory and may not be dropped.

Second Year: GM2009 *German Language II* (full unit, compulsory), together with 6 second-year half-units in German (or 4 half-units if taking courses in another department).

Final Year: GM3009 *German Language III* (full unit, compulsory) and other final-year half-units in German, to a total value of 4 whole units for the year as a whole.

Back to German contents

Joint Honours including German

Students are required to take a total of 12 units in the two subjects. (Please note that some courses are rated as 1 full unit, others as ½ unit.) In all joint degrees involving German, students *must* take the following courses:

First Year: GM1009 *German Language I* and GM1120 *Introduction to German Studies* (both are compulsory), as well as another half-unit course.

Students on the **beginners' pathway** must instead take: GM1010 Intensive German Language for Beginners (1 unit) and choose options equal to the value of ½ or 1 full unit from: GM1112 *Truth, Language and Art: Key Questions in the Humanities* (½ unit), and GM1113 *Modern Germany: History and Society* (½ unit); ML1203 *Introduction to Comparative Textual Analysis; ML1102 The Birth of European Film*.

Second Year: GM2009 *German Language II* (compulsory)

Students on the **beginners' pathway** must instead take: GM2010 *Intensive German for Beginners 2* (1 unit) and choose options equal to the value of ½ or 1 full unit from: GM2115 *History and Politics as Reflected in the German Cinema from the 1930s to the 1990s* (½ unit); PY 2001 *Introduction to European Philosophy I: Kant and Hegel* (½ unit); PY 2003 *Introduction to European Philosophy II: Critique of Idealism* (½ unit); GM 2122 *Death, Desire, Decline: Thomas Mann and Franz Kafka* (½ unit); GM 2124 *Representations of Childhood and Youth in Modern German Culture* (½ unit)

Final Year: GM3009 *German Language III* and specified courses in the other subject.

The total value of units taken **in German** (including the language courses) will be as follows:

German/Classical Studies: 6, comprising 2 in each year of the course.

German/Drama: 6, comprising 2 in each year of the course.

German/English: 5-7, comprising in the first year at least 1½, in the second year at least 1½, and in the final year 2.

German/French: 5½ or 6, comprising in the first year 2, in the second year 2, and in the final year GM3009 and (if the Link Essay is not taken) further final-year courses in German to the value of 1½ units. If the Link Essay (GM3302) is taken, it replaces ½ unit on either the German or the French side of the degree.

German/Greek: 6, comprising 2 in each year of the course.

German/History: 5½ or 6, comprising in the first year 2, in the second year 2, and in the final year GM3009 and further final-year courses to the value of *either* 1 unit in German *or* 1½ units in German.

German/Italian: 5½ or 6, comprising in the first year 2, in the second year 2, and in the final year GM3009 and (if the Link Essay is not taken) further final-year courses in German to the value of 1½ units. If the Link Essay (GM3303) is taken, it replaces ½ unit on either the German or the Italian side of the degree.

German/Latin: 6, comprising 2 in each year of the course.

German/Management Studies: 6, comprising 2 in each year of the course.

German/Music: 5-7, comprising at least 1½ in each year of the course.

German/Spanish: 6, comprising 2 in each year of the course.

German as a Major Subject

First Year: Students *must* take the following courses: GM1009 *German Language I* (full unit) plus GM1120 *Introduction to German Studies* and at least 2 further first-year half-units in German.

Second Year: GM2009 *German Language II* (full unit) and at least 3 further second-year half-units in German.

Final Year: GM3009 *German Language III* (full unit) and further final-year courses to bring the total taken in German over the three years to 8, 8½, or 9 units.

German as a Minor Subject

First Year: GM1009 *German Language I* (full unit). Students on the **beginners' pathway** must instead take: GM1010 *Intensive German Language for Beginners 1* (full unit).

Second Year: GM2009 *German Language II* (full unit). Students on the **beginners' pathway** must instead take: GM2010 *Intensive German Language for Beginners 2* (full unit).

Final Year: GM3009 *German Language III* (full unit).

German as a Subsidiary Subject

Students taking other modern languages as a single subject may be permitted, during their first year, to take the following courses: GM1009 *German Language I*, and during

their second year GM2009 *German Language II*.

German as a Main Language in European Studies (R200)

First Year: GM1009 *German Language I* (1 unit). Students on the **beginners' pathway** must instead take: GM1010 *Intensive German Language for Beginners 1* (1 unit). Students may also take courses up to the value of 1 further unit in German.

Second Year: GM2009 *German Language II* (Students on the **beginners' pathway** must instead take: GM2010 *Intensive German Language for Beginners 2*) and optionally a further half or 1 unit in German (minimum of 1 unit in German, maximum of 2 units).

Final Year: GM3009 *German Language III* (full unit), and optionally a further half or 1 unit (minimum 1 – maximum 2).

BA German with Film Studies

First Year: GM1009 *German Language I* (full unit), and GM1120 *Introduction to German Studies* and 3 further half-units in German.
Film Studies: 2 half-units: ML1101 *Reading European Film I* and ML1102 *The Birth of European Film*.

Second Year: GM2009 *German Language II* (full unit) and 4 further half units in German.
Film Studies: 2 half-units: ML2101 *Reading European Film II* + 1 further half-unit film option. Please consult the film studies handbook for an up-to-date list of available options in the School. GM2115 *History and Politics as reflected in the German Cinema from the 1930s to the 1990s* will normally be taken, either as part of the German major courses or as the second half-unit option in

Final Year: GM3009 *German Language III* (full unit) and further final year courses to the value of 2½ units.
ML3101 Film Studies: dissertation.

German Core PR (Pass Required) Courses

GM1009, GM2009 and GM3009 are **core PR courses** for all except native speakers of German. All students taking GM1009 and GM2009 should note that these courses MUST be passed in order to progress to further German courses in the following year of a degree programme.

German as part of Multilingual Studies

Students use 3 of their 4 course units each year on campus to study **three languages** out of those offered at Royal Holloway: French, German, Italian and Spanish. They use the fourth unit each year to choose cultural or linguistic units from any of the three language departments in which they are studying. They spend the third year abroad like other modern linguists, usually in two of their language areas, and can visit the third in one or

both of the summer vacations on either side of the official period of residence abroad. Those registered to take the degree will be given further information by the Director of the programme at the start of the session.

German with International Relations

First Year: GM1009 *German Language I* (full unit) and GM1120 *Introduction to German Studies* and 3 further half-units in German. International Relations: *PR1500 Introduction to International Relations*.

Second Year: GM2009 *German Language II* (full unit) and 4 further half units in German. International Relations: PR2440 *International Relations Theory*

Final Year: GM3009 *German Language III* (full unit) and further final year courses to the value of 2½ units.
International Relations: A choice of any third year course that has been validated as a third year IR option.

German Core PR (Pass Required) Courses

GM1009, GM2009 and GM3009 are **core PR courses** for all except native speakers of German. All students taking GM1009 and GM2009 should note that these courses MUST be passed in order to progress to further German courses in the following year of a degree programme.

German for beginners pathway

Students who have not studied German previously, or who have not studied the language beyond GCSE level, will take GM1010 *Intensive German for Beginners* (full unit) in place of GM1009 and GM2010 *Intensive German for Beginners II* (full unit) in place of GM2009.

Please note: GM1010 and GM2010 are core PR courses. They MUST be passed in order to progress to further German courses in the following year of a degree programme. GM1010 and GM2010 may only be taken in the following categories: Joint Honours, German as a Minor Language, Multilingual Studies, European Studies.

Pathways and Prerequisites

History

GM1113 *Modern Germany: History and Society* is the normal prerequisite for GM2115 *History and Politics as reflected in the German Cinema from the 1930s to the 1990s* and for GM3111 *Racism and Anti-Semitism*.

Philosophy

There are no formal prerequisites for the philosophy courses, but students who wish to take philosophy courses in their second and final years (PY2001 *Introduction to European Philosophy 1: Kant to Hegel*, PY2003 *Introduction to European Philosophy 2: The Critique of Idealism*; PY3002 *Modern European Philosophy 1: Husserl to Heidegger*, PY3003 *Modern European Philosophy 2: Critical Theory and Poststructuralism*) are recommended to take GM1112 *Truth, Language, and Art*: *Key Questions in the Humanities* in the first year.

Modern German Literature

GM1120 *Introduction to German Studies* is a prerequisite for all modern literature courses in the second year. Any second-year modern literature course can act as a prerequisite for the final-year literature courses.

[Back to German contents](#)

German progression and award requirements

The progression and award requirements are essentially the same across all Honours

Degree modern language programmes at Royal Holloway. Students must pass units to

the value of at least three units on each stage of the programme and additionally must

pass the compulsory course units in all stages, which normally will be the core language

course(s). In German these are as follows: GM1009 (first year); GM2009 (second year);

GM3009 (final year).

Students who do not pass the compulsory course(s) in the final year will not normally qualify for the award of the degree title in the particular language for which they are registered. Students are considered for the award and classified on the basis of a weighted average. This is calculated from marks gained in courses taken in stages two and four, and gives twice the weighting to marks gained in stage four. The two units taken during stage three are included in the average mark for stage two.

For further details on the general rules governing progression and award requirements **see also 7.14**.

[Back to German contents](#)

Native Speakers of German

Native-speaker status is assessed at the beginning of the degree, normally during induction week.

We do not permit native speakers of German to take most of the language courses that are a core requirement for all other students. This is because in your case, we accept that you already possess the language skills, experience and knowledge towards which students on these courses are working. You will instead choose your complement of course untis from other available courses.

Single Honours German

First Year: GM1120 *Introduction to German Studies*; GM1121 *Milestones in German Literature*; GM1112 *Truth, Language, and Art: Key Questions in the Humanities*; GM1113 *Modern Germany: History and Society*; ML1203 *Introduction to Comparative Textual Analysis*; ML1101 *Reading European Film 1* ML1102 *The Birth of European Film.* Courses to the value of one unit must be dropped if students wish to take courses in another department. GM1120 is compulsory and cannot be dropped.

Second Year: 8 second-year half-units in German (or 5 half-units if taking courses in another department). ML2101 Reading European Film II is available.

Final Year: GM3009 *German Language III* (full unit) together with 6 further final-year half-units in German to a total of 4 whole units for the year.

Joint Honours Degrees, Major/Minor, Multilingual Studies, European Studies

Native speakers of German are required in their final year to take GM3009 *German Language III*.

Native competence in spoken and written German will be determined on the basis of a test.

Back to German contents

Period of Residence Abroad (PRA): 13th and 14th Units

See the PRA Handbook on the **School website at** http://www.rhul.ac.uk/modern-languages/Students/SMLLC-Handbooks.html

Back to German contents

Link essays for Joint Honours students

Joint Honours students are encouraged to be active in seeking interconnections between the two subjects which make up their degree programme. Link essays with formal course-unit value are available in certain combinations of subjects.

German/English: A Link for this combination may be available, but if so it will be regarded as an alternative to a course component *in English*. For latest details please contact the English Department.

German/French GM3302 and German/Italian GM3303: The half-unit Link may be taken, by arrangement, on either side of the degree and supervised on both sides.

German/History GM3301: The half-unit Link is taken on the History side of the degree, with supervision from both sides.

German/Music: Provision exists for a whole-unit dissertation on the Music side of the degree (MU3391, Special Study: Dissertation), which may link the two subjects, with the possibility of supervision from both subjects. You should contact the Music Department if you wish to pursue this possibility.

There are no Link Essay arrangements at present with Classics, Drama, Management

Studies or Spanish.

Arrangements for Writing Link Essays

Students choosing to do a link essay are required to consult their Personal Adviser by January of their second year to discuss their choice of subject area. They will then be directed to the appropriate specialist Link Essay supervisor. Students should simultaneously consult with the other Department concerned.

The student's subject area, agreed by both Supervisors, must be notified by the student, in writing, to their Personal Adviser by **1 June** in the student's second year.

Any subsequent modifications to the subject must be agreed by both Supervisors and notified to the Head of German by the end of the Christmas vacation of the year abroad. The final title must be discussed with the Supervisors and notified by the student to the Head of German by the beginning of the first term of the final year.

The Link Essays GM3301, GM3302 and GM3303 are valued at half a course unit and should be between 3,500-5,000 words in length. A bibliography and word-count must be appended and a cover sheet, confirming that the work is the student's own, must be signed and handed in with the essay. Guidelines on presentation and styling will be provided by supervisors.

For final-year students writing link essays, one copy of the essay is to be submitted in a suitable folder to both German and the other Department by the date posted at http://www.rhul.ac.uk/mllc/documents/pdf/matrix.pdf. Failure to submit the essay by the appropriate date without good reason will lead to disqualification from this whole paper.

The role of the Supervisors

The Link Essay must be a piece of personal work, but the Supervisors will assist the student with the following matters: the choice of subject, the scope, planning and preparation of the essay, the bibliography and any particular issues concerning layout. It is suggested that, on such matters, up to three meetings with your Supervisor on each side of your degree may be necessary.

The Teacher appointed to act as your Supervisor in German will be willing to see an early draft of your work. However, once the essay has been written up, no further advice will be given, or comment made, by the Supervisors.

