



UNIVERSITY OF L'AQUILA  
*Department of Human Studies*

***1<sup>st</sup> Cycle Degree in***  
***LINGUISTIC AND CULTURAL MEDIATION***  
***(Class course L12: Applied Languages)***

**Laurea in**  
**MEDIAZIONE LINGUISTICA E CULTURALE**  
**(L12: Mediazione Linguistica)**

## **Course Catalogue**

**Academic year starts the last week of September and ends the first week of June.**

**1<sup>st</sup> Semester** - *Starting date:* last week of September, *end date:* 3<sup>rd</sup> week of January

**2<sup>nd</sup> Semester** - *Starting date:* last week of February, *end date:* 1<sup>st</sup> week of June

**Exams Sessions:** I) from last week of January to 3<sup>rd</sup