Return to contents page

4.9 HISPANIC STUDIES

Click on the links to go to these pages

Welcome to Hispanic Studies

Aims of Hispanic Studies degree programmes

List of Hispanic Studies courses running in 2011-12

Welcome to Hispanic Studies!

Welcome to Hispanic Studies, one of the four language disciplines comprising the School of Modern Languages, Literatures and Cultures at Royal Holloway.

This section is designed to give an overview of degree programmes in Hispanic Studies. You should also consult the *Academic Skills for Students of Modern Languages Handbook*, for invaluable information on how to make the most of your time at University. Finally, a wealth of other information and material can be found on the School's web pages and the Moodle online facility, which are updated regularly, so be sure to have a look at them soon and then to check them again every so often.

Students of Hispanic Studies organize and run a Hispanic Society, and the College's closeness to central London means students of Spanish have easy access to the University's central London facilities – both pastoral and academic – the Instituto Cervantes and Canning House, both of which organize and publicize social and cultural events, and to the capital's many Spanish and Latin American venues.

Return to Hispanic Studies contents

Aims of Hispanic Studies degree programmes

The aims of all Honours Degree programmes in Hispanic Studies are:
- to provide students with knowledge of the Spanish language, and of Spanish and Latin American literature, history and culture, to enable them to engage with a European community in which Spain has an important role and also with Spanish-speaking communities across the world;

- to encourage an outlook which understands, respects and recognizes the differences between cultures and lifestyles both in Europe and in the rest of the world;
- to stimulate students to read widely in Spanish, and to encourage them to develop and express their opinions cogently, whether orally or in writing;
- to encourage students to situate elements of Hispanic culture in their socio-historical context by relating them to a wider cultural spectrum encompassing art, literature, history, politics, and a range of other social, religious and philosophical influences;
- to equip students with a range of transferable skills which they will find useful during their university careers and in subsequent professional life, and to enable them to make valuable links between their university studies and events outside the university;
- to encourage students to continue their education, and where appropriate, to prepare them for higher degrees in Hispanic Studies and related fields.

Return to Hispanic Studies contents

List of Hispanic Studies courses running in 2011-12

PLEASE NOTE: A list of Hispanic Studies courses running in 2011-12, linked in each case to the relevant Course Unit Specification, is available for consultation on-line via the School website at
http://www.rhul.ac.uk/mllc/informationforcurrentstudents/handbooks.aspx

Return to Hispanic Studies contents

Structure of Degree Programmes Involving Hispanic Studies

PLEASE NOTE: All full-time students of the College must take courses to a total value of 4 whole units per year on campus.

Single Honours Spanish
This programme is a four-year degree with a year spent abroad. Students take at least three units from Hispanic Studies in each of the three years on campus. At least one of these is a language course, and the others are chosen from the range of cultural courses we offer.

Return to Hispanic Studies contents

Major Honours Spanish
The major Spanish programme is a four-year degree with a year spent abroad. Degree programme titles are 'Spanish with X.' Students do no more than three units from Hispanic Studies in each of the three years on campus. At least one of these is a language course, and the others are chosen from the range of cultural courses we offer. Each year one course unit is from the minor subject field.

Return to Hispanic Studies contents

Spanish within a Joint Degree programme
Joint degrees including Spanish are four-year degrees with a year spent abroad. Degree programme titles use the word *and* to connect the two subjects. Students do two units from Hispanic Studies in each of the three years on campus. At least one of

these is a language course and the other is chosen from the range of cultural courses we offer.

Spanish within Multilingual Studies
This is a four-year degree with the third year spent abroad. The Spanish language element is compulsory at one unit per year on campus and up to one further unit may be chosen freely from the cultural courses offered by Hispanic Studies.

Spanish within Comparative Literature and Culture (CLC)
This is a three-year degree without a compulsory language element. Students can choose from a range of course units in Hispanic Studies in which texts are available in translation or in the case of films, with subtitles.

Spanish within European Studies
This is a four-year degree with the third year spent in a European country which can be Spain. Students who take Spanish as their main language in the European Studies programme do between 1 and 2 units of Spanish in each of their three years on campus. At least one of these is a language unit.

Spanish can normally also be taken as an optional field of study within the European Studies degree, subject to places being available. In this case, only one unit of Spanish, usually a language unit, is taken in one or two of the three years of study. European Studies students hoping to take beginners' Spanish as an optional field of study should be aware that places are very limited. Beginners' German or Italian will be offered to those who cannot be accepted on this course.

Students should contact Ms Annie Pym in European Studies for details of the pathways open to them on this programme. (e-mail: a.pym@rhul.ac.uk)

Minor Honours Spanish
Students taking Spanish in this way complete just one unit of Spanish language each year. Degree programme titles are 'X with Spanish.' If the major field of study is not a language, there is no year abroad.
PLEASE NOTE: we do not currently accept minor students of Spanish for the beginners' pathway.

Spanish as an elective unit
Subject to availability, post A-level Spanish course units can be taken by students for whom Spanish is not a named part of their degree, in which case the standard pre-requisite (B in Spanish at A level or equivalent) for entry normally applies.
NB. Elective students MUST register with the convenor of the course they wish to take during induction and have their choice of elective approved by their home department.

Spanish Language Courses

Beginners' pathway
[not available for minor Spanish or elective students]
Those with little or no prior knowledge of Spanish take Intensive Spanish (SN1010) in the first year, followed by Intensive Spanish II (SN2010) in the second year and Spanish III (SN3001) in the final year. Spanish Through Texts (SN1100) is obligatory for single, major and joint honours students in the first year and strongly recommended to European and Multilingual Studies beginners.

Post-A level pathway
[available on all programmes including Spanish and as an elective]
Those who already have A-Level Spanish (or equivalent) take Spanish I (SN1001) in year one, followed by Spanish II (SN2001) in the second year and Spanish III (SN3001) in the final year. Optional language courses in Translation are available in the first and second years; those who have a special interest in language matters can propose a linguistic topic for a final-year research project or dissertation. Those with AS level only may take Spanish Through Texts (SN1100).

Native speakers' pathway
[available on all programmes including Spanish]
Those whose first language is Spanish take Spanish II (SN2001) in year one, followed by both halves of Principles and Practice of Translation (SN2011 and 2012) in the second year and Spanish III (SN3001) in the final year. Classification as a native speaker is at the sole discretion of Hispanic Studies, based on interview and if necessary, the production of written work.

If you are unsure of which pathway is the right one for you, be sure to discuss the matter with your Personal Adviser during the Induction Week.
If after a few weeks (2-4) you feel you have been assigned to an inappropriate pathway, again, make sure you see your Personal Adviser about it in his or her office hours.

Return to Hispanic Studies contents

Hispanic Studies progression and Award Requirements

Single, Major, and Joint Honours Spanish – Beginners' pathway

Compulsory language units:

For all students a pass in SN1010 Intensive Spanish I is a prerequisite for progression to the second year, and SN2010 Intensive Spanish II is a prerequisite for progression to the year abroad. Satisfactory completion of the year abroad is a prerequisite for entry into the final-year SN3001 Spanish III, subject to the decisions of the Sub-Board of Examiners, and students must pass Core PR SN3001 in order to be awarded a degree with Hispanic Studies in the title.

Single, Major, Joint, and Minor Honours Spanish – post-A level pathway

Compulsory language units:

For all students a pass in SN1001 Spanish I is a prerequisite for progression to the second year, and SN2001 Spanish II is a prerequisite for progression to the year abroad (if

applicable, or to the final year, for those minor honours students not taking a year abroad). Satisfactory completion of the year abroad for those taking one is a prerequisite for entry into the final-year SN3001 Spanish III, subject to the decisions of the Sub-Board of Examiners and students must pass Core PR SN3001 in order to be awarded a degree with Hispanic Studies in the title.

Single, Major, Joint, and Minor Honours Spanish – Native Speakers' pathway

Compulsory language units:

Students on this pathway must pass SN2001 Spanish II in their first year in order to progress to their second year; they must pass SN2011 and 2012 Principles and Practice of Translation in order to progress to the year abroad. Satisfactory completion of the year abroad is a prerequisite for entry into the final-year SN3001 Spanish III, subject to the decisions of the Sub-Board of Examiners, and students must pass Core PR SN3001 in order to be awarded a degree with Hispanic Studies in the title.

For further details of **progression and award requirements**, **see also 7.14**.

Return to Hispanic Studies contents

The Period of Residence Abroad (PRA)

Full details are to be found in the on-line PRA Handbook on the School's web-pages at http://www.rhul.ac.uk/mllc/informationforcurrentstudents/handbooks.aspx

Preparations for the Year Abroad begin in the first term of the Second Year.

The year abroad is **assessed** and formally accredited to the London University degree, counting as two course units. Full information on this will be given at the year abroad briefings and is contained in the PRA Handbook, which all second-year students will receive, but in essence there is one course unit based on your results at university (or a portfolio of work you produce, if you are working abroad) and one course unit for an oral examination taken at Royal Holloway when you return. If your year abroad is divided between two language areas, each of these units will be split into two halves.

We have links with the **University of Valladolid's language school**, which has been visited and selected by us for the quality of its Spanish language vacation courses. If you think you might like to take a vacation course there, you should start by visiting the website: www.funge.uva.es. The following e-mail address can also be used: curesp@funge.uva.es. We have negotiated a 10% discount on the prices so if you decide to apply, be sure to mention that you are from Royal Holloway.

Return to Hispanic Studies contents

Spanish Resources

The following list is by no means comprehensive, but among the journals held by Founders Library are the following, which may be particularly useful to Hispanic Studies students:

Bulletin of Hispanic Studies (Liverpool)
Bulletin of Spanish Studies (Glasgow)

Journal of Romance Studies
Journal of Iberian and Latin American Studies
Journal of Spanish Cultural Studies
Hispanic Research Journal
Forum for Modern Language Studies
Modern Language Review
Modern Language Notes
Paragraph
PMLA (Publications of the Modern Languages Association)
Neophilologus

BUYING BOOKS

Spanish texts are often difficult to obtain; ordinary high-street bookshops do not stock them and tend to be very slow when they try to order them. The College bookshop never succeeds in obtaining all the books we ask them to order for us. Other avenues worth trying are Grant & Cutler, Waterstones in Gower Street, The European Bookshop, Amazon on the internet (usually the cheapest and very efficient but you must know exactly what you need; beware, for example, of buying a translation by mistake); and for second-hand items, you can try www.abebooks.co.uk. Friends and family in Spain or Latin America are also very useful! Some Spanish bookshops operate efficient mail-order services. You may like to try Llibreria Laie in Barcelona (http://www.laie.es). The real secret of success is twofold:
1) PLAN AHEAD! Never start trying to obtain a book the same week as you need to read it. Look about six weeks to two months ahead, minimum, at all times.
2) MAKE FRIENDS! Be aware of who in your group has a copy of what and arrange to share; be willing to lend and others will let you borrow. Look after other people's books and give them back when you promised you would; then they will go on lending to you for the duration of your time here.

CANNING HOUSE, the INSTITUTO CERVANTES, and the SPANISH EMBASSY

Situated in central London, these institutions offer Spanish cultural events throughout the year. Further information can be found on Hispanic Studies notice boards. The Instituto Cervantes also has a database with information on language and cultural courses in Spain (schools and universities).

Return to contents page

4.10 ITALIAN

Click on the links to go to these pages

Welcome to Italian

Aims of Italian degree programmes

List of Italian courses running in 2011-12

Structure of degree programmes

Single Honours Italian

Major Honours Italian

Welcome to Italian

Italian is one of the most innovative disciplines in Modern Languages in the UK. We expect you to work hard and to make the most of this opportunity to learn about Italy, its language, literature and culture; but we also want you to enjoy your experience of University life. In fact, the two go together: if you can organise your study properly, you will enjoy your time in College all the more.

This introductory guide is intended to explain certain aspects of your course in Italian and the work expected of you, and to give useful information about our procedures and facilities, in addition to links to pages on the School web site that contain essential information for students of Italian.

Aims of Italian degree programmes

The aims of all Honours Degree programmes in Italian are:
- to provide students with the confidence, based on knowledge of the Italian language, and of Italian literature, history and culture, to engage as educated adults with a European community in which Italy plays an increasingly important role;
- to encourage an outlook which understands, respects and recognises the values and achievements that Italy has contributed to Europe and the rest of the world;
- to stimulate students to read widely in Italian, and to encourage them to develop and express their opinions cogently whether orally or in writing;
- to encourage students to situate those elements of Italian culture studied on the syllabus in their socio-historical context by relating them to a wider cultural spectrum encompassing art, literature, history, politics, and a range of other social, religious and philosophical influences;
- to equip students with a range of transferable skills (including research, analysis, information management, and verbal and written communication) which they will find useful during their University careers and in subsequent professional life, and to equip them to make valuable links between their university studies and events outside the university, such as lectures, conferences, films, plays, and concerts;
- to provide programmes in which teaching is informed, refreshed and enlivened by staff research activity and expertise;

- to encourage students to continue their education, and where appropriate, to prepare them for higher degrees in Italian or related humanities subjects.

List of Italian Courses Running in 2011-12

PLEASE NOTE: A list of Italian courses running in 2011-12, linked in each case to the relevant Course Unit Specification, is available for consultation on-line via the School website at Royal Holloway, University of London : School of Modern Languages, Literatures and Cultures.

Structure of Degree Programmes

PLEASE NOTE: All full-time students of the College must take courses to a total value of 4 whole units per year on campus.

PLEASE NOTE: All beginners in Italian take Course **IT1000.** Post GCSE students should also normally follow **IT1000** (Beginners Italian). Students with AS and A2 level should select **IT1050** (Advanced Italian).

For Italian, the required number of course units in the First, Second, and Final Year is as follows:

SINGLE HONOURS
Four units in Italian. **Single honours students may opt to take up to one full unit in another subject within each stage.**

YEAR 1
Beginners: IT1000 (compulsory language, 1 unit).
Half-unit options:
IT1230, IT1820, IT1830, IT1950, IT1980, and ML 1102 .
Non-beginners: IT1050 (compulsory language, 1 unit).
Half-unit options:
 IT1230, IT1820, IT1950, IT1980, and ML 1102 .

YEAR 2
IT2000 or IT2050 (Compulsory Language, 1 unit).
Half-unit options: IT2230, IT2340, IT2500, IT2720, IT2821, ML2301.

FINAL YEAR
IT3000, plus at least one of IT3050 and IT3070.
Half unit options: IT3230, IT3430, IT3630 (Joint honours only), IT3860, IT3980, **Full unit options:** IT3900 Approved Topic; ML3202.

MAJOR HONOURS ITALIAN
Three units in Italian, plus one unit (or two half units) in the other subject.

YEAR 1

Italian as a Major subject:

IT1000 (Beginners) or IT1050 (Advanced), plus 2 units from IT1230, IT1820, IT1830, IT1950, IT1980.

YEAR 2
IT2000 or IT2050 (Compulsory language, 1 unit), plus two units of options.
Half unit options: IT2230, IT2340, IT2500, IT2720, IT2821, ML2301.

FINAL YEAR
IT3000 (Compulsory oral, half unit), plus at least one of IT3050 and IT3070. Plus two units of options:
Half unit options: IT3230, IT3430, IT3860, IT3980.
Full unit options: IT3900, Approved topic; ML3202.

[Return to Italian contents](#)

ITALIAN WITHIN A JOINT HONOURS DEGREE PROGRAMME, INCLUDING ELCS.
Two units in Italian, plus two units in the other subject.

YEAR 1
Joint Honours.
IT1000 (Beginners) or IT1050 (Advanced) (compulsory language, 1 unit),
plus one unit from the half-unit options IT1230, IT1820, IT1830 IT1950, IT1980.
YEAR 2
IT2000 or IT2050 (compulsory language, 1 unit), plus one unit from the half units options:
IT2230, IT2340, IT2500, IT2720, IT2821, ML2301.

FINAL YEAR
IT3000 (compulsory language, half unit), plus either IT3050 or IT3070.
Plus one unit from the half units and full unit options:
Half unit options: IT3230, IT3430, IT3630 (Link essay), IT3860, IT3980.
Full unit options: IT3900 Approved topic; ML3202.

[Return to Italian contents](#)

ITALIAN WITHIN MULTILINGUAL STUDIES.
One unit of language and up to one additional unit if desired.

YEAR 1
Either **IT1000** or **IT1050.** Plus up to one unit from the half unit courses available if you wish. You are encouraged to take at least one content half unit in the language you are taking as a beginner student on the Multilingual Studies programme.
Half unit options: IT1230, IT1820, IT1830, IT1950, IT1980.

YEAR 2
IT2000 or IT2050 (compulsory language, 1 unit). Plus up to one unit from the half unit courses available if you wish. You are encouraged to take at least one half unit content course in the language you took as a beginner student on the Multilingual Studies Year 1 programme.
Half units options: IT2230, IT2340, IT2500, IT2720, IT2821, ML2301.

FINAL YEAR
IT3000 (compulsory language, half unit), plus either IT3050 or IT3070.

Plus up to one unit from the half unit or full unit courses available if you wish.
Half units options: IT3230, IT3430, IT3630 (Link essay), IT3860, IT3980.
Full unit options: IT3900 Approved topic; ML3202.

Return to Italian contents

COMPARATIVE LITERATURE AND CULTURE (CLC) AND ITALIAN (JOINT HONOURS, 4 YEAR PROGRAMME)

Students taking BA Italian and CLC programmes take a total of two units in Italian, and two units of CLC.

FIRST YEAR.
Either **IT1000** (Ab initio Italian language, 1 unit) or **IT1050** (Advanced Italian language, 1 unit). Plus one unit from the half unit courses.
Half unit options: IT1230, IT1820, IT1830, IT1950, IT1980.
SECOND YEAR.
IT2000 or IT2050 (compulsory language, 1 unit), plus one unit from the half units options: IT2230, IT2340, IT2500, IT2720, IT2821, ML2301.

FINAL YEAR.
 IT3000 (compulsory language, half unit), plus either IT3050 or IT3070.
Plus one unit from the half units and full unit options:
Half unit options: IT3230, IT3430, IT3630 (Link essay), IT3860, IT3980.
Full unit options: IT3900 Approved topic; ML3202.

Return to Italian contents

ITALIAN WITHIN EUROPEAN STUDIES.

FIRST YEAR
Group A: Normally either IT000 (Ab initio language) or IT1050 (Advanced Language).

SECOND YEAR
Group A: Normally IT2000 or IT2050.

FINAL YEAR
GROUP A: Normally IT3000, plus either IT3050 or IT3070.

For more information, please refer to the European Studies degree programme.

Return to Italian contents

ITALIAN AS A MINOR/SUBSIDIARY SUBJECT.

YEAR 1
Normally one unit in Italian: **Either** IT1000 (Beginners and Post GCSE students) **or** IT1050 (AS and A Level students).

YEAR 2
Normally IT2000 or IT2050.

FINAL YEAR

Normally IT3000 and either IT3050 or IT3070.

The Period of Residence Abroad (PRA)

Full details are to be found in the on-line PRA Handbook on the School's web-pages at http://www.rhul.ac.uk/modern-languages/Students/SMLLC-Handbooks.html .

Preparations for the Year Abroad begin in the first term of the Second Year.

The year abroad is **assessed** and formally accredited to the London University degree, counting as two course units. Full information on this will be given at the year abroad briefings and is contained in the PRA Handbook, which all second-year students will receive, but in essence there is one course unit based on your results at university (or a portfolio of work you produce, if you are working abroad) and one course unit for an oral examination taken at Royal Holloway when you return. If your year abroad is divided between two language areas, each of these units will be split into two halves.

Italian progression and award requirements

The progression and award requirements are essentially the same across all Honours Degree foreign language programmes at Royal Holloway. Students must pass units to the value of at least three units on each stage of the programme and additionally must pass the compulsory course units in all stages, which normally will be the core language course(s).   (Please refer to the relevant Programme Specification for further details.) Students who do not pass the core PR course(s) in the final year will not normally qualify for the award of the degree title in the particular language for which they are registered. Students are considered for the award and classified on the basis of a weighted average. This is calculated from marks gained in courses taken in stages two and four, and gives twice the weighting to marks gained in stage four. The two units taken during stage three are included in the average mark for stage two.

For further details on the general rules governing progression and award requirements **see also 7.14**.

Progression to the Second Year

A pass in the relevant COMPULSORY language examination (IT1000 or IT1050) is essential for progression to the Second Year (see note on Language Courses above).

You must satisfactorily complete courses to the total value of 3 units in order to progress to the Second Year. The satisfactory completion of a course consists of three elements:

- satisfactory attendance
- satisfactory submission of set work
- a pass in the relevant examinations

Progression to the Final Year

In addition to satisfying the requirements for progression to the Period of Residence Abroad (PRA)/Third Year (see above) progression into the Final Year normally requires

satisfactory completion of the PRA and the associated assessments (13th and 14th units). Students who have been granted a waiver in respect of the Year Abroad are required to satisfy the requirements for progression to the Third Year.

Return to Italian contents

Italian Resources

Resources in the International Building.

- access to a language laboratory, room 007, with 19 places.
- CALL laboratory, room 006, with 20 PCs.

These facilities will be open at times as advertised.

Resources in Founders Library.

The following list is by no means comprehensive, but among the journals held by Founders Library are the following, which may be particularly useful to Italian Studies students:

Forum for Modern Language Studies
Italica
Italian Studies
Italianist
Journal of Romance Studies
Modern Language Review
Modern Language Notes
Paragraph
PMLA (Publications of the Modern Languages Association)
Studi novecenteschi

Italian DVDs, videos and audio-tapes are also kept and centralised in Founder's Library.

Web Sites

Here are just a few of the many useful sites you might visit:

Italian Newspapers:

http://www.lastampa.it
http://www.laRepubblica.it
http://www.corriere.it

Other useful web sites

- http://www.thepaperboy.com Gives access to extracts from a huge range of newspapers worldwide
- http://www.iol.org.uk The Institute of Linguists web site. Useful for information on translation courses and qualifications.
- http://yourdictionary.com Unbelievably useful for access to a large range of specialist on-line dictionaries, e.g. technical dictionaries, dictionaries of computing terms, dictionaries of quotations (including French, Spanish, Italian, Occitan, German, Latin).

- http://www.sj@grant-c.demon.co.uk Grant & Cutler's website. Can be used for checking book availability and for ordering.
- http://lai.com/lai/companion.html 'The translator's companion': contains a variety of information about translation and some online dictionaries (including technical and commercial ones).
- http://europa.eu.int/scadplus Has factsheets on EU policies, structure of Commission, Parliament, etc.

The Italian Bookshop details in London:
www.italianbookshop.co.uk
Address: 5 Cecil Court, London WC2N 4EZ
tel: 020 7240 1634

The Italian Cultural Institute:
www.icilondon.esteri.it/

Italian Society

The Italian Society is organised and run by the students, and the success of the society depends very much on students' initiative and enthusiasm. Participation by students is vital to the society's continuation, so please give it your support. Check the noticeboard for further information.

Return to contents page

4.11 Multilingual Studies (3 languages studied)

Welcome to Multilingual Studies

Aims of Multilingual Studies degree programmes

Lists of Multilingual Studies core and option courses running in 2011-12

Structure of Multilingual Studies degree progammes

Language courses

French pathway

German pathways

Italian pathways

Spanish pathways

The Period of Residence Abroad (PRA)

Progression and award requirements

Welcome to Multilingual Studies

Multilingual Studies is a **four-year degree** programme designed for students whose

central focus of interest and primary aim is to reach an advanced level of linguistic competence in three of the four languages offered at Royal Holloway: French, German, Italian, and Spanish (the last two of which are available from beginner level upwards). Thus, if you have chosen this degree programme, three-quarters of your studies on campus will be devoted explicitly to language learning, leaving one quarter for you to devote to studying one or more of the three cultures which express themselves in the target languages. The third year is spent abroad, in one or more of the language areas being studied and progress made during this period is accredited and fully integrated into the classification system of the degree. **Multilingual Studies students may not take more than one language at beginners' level, and it is therefore an entry requirement to this programme that students already have two of the School's four languages at A2 level or equivalent**.

Two different degree paths in Multilingual Studies with PIR or Multilingual Studies with Philosophy are also available. This programme will enable students of the Multilingual Programme to widen their degree path by choosing to do a minor unit in the Politics and International Relations Department or from a selection of Philosophy courses. This will enable students to add to their linguist competence a knowledge of world affairs and politics, which will look attractive to potential students with both a gift for languages at academic and specialist level and an interest in international affairs and relations. The degree path will be described later on in this document.

Return to Multilingual Studies contents

Aims of Multilingual Studies degree programmes

Educational Aims of Programme
- To enable students to develop (a) high levels of competence in the four skills of reading, writing, speaking, and understanding in three modern European languages; (b) a good grasp of key theoretical issues relating to language competence and learning.
- To provide an appropriate educational background for students wishing to follow careers in Europe (in EU institutions or in multinationals), or to progress to PGCEs and become language teachers.

Programme Outcomes
In general terms the programme provides opportunities for students to develop and demonstrate the learning outcomes:

Knowledge and Understanding
The programme is designed to allow students to develop and demonstrate these aspects of the discipline:
a. High levels of competence in the four key **linguistic** areas of speaking, listening, reading, and writing in three modern European languages.
b. Familiarity with a range of **texts** (including print and television journalism, cinema, and literature).
c. Awareness and understanding of a range of current **theoretical approaches** to language and language learning, which they can apply to their own language development and that of others.
d. Awareness and understanding of the **sociohistorical** and **cultural context** of the language areas studied, which will inform their use of the three languages spoken there.

Return to Multilingual Studies contents

Lists of Multilingual Studies core and option courses running in 2011-12

PLEASE NOTE: Lists of Multilingual Studies core and option courses running in 2011-12 linked in each case to the relevant Course Unit Specification, are available for consultation on-line via the School website at Royal Holloway, University of London : School of Modern Languages, Literatures and Cultures**.**

Return to Multilingual Studies contents

Structure of Multilingual Studies degree programmes

This is based on the course-unit system common to the whole College, whereby students take 4 whole course (or an equivalent number of half units) units per year in their first, second, and final years. In common with all modern language degree programmes (except minor language with non-language major), a further two course units are attributed to the PRA (see below).
In each year of study and for each of your three languages, you will take one whole or two half units or, if you are a native speaker of German, one half unit in each of the three languages you are studying. Each language has specific regulations on the minimum pass requirements for progression and eventually for the award of the degree, all of which you can find in this Handbook and in the Programme Specifications on the College website (page currently under construction).

Since the full-time load for a student is 4 course units, this leaves one each year (or 1½ for native speakers of German) to devote to some aspect of the culture, history, or linguistics of the language areas. Most of these options are available in half-unit form, enabling you to cover up to 6 topics (9 for native speakers of German) beyond the core language element of the degree programme in your three years on campus, in addition to the options you take up for year-abroad work. You have a free choice as to whether to use these units to specialize in the culture, history, and linguistics of one of your three languages, or to take a broader sweep and cover aspects of two or all three. See the course lists on the School's web site at Royal Holloway, University of London : School of Modern Languages, Literatures and Cultures for further information about option courses.

Students in **Multilingual Studies with PIR** or **Multilingual Studies with Philosophy** will take their extra unit in PIR or Philosophy throughout their degree programme. They will also be strongly encouraged to use their PRA to deepen their knowledge and understanding of their minor subject by choosing specific related courses, if going to university.

Return to Multilingual Studies contents

Language courses
French pathways
French offers language teaching only for post-A level students.
First-year
All students take 2 half-units unit in language:
FR1001 Pratique de l'écrit: expliquer, résumer, rédiger
And FR1002 Pratique de l'oral: La France à travers ses médias
Second-year
All students take 2 half-units in language:
FR2001 Pratique de l'écrit: analyser et argumenter
And FR2002 Pratique de l'oral: la France contemporaine à travers son cinéma
Final-year

All students take 2 half-units in language:
FR3001 Pratique de l'écrit: communiquer et convaincre
And FR3002 Pratique de l'oral: réflexions et débats

German pathways
German has two language pathways, one for post-A2/AS level non-native speakers and one for the native speakers.
First-year
All students must take courses to the value of 1 unit:
Post-A2/AS level non-native speakers:
GM1007 German Language I and GM1008 German Language I
Native speakers:
GM1002 Advanced Translation I
Second-year
All students must take courses to the value of 1 unit:
Post-A2/AS level non-native speakers:
GM2001 German Language II (full unit)
Native speakers:
GM2002 Advanced Translation II (half-unit)
Final-year
All students must take courses to the value of 1 unit:
Post-A2/AS level non-native speakers:
GM3005 German Language III and
GM3006 German Language III 6
Native speakers:
GM3002 Advanced Translation III (half unit)

Italian pathways
Italian has two language pathways, one for beginners and one for post-A level students.
First-year
All students take 1 course unit in language:
IT1000 Intensive Italian for Beginners
Or IT1050 Advanced Italian, for post-A level
Second-year
Students who took IT1000 in their first year take IT2000 Advanced Italian II
Students who took IT1050 in their first year take IT2050 Advanced Italian II
Final-year
All students take 2 half units in language:
IT3000 Advanced Oral & Communication Skills
And either IT3050 Advanced Italian III: Translation from & into Italian
Or IT3070 Essay in Italian

Spanish pathways
In the first two years of the programme students are divided into three separate streams: beginners, post-A2/AS level, and native competence. In the final year the groups are fully integrated.
First-year
All students take 1 course unit in language:
SN1010, Intensive Spanish I [beginners]
Or SN1001, Spanish I [post-A2/AS-level]
Or SN2001 Spanish II [native competence]
Second-year
All students take 1 course unit in language:
SN2010 Intensive Spanish II [beginners]
Or SN2001 Spanish II [post-A2/AS-level]
Or SN2011 and SN2012 Principles & Practice of Translation [native competence]

Final-year
All students take 1 course unit in language: SN3001 Spanish III 7

Brief descriptions and detailed specifications for language courses can be accessed via the School's web site at Royal Holloway, University of London : School of Modern Languages, Literatures and Cultures.

Return to Multilingual Studies contents

The Period of Residence Abroad (PRA)

The PRA is an integral part of Multilingual Studies. You may choose between studying at one or more approved institutions in one or more of the language areas, or, if English is your mother tongue, you may opt to apply for a work placement as an English language teaching assistant or for some other suitable work placement (for which it is not necessary to be a native speaker of English). The **accreditation** of the PRA consists of a total of **2 course units**, which will either be wholly attributed to one language area or divided between two if the academic year was split. If you wish to spend time in your three language areas, you can devote one or both of the two summers on either side of the academic year to living in one of the three and one semester of the academic year to living in each of the other two. The assessment will relate to the language area(s) in which the academic year was spent.

FR2501/02 Oral Examination in French: accredits progress made in the spoken language (full/half unit)

GM2501/02 Oral Examination in German: accredits progress made in the spoken language (full/half unit)

IT2501/02 Oral Examination in Italian: accredits progress made in the spoken language (full/half unit)

SN2501/02, Oral Examination in Spanish: accredits progress made in the spoken language (full/half unit)

FR/GM/IT/SN2401/02, Study Abroad: accredits university study (full/half unit)

FR/GM/IT/SN2201/02, Work Placement Project: accredits what has been learnt through an assistantship or some other work placement (full/half unit)

Once you are abroad, you will be expected to keep in regular contact with your Personal Adviser at Royal Holloway (by e-mail or post), who will provide advice as far as (s)he is able on all matters arising. A designated administrative assistant within the Languages team is responsible for updating records on the whereabouts of students abroad and sending out relevant material (for example, reading lists for the final year, preregistration documentation where applicable).

Full details are to be found in the on-line PRA Handbook on the School's web-pages at Royal Holloway, University of London : School of Modern Languages, Literatures and Cultures**.**

Return to contents page

Progression and award requirements

In order to progress through the programme and graduate at the end, students must pass courses to a value of at least 3 course units per year, including their language courses.

The classification of the degree is based on a weighted average of the marks for courses taken in second year and year abroad, and final year, where final-year marks are given double the weight of the earlier ones.

4.12 the Period of Residence Abroad (PRA) - General Information

The PRA is **a fully integral and essential part of all BA degrees involving French, German, Italian or Hispanic Studies as a principal subject** (Single, Major, Joint, European Studies). Exemption from it is **not** normally granted as it is an integral part of the BA degree programme. It is therefore absolutely crucial that your third-year PRA be spent in a way which prepares you as thoroughly as possible for the final year of your course.

This means, most obviously, speaking as much of the language as you can, by integrating as fully as possible into the environment. This is not always easy, especially in the first month or two, but it does produce dramatic results. Just as important, however, for obtaining a good degree result, is practising your written language. One factor which distinguishes the excellent student is the ability to recognise and use their language skills in the appropriate register according to circumstance, and this applies equally to the written and the spoken language. You would be well advised to read as much and as widely as you can, and to make a note of new words and expressions as you encounter them.

In addition to its considerable benefits to your language skills, the experience of living abroad is of immense value in terms of your broader intellectual or professional as well as personal development. Almost without exception, students consider the PRA to be one of the most enjoyable and rewarding times of their lives. And, however hackneyed it may be to say so, it is none the less true that the more you put into it, the more you will get out of it.

The School of Modern Languages is able to offer advice on the different ways in which you may wish to spend your PRA (assistant in a school, studying at a university, etc.). We cannot, however, dictate to you where you should choose to go, or what you should do, as these will depend on your interests, character and career aims. For this reason, it is essential that you familiarise yourself as fully as possible with the different possibilities open to you, and that you make a reasoned, informed choice. Places at our Erasmus partner university links, while numerous, are nevertheless limited, both in overall number and in the number of places available at each institution. We cannot, therefore, guarantee that you will necessarily be offered a place at the university of your choice, though we always do our very best to ensure that this happens. If you are interested in working as a teacher after you graduate, or if financial considerations are important to you, then an Assistantship would offer you useful teaching experience, as well as a regular income during your PRA. If, on the other hand, you wish to experience life at a university, or in another work environment, then this may influence your choice. It is important to be aware, however, that your living costs abroad may be significantly higher than in Britain, depending on where you decide to live.

PRA Waivers

The PRA is a fundamental part of your degree programme. Only in **wholly exceptional** circumstances will you be granted a waiver. Requests for a waiver should be made in

writing to the Head of School. The decision will be taken by the Head of School after consultation with the School's PRA Tutor and the PRA coordinator for that language.

4.13 Exchange Programmes

The College offers students the opportunity to study abroad for a year through the International Exchange programme and the Erasmus programme. Students are able to apply to study abroad in Europe or at one of 24 International institutions in the USA, Canada, Australia, New Zealand, Hong Kong, South Korea, Japan and Singapore, either as an integral part of their degree programme or as an additional year of study. Further details on participating in such programmes and restrictions placed on students in different departments are available at http://www.rhul.ac.uk/international/studyabroadandexchanges/home.aspx or from the Visiting Student Team in Royal Holloway International.

5 Facilities

5.1 Libraries

Founder's and Bedford Libraries
One of the most important resources for you as a student of Modern Languages are the libraries here at Royal Holloway. The Modern Languages sections are in the Founder's Library and comprise essentially two large collections which were built up over decades at Bedford College and Royal Holloway College and have been augmented steadily, with regard for the needs of undergraduate students as well as the need to maintain high standards for a scholarly library, in both primary and secondary literature. Historical, media-related, or philosophical secondary material may be in the Bedford Library. Make a point of browsing in the Library, locating also the large collection of periodicals, all of which are in the basement of Founder's West. Large-format books (called Folios and Quartos) are usually shelved in a separate sequence, similarly the dictionary holdings in the four languages.

Library books tend to be heavily in demand at certain times (notably at essay deadlines and in the run-up to examinations) and to be under-used at others. Careful timing in your use of them (e.g. during the Summer and Christmas Vacations, or early in each term) will pay dividends. The Library has multiple copies of some very frequently-used works.

Books heavily in demand may be placed on short loan on request. Please consult the course tutor in good time, if there are particular works which you would like to see on short loan.

Whilst the Library Grant made to the School each year is not infinitely extendable, we are always happy to consider students' recommendations for acquisitions. If you think that the Library does not possess a book potentially useful for a course you are following, or for a dissertation you are writing, please contact the course tutor. Be aware, however, that not all requests can be satisfied and that there is sometimes a delay of up to two months between ordering and receipt that is beyond the School's control. A request may be made by the Student-Staff Committee on behalf of a larger number of students.

You will have access to, and be able to borrow from all three libraries on the campus. The Bedford Library holds History, Social Sciences and Science material; Founder's Library Languages, Literature, Film and Theatre, and the Music Library houses musical material. The Library has some 5,000 journal titles in electronic, full-text format and a virtual library of texts and images. There are also substantial holdings of video material and a growing collection of DVDs, useful especially for Film courses. You should also get used to consulting the **MLA** (Modern Languages Association) and **JSTOR** on-line databases. These can be accessed on-line via the '**Resources via Metalib**' link on the Library's homepage (http://www.rhul.ac.uk/information-services/library/), in Founder's Library (in the computer room on the first floor), or in the Computer Centre. Ask the librarian for details of how to use these databases. They are valuable resources, listing a large number of journal articles and books and, in the case of JSTOR, providing easy access to printable full-text articles.

In order to use some of these information sources you will require a username and password, which will allow you to access them at home as well. (You can obtain this from the Library).

Early in your first term at Royal Holloway, you should join a tour of the library including presentations and demonstrations relating to the services on offer. There will be library tours specifically for Modern Linguists. The purpose of these tours is to help you find your way around the collections and to familiarise yourself with the cataloguing and shelving systems. Please make sure you attend one of these sessions, as the proper use of the Library is essential for any University Arts degree. On no account should you miss this introduction to an invaluable resource.

University of London Library

As a student of the University of London, you have access to the University of London Library, which is situated on the fourth floor of Senate House, Malet Street, in Central London. This central Library has large reference collections and facilities for borrowing. To be issued with a library card you must first obtain a form from the College Library enquiry desk. If you need particular materials you may be able to register as a reader at the libraries of other Colleges.

Return to contents page

5.2 Photocopying, printing and computing

Photocopying

Photocopiers for student use are available on the ground floors of both Bedford and Founder's libraries. Photocopying cards can be purchased at both locations.

The Computer Centre

All students of Modern Languages will need to use computers, not only for word-processing their work but for accessing databases and web-based materials effectively and efficiently. The Computer Centre provides for these needs, as well as offering a **printing** service. All students have the opportunity to take the Information Technology training course which includes tutorials on e-mail, word processing, spreadsheets and power point, use of the web etc. For information about this course, other specialized courses, and printing consult the Computer Centre.

Moodle Support

Moodle is the Virtual Learning Environment on campus, where students can access

online materials for their courses.

If you have any queries from students or staff that you cannot resolve yourself, please e-mail them to Moodle-support@rhul.ac.uk. They will then be logged into a helpdesk system to ensure the most efficient handling of the enquiry.

Please supply as much of the following information as possible when e-mailing Moodle-support@rhul.ac.uk:

- Name of student/staff with enquiry
- Their CC username
- Their e-mail address
- Title of the course
- Code number of the course
- Nature of problem
- The user's operating system and web browser

Enquiries will then be directed to the person best able to respond to the query. All enquiries will be monitored to ensure that an answer is given to the member of staff / student involved.

Please use the Moodle-support@rhul.ac.uk e-mail, even if you think you know who will be able to answer the query. This system will avoid the situation where a person is constantly being referred on to another department to try to answer a query.

Language-Learning Facilities

The College has a Language Centre which provides various facilities for language learning. Your language tutors will provide you with a separate document detailing CALL facilities (Computer Assisted Language Learning) and language laboratory provision.

Return to contents page

6 Coursework Essays and Dissertation

6.1 Coursework essay

Deadlines

The School operates a centralized system for setting deadlines to help students and staff manage their workload. All deadlines are indicated on the deadlines webpage:

http://www.rhul.ac.uk/mllc/documents/pdf/deadlines.pdf

If you are in *any* doubt about a coursework submission date please contact the course tutor.

Work must be placed in the box outside Room 123 BEFORE 4pm on the day of the deadline and the appropriate coversheet completed. An electronic copy should also be submitted to turnitin by the same deadline. There are mandatory penalties for late

submission of coursework (see 7.4), so please ensure yours is handed in on time!

6.2 The dissertation and The Link Essays

The deadline for Link Essays and Dissertations is **Monday 30th April 2012.**

6.3 Referencing Style

Students may use either the MHRA or MLA referencing systems. Details of the MHRA system can be found at

http://www.mhra.org.uk/Publications/Books/StyleGuide/StyleGuideV2_3.pdf

Further information about MLA referencing can be obtained from the Bedford/St. Martin's website, which allows you to download free pdf guides to documenting sources in MLA style.

For helpful advice about grammar, punctuation, syntax, and other elements of writing style, as well as links to other internet resources, consult the following websites:

The Center for Writing Studies (University of Illinois at Urbana-Champaign)

The Writing Centre (University of Wisconsin-Madison)

The OWL at Purdue (Online Writing Lab, Purdue University)

6.4 Word count

It is essential that you adhere to the word count stipulated for each piece of work. In addition to the text, the word count includes quotations and footnotes. Excluded from the word count are candidate number, title, course title, bibliography and appendices. A word count must always be included with each essay or dissertation you submit for assessment.

6.5 Marking criteria and Feedback

Written Work (General Guidance)

Class	%	Strengths	Weaknesses
First class honours (I)	70%+	Originality/independence of thought; breadth/depth of knowledge; acknowledged use of numerous sources; clarity of	The occasional debatable detail

		expression and argument; thoughtful analysis; confident presentation and argument; incisive approach; pleasure to read!	
Upper second class honours (2a, IIa, 2i, IIi)	60-69.99%	Purposeful; a direct answer to the question; sound grasp of relevant concepts; well-informed answer; thorough approach	Lacking in confidence; thorough rather than inspired
Lower second class honours (2b,IIb,2ii,IIii)	50-59.99%	Generally on the subject; tries to answer the question; some good illustration	Occasional factual error; expression not always quite clear; grammar / spelling not quite correct
Third class honours (III)	40-49.99%	Relevant knowledge; tries to answer the question	Quite a few factual errors; not always easy to follow
Fail (F)	0-39.99%	Some relevance	Much irrelevance; some waffle; weak expression; lacking in direction; has the question been understood?

Set out below are the standard marking criteria used by staff in the School to mark students'. You will notice that there are separate criteria for written (essay), oral, and written language work, in addition to a further set for assessed presentations in class. You should always refer to these criteria when you receive marks for coursework, since this process, together, of course, with the individual **feedback** provided by your tutor, will help you understand in general terms what you have done well and where there is room for improvement in your work.

Oral Work (General Guidance)

Class	%	Characteristics
First class honours (I)	70%+	language virtually flawless, native-like pronunciation; focused, well-structured presentation, original approach, good analytical skills; good communication skills, student able to respond to questions and to develop discussion
Upper second class honours (2a, IIa, 2i, IIi)	60-69.99%	a few basic errors of structure, vocabulary and pronunciation; good structure, good ideas although sometimes lacking in originality; good communication skills overall with some hesitation
Lower second class honours (2b,IIb,2ii,IIii)	50-59.99%	some basic errors of language, anglicisms in structure, vocabulary and pronunciation but not to the extent of preventing understanding; attempt at structure but unbalanced overall, interesting ideas; sound communication but may need repetition / reformulation of questions.
Third class honours (III)	40-49.99%	quite a few basic errors of language, anglicisms sometimes preventing understanding; some attempt at structure but ideas poorly organized, examples used instead of ideas or themes, too descriptive, no real analysis provided; poor communication: not always able to answer questions

Class	%	Characteristics
Fail (F)	0-39.99%	Difficult to understand because of proliferation of errors or anglicisms in structure and vocabulary, poor pronunciation; substantially or totally lacking in structure, no analysis whatsoever, superficial

Written Language Work

Class	%	Characteristics
First class honours (I)	70%+	Work will be fluent and accurate. Translations, essays, project work and grammar exercises will contain virtually no errors. Answers in comprehension exercises will show that the text has been fully understood. All work marked at 70% or above will reflect a secure grasp of syntax, cases and tenses, punctuation and orthography, the ability to select appropriate vocabulary, employ idiom and to write in a style and register which reflects the original text (if translating) or is suitable to the task.
Upper second class honours (2a, IIa, 2i, IIi)	60-69.99%	Work will be largely accurate and generally competent in the areas indicated above. In translation work, the original will have been clearly understood. Renderings will be faithful to the original, but will be fluent and idiomatic. The written language will indicate a generally sound grasp of grammar.
Lower second class honours (2b,IIb,2ii,IIii)	50-59.99%	Although the work may contain errors, there will be clear evidence of understanding, familiarity with grammatical rules, and some awareness of style and register.
Third class honours (III)	40-49.99%	Despite a large number of errors, the renderings will be comprehensible. Limitations in the student's comprehension of the text with which they are dealing will be revealed.
Fail (F)	30-39.99%	Work in this range will reveal lack of knowledge of the rules of grammar, include many errors of a serious nature, make limited sense and / or reveal major problems in understanding the written language.
Fail (F)	20-29.99%	Severely inability to handle the written language will be evident. Very limited comprehension.
Fail (F)	10-19.99%	Gross failure to understand material presented in the foreign language. Gross inaccuracies in the production of written language. Work makes little or no sense.
Fail (F)	0-9.99%	Shows virtually no grasp of the foreign language.

Written Non-Language Work (Essay Work)
This summary and grid are designed only as a general guide for students and markers; they isolate only the most common features of essay work in each category and are not intended to be prescriptive or comprehensive. Students and markers should also bear in mind that the relative importance of the four categories listed here may vary considerably depending on the type of exercise, and that markers are not expected to assign specific percentage marks for each category.
SUMMARY
Relevance
1: entirely relevant; relevance demonstrated
2.1: relevant choices of material
2.2: appropriate use of material, not always backed up
3: dubious relevance; some waffle

F: substantially irrelevant

Structure and argument
1: very clear argument; argument leads reader from a strong introduction to a nuanced conclusion
2.1: clear introduction and conclusion; clear progression of ideas
2.2: introduction and/or conclusion weak; some repetition or unclear leaps
3: no discernible introduction or conclusion; little continuity of argument
F: little or no progression; argument very unclear

Independent thought and wider reading
1: independent ideas and analysis; critical engagement with wider reading where appropriate
2.1: well-informed, thorough; good command of material to back up claims
2.2: Somewhat over-reliant on class / lecture notes; some evidence of wider reading
3: Heavily reliant on class / lecture notes; little or no evidence of wider reading
F: No independent thought; no evidence of wider reading

Grammar, punctuation, spelling, register; references
1: very clear and sophisticated expression; accurate handling of references
2.1: clear, functional, and easy to read; good handling of references
2.2: generally clear, but some lapses in written expression; sometimes inconsistent referencing
3: consistent problems of grammar, punctuation, spelling, register; poor referencing
F: poor style obscures meaning; incoherent referencing

Class	Relevance	Structure and Argument
First (I) 70-100%	Relevant throughout; appropriate material is judiciously selected and its relevance demonstrated. A very good essay might also demonstrate the relevance of material that on first sight appears secondary. Very good critical engagement with the whole essay question, assessing the appropriateness of its presentation of ideas against the material discussed. The very best essays in this category will assess and evaluate the ideas of the question, leading to a richer, more critically astute appreciation of the question and the set material.	A very clear and persuasive overall argument with a strong sense of general direction. Paragraph structure supports the development of ideas within the essay. Essay structure as a whole reflects developing argument and leads reader from a strong introduction to a rich and nuanced conclusion. Helpful engagement with possible counter-arguments, leading to a strong and nuanced overall argument. The very best essays in this category will lead the reader confidently and persuasively through even the most complex, sophisticated or contentious ideas.
Upper second (II.1) 60-69%	A direct and thorough answer to the question; relevant material is selected and persuasively discussed. Some attempt to show the relevance of material discussed. Key elements of the essay title isolated and explored, and its overall claims assessed.	Clearly recognisable introductory and concluding paragraphs; all paragraphs have a clear focus. General progression of ideas towards a clear conclusion. Main argument clear and solidly defended against possible counter-arguments.
Lower second (II.2) 50-59%	Essay broadly addresses the question; some good illustration of main themes, but the relevance is	Discussion broadly grouped into paragraphs or blocks, but overall structure a little unclear. Some

	unclear at other points. Some irrelevant discussion, perhaps in the form of plot-summary or contextual detail. Some aspects of the essay title may be overlooked in favour of one or two keywords.	repetition of ideas or awkward leaps from one topic to another. Introduction and/or conclusion somewhat weak or non-existent. Occasional engagement with alternative view-points.
Third (III) 40-49%	Some general relevance, but the essay largely fails to address the topic. A noticeable amount of padding; these essays may read as 'all-purpose' essays not tailored to the title. Others may address one keyword without putting it in context.	Overall essay structure not always easy to follow; individual paragraphs might be very short, or very long and unstructured; little sense of continuity of argument. No discernible introduction or conclusion. Presentation of ideas tends towards the simplistic.
Fail (F) 0-39%	The essay pays little or no attention to the question, or homes in on one word and discusses it exclusively. Much irrelevance.	Little or no progression or development of ideas; overall argument very unclear.

Class	Independent Thought and Wider Reading	Grammar, Punctuation, Spelling, Register; References
First (I) 70-100%	Independence of thought combined with evidence of intelligent and critical wider reading. Intelligent and thoughtful analysis. Critical evaluation of different sources, texts or approaches to the topic, often leading to new ideas. The very best essays in this category will derive innovative and often unexpected insights from a critical engagement with both primary and secondary material.	Expression and argument both clear and sophisticated; not just grammatically and syntactically correct, but adopts a consistent and mature academic register. A pleasure to read. The very best essays in this category will be near to publishable quality. *References:* Acknowledged use of numerous sources through quotations and paraphrases (appropriately referenced). Quotations accurately given and inserted syntactically into sentences; references in text given appropriately; accurate and complete bibliography.
Upper second (II.1) 60-69%	Well-informed and thorough, showing a good command of the material suggested on reading lists. Some original and thoughtful engagement with the primary or secondary material. Validity of secondary sources assessed rather than just asserted. Claims typically backed up with appropriate material.	Purposeful, functional use of language; largely free from serious errors in spelling, punctuation and grammar. Writing style would be considered appropriate in wider world. Clear and easy to read. *References:* Quotations accurate, correctly referenced and do not hinder the flow of the sentence. Bibliography and references in text mostly accurate.
Lower second (II.2) 50-59%	Good, solid grasp of the subject, but a little limited in critical depth, leading to a decent if uncritical exposition of sources. Some use of examples to back	Generally clear in style, but some lapses of formulation and register; the occasional ungrammatical construction. *References:* Quotations mostly

	up argument, but these often derived from classes / lectures rather than independent reading. Quotation may tend to supersede critical analysis; sources often left to 'speak for themselves' rather than being explored in their own right.	accurate, but perhaps clumsily integrated into syntax or argument; inconsistent referencing. Bibliography incomplete or difficult to follow.
Third (III) 40-49%	General knowledge of subject, but range very limited in depth and/or breadth. Heavy reliance on material from classes / lectures; claims made tend to be simplistic, reductive, unchallenged. Sources either under-used (little evidence of wider reading) or over-used, as a substitute for analysis or personal reflection.	Consistent problems of register; disregard of punctuation, capitalisation; problems of expression and style make comprehension difficult. *References:* Quotations inaccurate or clumsily integrated into syntax or argument; little or no attempt at referencing. Bibliography short and incomplete.
Fail (F) 0-39%	Little or no evidence of independent thought. Claims made but unsubstantiated.	Numerous incomplete or ungrammatical sentences. Stylistic problems consistently hinder comprehension of meaning. *References:* Quotations inaccurate or clumsily integrated into syntax or argument; no attempt at referencing. Bibliography short, incomplete or non-existent.

Summatively Assessed Class Presentations: Assessment Criteria

For courses in which a class presentation forms part of the summative assessment the following table of mark descriptors will apply.

Where such presentations form part of the assessment for **language courses**, factors such as fluency, pronunciation, grammatical accuracy, register, and the range of tenses, structures and vocabulary deployed will naturally also be central to the assessment. The linguistic criteria applied in such cases will be broadly congruent with those set out on page 43 for written language work.

Note: The precise *brief* – which will include guidance as to duration, structure, content, and format – will vary from course to course.

Mark	Assessment Descriptors
First (I) 70-100%	The presentation ▪ is entirely relevant, well prepared and appropriately researched; ▪ has a clear structure (with an introduction and conclusion) and a focused, concise argument; ▪ makes reference to and as necessary fully explains examples appropriate to the topic; ▪ is well paced and confidently and clearly delivered; a high degree of articulacy demonstrated by the presenter(s) ▪ demonstrates independent, critical thinking and analysis as appropriate ▪ may make judicious use of visual or audio material; handouts;

	interactive tasks. As appropriate, the presenter(s) ▪ is / are able to respond to questions and comments articulately, knowledgeably and convincingly; ▪ (in the case of group presentations) work as a team and divide labour equally.
Upper second (II.1) 60-69%	The presentation ▪ is mostly relevant, and displays satisfactory evidence of preparation and research; ▪ has a discernible structure and largely convincing argument; ▪ includes references to appropriate examples; ▪ some evidence of independent, critical thinking and analysis; ▪ is reasonably well paced and delivered clearly for the most part. As appropriate, the presenter(s) ▪ is / are able to respond to most questions and comments in a knowledgeable manner; ▪ (in the case of group presentations) attempt to work as a team and are not over-reliant upon one group member.
Lower second (II.2) 50-59%	The presentation ▪ is partly relevant, but preparation and research could have been better; ▪ displays some structure and argument but is unclear in places; there may be some repetition or vagueness; ▪ displays a tendency to generalise; better or clearer examples could have been used; ▪ little evidence of independent, critical thinking and analysis; ▪ suffers from minor difficulties in pacing and confidence of delivery. As appropriate, the presenter(s) ▪ is / are able to provide convincing responses to some but not all questions and comments; ▪ (in the case of group presentations) do not consistently work as a team; the presentation may not involve all participants equally
Third (III) 40-49	The presentation ▪ is of limited relevance, and gives the impression of underpreparation and a lack of research; ▪ lacks a clear structure and argument; characterised by repetition and vagueness throughout; ▪ is consistently overgeneral and lacking in specific, relevant examples; ▪ no evidence of independent, critical thinking and analysis; ▪ suffers from considerable difficulties in pacing and delivery. The presenter(s) ▪ struggle for the most part to respond convincingly to appropriate questions and comments; ▪ (in the case of group presentations) do not work as a team; the presentation may be disjointed or unbalanced as a result.
Fail (F) 0-39	The presentation ▪ is of little or no relevance, and gives the impression that no preparation and research has been undertaken; ▪ lacks any structure and argument; content may be repetitious,

	vague, facetious; factually incorrect or incomplete; ▪ makes no reference to specific, relevant examples; ▪ is poorly paced and delivered, and may be difficult to follow as a result; The presenter(s) ▪ are unable to respond convincingly to appropriate questions and comments; ▪ (in the case of group presentations) do not even attempt to work as a team; the presentation may be disjointed, contradictory or incoherent as a result.

Return to contents page

6.6 Some tips on assessment and feedback

Feedback

Your course tutors will do everything possible to ensure that you understand how and why marks awarded for assessed coursework have been arrived at. For essays on the 'content' (non-language) course options you will receive, as well as any marginal remarks which the tutor may add to your work, a cover-sheet showing how particular aspects of your work have been assessed.

You receive one copy of this sheet. A second copy is retained by the School. If you are unclear about any of the comments made, you should contact the course tutor to ask for clarification, ask questions about aspects of the work that you find challenging or particularly interesting and receive advice about planning future work.

The most important stage of assessment is actually the one that you carry out yourself as you produce the work and when you have completed it. We have already advised you to refer to the marking criteria set our above when you receive feedback on your work, but you should also refer to them before you hand the work in. Try to assess what you have written critically in the light of the criteria to see if you can identify ways of improving your work before submission.

Assessment forms an important part of any student's university experience. It also tends to create an undue amount of anxiety. Remembering the following golden rule should ensure that you maintain a healthy attitude towards assessment:

Remember! The coursework assessment has a dual aim. While it is of course intended to calibrate your performance in a given piece of work, it is also, very importantly, intended to *help you learn*.

To get the most out of assessment as a learning tool, read the tips below carefully.

What is expected of me?

Before you begin your assessment:
● **Look up the relevant *learning outcomes*.** These are listed on the Course Specifications for ELCS, CLC, French, German, Hispanic Studies and Italian available on the School's website. They describe what it is that your tutor will expect you to have learned by the time you come to the end of your course. Reading them carefully will give you a clearer idea of what it is your tutor is likely to be looking for in your assignments.

- **Look up the relevant *assessment criteria***. These are found under **6.5** and describe in detail the standards against which your work will be measured. It is a good idea to keep the assessment criteria in view as you work on your assignment.
- **Ask if unsure.** If you are unsure about either the learning outcomes or the assessment criteria, consult your course tutor.

Identifying my strengths and weaknesses: feedback

After you have completed your assessment:
- **Try not to be too obsessed with your mark**. Whether you are pleased or disappointed with the mark you receive, it is very important to pay close attention to the *feedback* we provide if your work is to improve for the future.
- **Pay careful attention to all forms of feedback**. Feedback can be oral and general (e.g. a tutor's discussion with the class), oral and private (in a one-to-one tutorial), or – most commonly – written and private (on feedback forms attached to returned work). Sometimes you will receive feedback soon after you submit work; sometimes we think it more useful to return it as you begin to think about your next assignment deadline. However and whenever you receive feedback, set aside time to read and reread it.
- **Read written feedback alongside the assessment criteria**. The feedback forms you receive with returned written work are structured in line with the assessment criteria. Comparing your feedback with the criteria will allow you to see clearly where you succeeded, and where you can still improve.
- **Ask your tutor**. Your tutors are there to help you, and feedback on your work is an integral part of what they offer. If you do not understand the feedback and need clarification, please do not hesitate to arrange an appointment with your tutor.

Return to contents page

7 Assessment Information

7.1 Illness or other extenuating circumstances

If you are taken ill or there are other extenuating circumstances that you believe have adversely affected your performance in relation to any aspect of your course/programme (for example, your attendance, submission of work, or examination performance) at any point during the academic year, you must inform your department(s)/school(s) in writing, and provide the appropriate evidence. Please read the **"Instructions to Candidates" issued by the Examinations Office.** http://www.rhul.ac.uk/registry/Examinations/Essential-info.html for full details on how and when to inform your department about such circumstances as well as the **deadline for submission of such information**.

Absence from an examination / failure to submit coursework
Please see the section on progression and award requirements below for further details of the impact on course outcomes of failure to attend an examination or to submit required coursework.

If you miss an examination or fail to submit a piece of assessed coursework through illness, or other acceptable cause for which adequate documentation is provided in accordance with the section Illness or other **extenuating circumstances** in the **Instructions to Candidates** the Sub-board of Examiners may take this into account when considering your results.

Special arrangements for examinations for disabled students and those in need of support

For all such students there is a process to apply for special arrangements for your examinations and other forms of assessment. Such requests should be made to the Educational Support Office (ESO) which will carry out an assessment of your needs. Please see the section **Students in need of support** (including disabled students) for further guidance about registering with the Educational Support Office.

Return to contents page

7.2 Submission of written work

Deadlines for the submission of essays and other written work will be placed on the SMLLC website and published on **Moodle** shortly after the beginning of each term, and this is intended to help students plan their work during the term. All students must adhere to all deadlines set for coursework, essays, projects, dissertations etc. **Please refer to the year noticeboards or instructions posted on Moodle for detailed information about coursework deadlines or check the school website**

http://www.rhul.ac.uk/mllc/documents/pdf/deadlines.pdf.

Your course tutors will explain the schedule of work for each course. There are deadlines for the submission of work and these deadlines are fixed. **Coursework submitted late will always be penalized (see 7.4)** unless there is documented medical evidence for the late submission. Deadlines are necessary in the interests of fairness to all students; work has to be completed on schedule in order to progress through the course and complete the programme. Tutors also require adequate time to mark and assess the group's work.

You are expected to allow for minor problems that might affect essay submission (e.g. computer breakdown on the day of submission of an essay; minor illness, a short train delay, a traffic jam a little worse than usual on your way to hand in your work). 'Extenuating circumstances claims' relating to this level of problem will **NOT** be accepted.

For this reason you are strongly advised not to leave to the last minute any matter relating to assessed work: never leave printing out your essay to the very day on which it has to be submitted and always keep back-up versions of your work; always allow a generous margin for transport problems when you are coming to College.

Language coursework: **should be submitted to your course tutor:** These arrangements will be explained to you in your first language class. If you fail to submit the required language coursework you will be deemed not to have completed the course. You may be required to hand back marked originals of your language work for examination purposes. You are therefore strongly recommended to keep photocopies of marked work for your own revision purposes.

Non-language coursework (essays, dissertations, etc.): a self-receipting system for non-language coursework is in operation. **TWO word-processed copies of all work must be submitted in the box outside Room 123**, International Building by 4pm with a correctly completed coversheet for each copy. These forms will be available from outside the SMLLC General Office (IN123). **An additional copy must also be submitted electronically via the Turnitin.UK® system by the given deadline** (This can be done via Moodle – see the *Academic Study Skills for Students or Modern Languages Handbook* for further details)

http://www.rhul.ac.uk/mllc/informationforcurrentstudents/handbooks.aspx.

Your course tutors will notify you well in advance of all submission dates and these will also be posted on the notice boards. You are also required to keep an additional copy of all work submitted for your own files.

Turnitin: The Turnitin plagiarism prevention and originality checking service is recognised as the worldwide standard for detecting, deterring and ultimately preventing internet plagiarism, collusion, 'assignment recycling' and 'essay banking'. It also protects students' original work from being used without citation by another person, and serves as a learning tool to help academics and students better identify and correct unintentional plagiarism, poor referencing and other information literacy issues.

Turnitin's comprehensive plagiarism prevention system allows academics quickly and effectively to check students' work in a fraction of the time necessary to scan a few suspect papers using a search engine.

Turnitin's Originality Checking allows tutors to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases. The output of this checking, the Originality Report, provides tutors with the opportunity to teach their students proper citation methods as well as to safeguard their students' academic integrity.

Further information on Turnitin - how to access it, enrolling and submitting - and for information on avoiding plagiarism can be found on Moodle at http://tiny.cc/noplag. **See also Sections 7.3, 7.4 and 7.6.**
Return to contents page

7.3 Extensions to deadlines

If you have **very serious** extenuating circumstances – illness, for example, or a serious accident – that will affect your ability to submit coursework on time, an extension to deadlines may be granted. An extension must normally be applied for **in advance**, **in writing** to the course convenor. An **Extension Application Form** is available on the SMLLC website:

http://www.rhul.ac.uk/mllc/informationforcurrentstudents/smllconlineforms.aspx.

Once completed, the form should be submitted by e-mail **using ONLY your College e-mail account** to the course convenor for the course(s) concerned. A list of course convenors can be found on the noticeboard outside IN 123 and on the SMLLC website. A log is kept of extensions granted, with reasons, to ensure parity of treatment.

Extensions will not normally be granted retrospectively and last-minute requests will only be granted in demonstrably exceptional circumstances. Examples of circumstances which may be accepted if you apply for an extension include: serious prolonged illness or that of a member of your immediate family (medical evidence will be required); death of an immediate family member (documentation may be required); other compelling compassionate or medical circumstances (documented).

Examples of **circumstances which will NOT be accepted** if you apply for an extension include: personal computer/printing problems; paid employment; job interview; misunderstanding of regulations; misreading of deadlines; transport problems; holidays; non-serious self-certified illness; failure to obtain the requisite texts.

Once you have submitted the Extension Application Form to the course convenor(s) you will be notified of the decision made by e-mail to your College e-mail address. If

your extension is granted you will be given a new submission date. You should then submit your work in the usual way by the new deadline.

Unless you are granted an extension, work submitted late will always be penalized. See for the mandatory College penalties for late submission that will be applied in such cases.

IMPORTANT NOTE: While the School tries always to be as sympathetic as possible when illness or other circumstances beyond their control affect students' academic performance, you should nevertheless be aware that even where documented medical or other evidence is provided to explain repeated absences from class or failure to submit coursework, serious failure to satisfy **normal course requirements** (e.g. **excellent attendance** and **timely submission of all coursework**) may nevertheless result in your being issued a College Formal Warning for the course/s affected. **The College Formal Warning process can escalate and result in a student's de-registration from Royal Holloway**.

Return to contents page

7.4 Penalties for late submission of work

The following College policy applies to all students on taught programmes of study.

All coursework should be submitted by the specified deadline. Please ensure that you are aware of the deadlines set by your department(s). Work that is submitted after the deadline will be penalised as follows:

- For work submitted up to 24 hours late, the mark will be reduced by ten percentage marks* subject to a minimum mark of a minimum pass;

- For work submitted more than 24 hours late, the maximum mark will be zero.

*eg. an awarded mark of 65% would be reduced to 55%.

If you have had extenuating circumstances which have affected your ability to submit work by the deadline these should be submitted in writing, accompanied by any relevant documentary evidence, to your department(s). As with all extenuating circumstances it is the discretion of the examiners whether to accept these as a reason for having not submitted work on time. Please see the section on applying for an **extension to the deadlines** set, and the section for details on **submitting requests for extenuating circumstances** to be considered.

Return to contents page

7.5 Marking of examinations and coursework

Examinations are set and marked by the lecturers and tutors in each language, together with Visiting Examiners for each subject from outside the College. The main function of Visiting Examiners is to ensure that examinations standards and procedures operated in the School are fair, and are equivalent to those used elsewhere in Modern Language degrees in this country. They comment on drafts of question papers, see candidates' scripts, attend examiners' meetings and advise on all aspects of the examination process. Members of the School also act as Visiting Examiners at other universities or London Colleges.

In accordance with College Regulations, all second and final year written examinations and project or course work for content courses are marked and moderated by a second internal examiner. Final Year dissertations (full or half unit) and Period of Residence Abroad (PRA) work placements are double-marked. First Year written examinations and course work are marked by one internal examiner, except for examinations or coursework essays marked fail, which are double-marked. Samples of assessed written work at each stage are also sent out for scrutiny by the School's Visiting Examiners. Oral performance is assessed by two examiners, and will normally be digitally recorded where it constitutes a stand-alone examination.

Return to contents page

7.6 Anonymous marking and cover sheets

It is College policy that all examination scripts and course work essays or dissertations will be identified only by means of the Candidate Number supplied by you on your examination script or course work cover sheet. Anonymity thus applies throughout the marking process, as in the discussion of results and degree classification at examiners' meetings. It is therefore essential that you ensure that you know your **candidate number** (this is **not** your student number). Candidate numbers will be allocated to students early in October and will be available to students through the **Campus Connect Portal**. All students will be e-mailed when the numbers have been allocated. **You must then ensure that the candidate number is written clearly on all work you submit for marking**.

Return to contents page

7.7 ORAL EXAMINATIONS

Most oral examinations are held in the first week of the Summer Term, though some may be scheduled later in the term. The PRA oral examination sat by students after their Period of Residence Abroad is held early in the Autumn Term of the final year.

Timetables for oral examinations will be displayed on notice boards in the School by the end of the second term or, in the case of the PRA oral examination, during induction week in the Autumn Term. All students are also required to check their College email regularly for any last-minute chances to the examinations timetable. Formative and summative oral tests are held in the School. Please see subject notice boards for these.

Candidates are advised that they MUST attend the Oral exam at the **exact** time allocated to them. Except in cases of bona fide medical circumstances, supported by independent written evidence, no replacement time can be allocated. **Late arrival or failure to attend at <u>precisely</u> the allocated time without such evidence will result in the award of 0 (zero) for the Oral exam**. It is the responsibility of students to check the latest version of oral exam timetables as displayed on Modern Language noticeboards and to check their email for any last-minute changes. Failure to consult noticeboards or to read emails or other exam documents or communications or mistakes in reading noticeboards or exam documents do **not** constitute extenuating circumstances and will not be accepted as such.

Return to contents page

7.8 Penalties for over-length work

The following College policy applies to all students on taught programmes of study:

All over-length work submitted on undergraduate and taught postgraduate programmes will be penalised as follows:

- For work which exceeds the upper word limit by at least 10% and by less than 20%, the mark will be reduced by ten percentage marks*, subject to a minimum mark of a minimum pass.

- For work which exceeds the upper word limit by 20% or more, the maximum mark will be zero.

*eg. an awarded mark of 65% would be reduced to 55%.

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.
Return to contents page

7.9 Return of written coursework

It is School policy that all coursework will normally be marked and returned to students within a maximum period of three weeks during term time. Where this is not possible, the staff member marking the work will inform students of the reason/s for the delay and will provide a new date for return of the work. Language work will normally be returned within a week (excluding reading weeks and vacations).
Return to contents page

7.10 Plagiarism

It should go without saying that all work submitted for assessment must be your own. The College has strict rules defining plagiarism. These are to be found in the College's *Regulations Governing Examination and Assessment offences.*

(http://www.rhul.ac.uk/registry/academic_regulations/Examination_Assessment_Offences.html).

Failure to respect these rules will have severe consequences. All coursework, link essay or dissertation coversheets contain a declaration that none of the work submitted is plagiarized. By handing your work in, you are deemed to have read, understood and agreed that accuracy of this statement.

A declaration on plagiarism is included on the **cover sheet** for all essays that you submit, and **you are required to sign this cover sheet** to say that you have **read** it and **understood** what it means.

Definition of plagiarism
'Plagiarism' means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet.

Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment. Group working would constitute plagiarism where the

discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work. Identifying plagiarism is a matter of expert academic judgement, based on a comparison across the student's work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student's work alone, without reference to further evidence.

Return to contents page

7.11 Assessment offences

The College has regulations governing **assessment offences** which can found on the following webpage:

http://www.rhul.ac.uk/forstudents/studying/academicregulations/home.aspx

Offences include plagiarism, duplication of work, falsification, collusion, failure to comply with the rules governing assessment (including those set out in the 'Instructions to candidates'). The Regulations set out the procedures for investigation into allegations of an offence and the penalties for such offences.

Return to contents page

7.12 Marking of illegible scripts

It is College policy not to mark scripts which are illegible. If you anticipate that you may have difficulty in handwriting scripts which would lead to your scripts being illegible you should contact the **Educational Support Office**.
http://www.rhul.ac.uk/studentlife/supporthealthandwelfare/eso.aspx

Return to contents page

7.13 Academic discipline and monitoring of progress

The School carefully monitors the progress of each individual student. This is done throughout the year and at various levels. Monitoring of progress is carried out by the following staff.

The Course Tutor:
A student's progress within a course is continually monitored by the course tutor, who will consider performance in classes or seminars as well as achievement in work set for homework or as part of continuous assessment. If you feel you have difficulties with a course, please contact the course tutor in the first instance. Course tutors will contact personal advisors when they feel difficulties may be arising **or if students are absent more than twice from a class**.

The Course Convenor
The course convenor monitors general progress on a course unit, looks at the profiles of marks for both coursework and examinations, and will alert you to any significant patterns of strength or weakness in these marks. He or she will receive reports from individual course tutors who are concerned about a student's progress.

The Personal Advisor
As already described, your personal advisor plays a crucial role in the monitoring of your academic progress.

The School's Learning and Teaching Committee

The teaching staff of the School meet regularly to discuss student progress. Advice on student attendance, submission of coursework and progress will be sought from course tutors, personal advisors, year co-ordinators or the Head of Subject. Where further action is deemed appropriate, this might include a further meeting with your personal advisor, or with the Head of Subject, or with an appropriate member of the College support services.

PLEASE NOTE!

In cases of failure to meet the School's minimum 80% attendance requirement for all courses, or of failure to submit required coursework, the Head of School may issue **College Formal Warnings** in writing to a student considered to be at risk of academic failure, as provided under the disciplinary procedures which are described in the College Undergraduate Handbook. Students should be aware that **the College Formal Warning process can escalate to result in a student's de-registration from College**. College Formal Warnings also remain on the student's record throughout their time at Royal Holloway and their effect is therefore cumulative.

The structures described above have been put in place to ensure our students' academic welfare and should not be regarded as 'policing' procedures. Above all, you should not hesitate to contact any member of staff if you feel there are matters with which you need assistance.

Students who have queries about Joint Honours, Major / Minor or European Studies programmes or who are experiencing difficulties with liaison between departments should contact their Personal Advisor or the Academic co-ordinator.

Return to contents page

7.14 Progression and award requirements

See Programme Specification*.

http://www.rhul.ac.uk/coursecatalogue/home.aspx

The Regulations governing progression and award requirements are set out in your Programme Specification and also more generally in the **Undergraduate Regulations** http://www.rhul.ac.uk/forstudents/studying/academicregulations/home.aspx

If you do not pass a course unit at a first attempt you may be given an opportunity to 're-sit' or 'repeat' the course unit.

Re-sit of a failed unit - Normally the opportunity to re-sit any failed parts of a course unit not passed will be during the following academic session.

Repeat - If you are given the opportunity to repeat a course unit you will need to register for the course unit for the next academic session and satisfy afresh the coursework and attendance requirements.

Please note that it is **not** possible to re-sit or repeat a course unit which you have passed.

With the exception of MSci students, summer re-sits are available to first and second year students, who would not otherwise be in a position to progress onto the next stage prior to the following year of study.

To qualify for summer resits the following criteria, which are set out in the **Undergraduate Regulations** http://www.rhul.ac.uk/forstudents/studying/academicregulations/home.aspx, must be met:

(a) the student must already have passed, been allowed, or been granted exemption from courses to a value of at least two units;

(b) the student may only re-sit the assessment from courses in which s/he has achieved a mark of at least 30% on the first attempt, except where his/her performance was affected by documented extenuating circumstances deemed acceptable by the Sub-board of Examiners.

This opportunity will be offered **only** to students who would be in a position to satisfy all the criteria to progress onto the next stage prior to the start of the next academic year.

Return to contents page

7.15 Outcomes of course unit assessment

The Undergraduate Regulations require that for a student to qualify for final consideration in a course unit, the Sub-board of Examiners will take into consideration:

(a) whether the candidate has satisfied the attendance requirements stated in the course specification;
(b) whether the candidate has satisfied the assessment requirements stated in the course specification.
The Sub-board of Examiners will determine an outcome and a percentage mark recorded as an integer between 0% and 100% inclusive for each candidate, as follows:
(a) an outcome of Pass (P) with a percentage mark will be returned where the candidate has gained a mark of 40% or above overall and in all elements of the assessment which carry an individual pass requirement;
(b) an outcome of Fail (F) with a percentage mark will be returned where the candidate has gained a mark of 39% or below overall or in any element of the assessment which carries an individual pass requirement;
(c) an outcome of Attendance Fail (AF) without a percentage mark will be returned where the candidate has not met the attendance requirements stated in the course specification. For the purposes of calculating the stage and final average, an AF will be treated as a zero unless a subsequent percentage mark is achieved through repeating the course in attendance.

Where a student's performance in the assessment was compromised by adequately documented extenuating circumstances, the Sub-Board of Examiners may return alternative course outcomes as set out in the Undergraduate Regulations. In some cases this will require the student to complete additional work or a resit of affected assessment. For further details please see **Undergraduate Regulations.**
http://www.rhul.ac.uk/forstudents/studying/academicregulations/home.aspx

Students entered to resit an examination will normally not receive an overall percentage mark greater than 40% for that course unit.

For details on the requirements for degree classification please see the section on the **Consideration for the Award** in the Undergraduate Regulations.
http://www.rhul.ac.uk/forstudents/studying/academicregulations/ugregs/ugconsideration fortheaward.aspx

Return to contents page

7.16 Examination results

Please see the **Examinations Office** website
http://www.rhul.ac.uk/registry/Examinations/

for details of how you will be issued with your **results.**

http://www.rhul.ac.uk/registry/Examinations/results.html

The Examinations website is the place where you can access the "**Instructions to Candidates**" and details of the examinations **appeals** procedures.

http://www.rhul.ac.uk/registry/Examinations/results.html#Bookmark6

Return to contents page

7.16 School and College awards and prizes

There are many awards available to students of the School of Modern Languages. Most awards were instituted in memory of former students, and the annual process of selection of award-winners is a reminder of the long traditions inherited by the four languages and recalls some of their benefactors and past members. For most of these awards, it is not necessary for students to put themselves forward as candidates, as the winner is determined by the School on the strength of students' academic records. Others, (the *Driver Prize* and the *Christie Prize*), are normally awarded for achievement in a project, essay or dissertation on a designated subject.

Award winners are normally nominated at the end of each academic year, when information on all the work done by students in the course of the session is available, including examination results when relevant. It is a considerable distinction to have won an award, and success is often mentioned in references, for example. There are obviously fewer awards available each year than there are students with outstanding records. Those in the latter category who do not receive awards need not feel that their efforts go unnoticed: the selection process is the occasion for a review of student achievement, and good work is always noted.

In addition to School awards, there are several College awards which are open to you. We hope that you will consider entering for one of these awards. Many of your predecessors have done so with notable success. If you need any advice on how to prepare an application, ask your Personal Advisor or the Head of the School who will be delighted to help. Please note that fuller information (about application

procedures for College awards and closing dates for application) is available from the Administrative Office or from the Registry.

The prizes that the School may award are listed below. The imbalance that this list suggests – with most prizes being awarded in French and German – is partly historical in origin (Hispanic Studies is relatively 'young', for example; some prizes in German are open to members of all Colleges of the University of London) and is partly related to student numbers in any given language (prizes are often funded by alumni!). The School is aware of this imbalance, however, and it will gradually be corrected. Please note that all students in the School are eligible for Driver Prizes and for Arts Faculty Prizes.

Comparative Literature & Culture/ELCS

Driver Prize	For the most outstanding student in Comparative Literature & Culture or ELCS in any given year

French

Blanche Laycock Memorial Fund	For the student who has the most outstanding record in French studies during his/her degree course
ED Higginson Prize	For the second-year student who has shown the most promise
Alison Morris Prize	For a first- or second-year student showing particular excellence in the French language
Florence Terry Memorial Prize	For the final-year student who has achieved the most outstanding performance in the B.A. examination
Pierre Turquet Prizes	For outstanding first- and second-year students
Driver Prize	For a project approved by the Head of Language
Christie Prize	For an essay in French on a prescribed subject. Shared with Italian
Dawn Hughes Memorial Prize	For a final-year student in Joint French and German who achieves the most outstanding performance in the final B.A. examination
Malcolm Smith Memorial Fund	For an undergraduate with preference being given to one who has shown distinction in the area of French Renaissance studies in their final examination; travel grants to postgraduate undertaking research in French Renaissance studies
FC Johnson Memorial Prize	For the student in the second or third year who has shown the most promise in Medieval French.
Kevin Roe Memorial Prize	For a first or second year undergraduate student for outstanding work in nineteenth- or twentieth-century literature.

German

Margaret Atkinson	For the best performance by a student in that paper of the University of London BA Honours Exam which is most closely concerned with the Romantic period; to be spent on books. More than one prize may be awarded.
Delp & Richey	For excellent work in German, available to first year undergraduates; to be spent on books in the field of German language and literature.
Driver	Reward for merit, with recommendations made by each language.
Howlett Bequest Prize	For high performance in German.
JG Robertson	Awarded biennially and open to all Honours students taking German as their principal subject to the student who has shown most promise in the course in the year of the award; to be spent on books.
Dawn Hughes Memorial Prize	For a final-year student in Joint French and German who achieves the most outstanding performance in the final B.A. examination

Hispanic Studies

Driver Prize	For the student who achieves the best results in Hispanic Studies across both language and content in any given year
The David Vilaseca Prize	for the best final-year dissertation or essay.

Italian

Christie Prize	For an essay on a prescribed subject.
Driver Prize	For work done as part of the course or on the results of such other special test as Italian may decide.
Peter Armour Memorial prize	The prize is offered annually to 2nd and 4th year students for the best performance in examination on Dante, Medieval Italian literature or Renaissance literature, art or culture. The prize is to be awarded to undergraduate students following the BA degree programmes in Italian (Single Honours, Joint Honours or Multilingual Studies) who are in second or subsequent years of study.

8 Student Support

8.1 Students in need of support (including disabled students)

Your first point of reference for advice within the School is your Personal Advisor. Inevitably, problems will sometimes arise that s/he is not qualified to deal with. The College offers a high level of student welfare support which includes a comprehensive Health Centre, a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of financial, career and other advice. Further details of each service can be found on the College web on the **Student Support** page: http://www.rhul.ac.uk/forstudents/home.aspx

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The School Educational Support Office (ESO) representative for 2011-2012 is **Professor Peter Longerich (email: p.longerich@rhul.ac.uk)** . You must also contact the ESO (Founders East 151; tel: +44 (0)1784 443966; email: **educational-support@rhul.ac.uk**) who will arrange for an assessment of needs to be carried out and will advise on appropriate sources of help. Further information is available on the College web on the ESO **Support, health and welfare** page http://www.rhul.ac.uk/studentlife/supporthealthandwelfare/eso.aspx

8.2 Student-staff committee

This committee exists to provide a forum for the discussion of matters of concern to staff and students in the School. You will find a copy of its Constitution in the area of the notice board reserved for the Student-Staff Committee. All meetings of the Student-Staff Committee are minuted and issues raised are considered by the subject area/s in question and the School Board.

All members of the academic staff are members of the Committee, and a number of student representatives are elected by the student body of each language. Nominations for student representation on the Committee are requested during the Autumn Term and an election is held if necessary.

Normally there will be a meeting once a term, but it is open to anyone to suggest a meeting, if a particular issue seems to warrant discussion in this forum, and if there is enough support for an extraordinary meeting.

The purpose of the Student-Staff Committee is to maintain and foster communications within the School and to provide a forum for debate, a space for airing criticism (or praise) and discussing suggestions. Copies of minutes, agreed between staff and student representatives, are posted on the notice board.

We like to think that there are plenty of ways for students to express their views, and the staff are always happy to express theirs, but the Student-Staff Committee can serve an important function in the more formal machinery of debate within the College, particularly as all members of the School may attend meetings and speak at them.

Constitution

The aims of the Student-Staff Committee are:

- To maintain and foster communications with the School of Modern Languages and within and across its subject areas;
- to consider matters of concern to staff and students;
- to provide a formal means of communication between the student body and the Board of the School of Modern Languages.

Membership

Elected Student Members

Student membership should take account of the student profile of the School of Modern Languages and include at least two undergraduates from each year of study, and representation from across the subject areas and degree programmes in the School. It should normally also include at least one postgraduate, where postgraduate numbers do not justify the operation of a separate committee, and represent the interests of PG students on both taught and research programmes.

Staff Members

At least one member of the academic staff of each subject area within the School and at least one representative of the language teaching co-ordinators in the School, in addition to the Head of School anf the Director of Graduate Studies.

Ex officio: The Head of School and the Director of Graduate Studies

The Student representatives will normally be elected each year by the end of October.

Officers

Chair   Elected each year by members (a student)

Secretary   Elected each year by members (normally a staff member). A member of the Administrative team who will work closely with the Chair and Secretary (and the Student Liaison Officers) in producing the minutes.

Student Liaison Officers: Two members of academic staff, chosen by colleagues in the School, to effect liaison with the Board of the School of Modern Languages.

Two undergraduate members of the Student-Staff Committee are invited each year to attend meetings of the School's Learning and Teaching Committee in order to represent the School's undergraduate body in that forum.

Return to contents page

8.3 Students' Union

The Students' Union offers a wide range of services and support, from entertainment and clubs/societies to advice on welfare and academic issues. The Advice and Support Centre, situated on the first floor of the Students' Union, runs a confidential service that is independent from the College. Open 9.30am - 5pm, Monday – Friday, it operates an open door policy exclusively for students during term time. However,

during vacation periods students should call to book an appointment. Full details can be found at www.su.rhul.ac.uk/support

8.4 Careers information

The College has a **careers advisory service**, housed in the Horton Building, which is open to any student during normal College hours.
 http://www.rhul.ac.uk/careers/home.aspx

Graduates in modern languages, find employment in a wide range of fields such as commerce and industry, sales and marketing, teaching, the media and publishing, the arts, the Civil Service, personnel work, translating and interpreting.

We know, from the employment references which members of staff are asked to write, that modern language graduates are generally very successful in obtaining employment on the basis of their skills in communication, research and analysis, presentation, self-motivation and management, and, increasingly, computer-literacy as well as their knowledge of other cultures and their specific foreign language skills.

We hope that the main purpose behind the hard work and intellectual effort which students invest in their studies is the pleasure and fulfilment which any academic pursuit can bring. Nevertheless, we must not be starry-eyed; after graduation you will need suitable employment, not just so as to support yourself, but to find in the appropriate career a degree of satisfaction similar to that which you have found in your studies. This does not necessarily mean that, in choosing to study Modern Languages or allied subjects, you are expected to have a definite career-goal in mind from the outset. What is important is that, throughout your studies, you should reflect on the knowledge, skills and aptitudes, the so-called 'transferable skills' (**see 4.2**), that you are developing and on the ways in which these might be applied in a subsequent career.

And the transferable skills and other assets you acquire through your studies are directly relevant to the workplace: the ability to carry out independent research, to gather information and sift it for relevance and importance, and to present your findings in a coherent and persuasive manner, whether orally or in writing; negotiation skills developed in seminars or in discussion with tutors or fellow students; the ability to speak one or more other languages; a sympathetic awareness and knowledge of intercultural differences; and, of course, an educational breadth and depth often denied to those whose training has been more narrowly vocational: all these are valued highly by employers across the business and professional world.

The College's **careers advisory service** and the School of Modern Languages both have a role to play in helping you to become more aware of the various ways in which your chosen degree programme equips you for the professional world of work.

The School of Modern Languages: If the Careers Service knows the job market very thoroughly, Modern Languages staff pride themselves on having a thorough knowledge of their students and of the skills and aptitudes which they can bring to a career. We therefore feel that we can make an important contribution to your career education. The School acts as one of the channels of information between students and the Careers Service, principally through its Careers Liaison Officer and the notices periodically posted on the Careers notice board adjacent to the student pigeonholes opposite IN123. You will find display copies of publications such as *JOB* and *Graduate Opportunities*, publicity about Careers Service seminars and other events, information about training courses and job opportunities, publicity from potential employers,

adverts for vacation jobs, and letters from former students describing their careers.

Finalists have been known to take the view that in the final year they are much too busy to bother about career choices and job applications. Others plan well in advance, meet deadlines for applications as they arise round the year, and are then well placed to seize opportunities.

References

At some point, your applications will need to be accompanied by the names of people willing to write references on your behalf. You may consider asking your Personal Advisor or another teacher who knows you. You are free to approach any member of the academic staff who knows you sufficiently well to act as a referee, *but please be sure to ask in advance of actually putting the referee's name forward*. This is an obvious courtesy, but apart from anything else, it helps your chances if your referees know what sort of post is involved, how you see it (short-term or as a career), and what particular aspects or strengths you are highlighting in your application. It is important to give your referees a copy of your application and CV and of the 'further particulars' for each job you are applying for.

Students sometimes do not realise that the reference letter itself may well need to be of some length and detail. Employers will ask for specific information, not only about your academic studies and results, but also about your attendance, punctuality, reliability, contribution to School and College activities, and a range of personal qualities. These letters take time to write – once the information has been gathered, it can take a couple of hours to frame a well-written and supportive letter, which is half a morning's work – so please bear this in mind when approaching staff: give them plenty of warning!

Higher Degrees

The School offers a flexible range of options at Masters level. The School's Masters by Research degree allows you to study for a higher degree without the requirement for regular weekly attendance associated with a taught Masters programme. You can study for an MA by Research in just one language or in a combination, in an interdisciplinary MA offered by the different subject areas within the School. You can study on a full-time or part-time basis. If you think you might be interested in either of these options, the first step is to talk to your Personal Advisor, who will be happy to advise you about possible supervisors, and then for information on procedural and other related matters to the School's Director of Graduate Studies.

Alumni Relations

Whatever you choose to do after graduating, please do stay in touch. Let us know changes of address and what line of work or higher study you are currently engaged in. Perhaps you will be able to offer valuable advice to future generations of modern linguists or would like to know about reunions and other alumni events. Perhaps you have had experiences that we can feature in the Alumni section of our website, to encourage new generations of students to study languages, literatures and cultures.

8.5 Non-academic policies

Please see the **Codes and Regulations** webpage

http://www.rhul.ac.uk/forstudents/regulations/home.aspx which includes information on non-academic policies, regulations, and codes of practice as well as the **Student Charter.** http://www.rhul.ac.uk/aboutus/governancematters/studentcharter.aspx

Return to contents page

8.6 Complaints and academic appeals procedure

If you have a complaint relating to any aspect of the School or its staff or to any academic or College matter, you should first discuss it informally with your Personal Advisor or with another member of staff in the School. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases. These are set out in the **College Complaints Procedures** for students http://www.rhul.ac.uk/forstudents/studying/complaintsprocedure.aspx . You should raise your complaint **as soon as possible**.

If the complaint concerns an academic decision, there is an **academic appeals process**. Please note that an academic appeal can only be submitted once you have received your results.   Details of the **appeals procedures** and permitted grounds for appeal can be found on the following webpage http://www.rhul.ac.uk/forstudents/studying/academicappeals/home.aspx

Return to contents page

9 Health and Safety Information

9.1 Code of practice on harassment for students

This can be found on the student home pages under codes and regulations

http://www.rhul.ac.uk/forstudents/regulations/home.aspx

Return to contents page

9.2 Lone working policy and procedures

The College has a 'Lone Working Policy and Procedure' that can be found on the **Health and Safety Web pages**.

http://www.rhul.ac.uk/health-and-safety/policies-and-procedures.html

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Co-ordinator or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to **students undertaking duties off campus**.

Return to contents page

9.3 Work Placements
A number of students each year take up work placements while on their third-year Period of Residence Abroad (PRA). Full details of these can be found in the PRA

Handbook at

http://www.rhul.ac.uk/mllc/informationforcurrentstudents/handbooks.aspx

Return to contents page

10 Equal Opportunities Statement and College Codes of Practice

10.1 Equal opportunities statement

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees.

Royal Holloway, University of London (hereafter 'the College') is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that;
- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins

- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential

- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity

- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity

- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material

- it creates a positive, inclusive atmosphere, based on respect for diversity within the College

- it conforms to all provisions as laid out in legislation promoting equality of opportunity.

Return to contents page

10.2 College codes of practice

- Undergraduate Regulations
- Regulations on assessment offences

Return to contents page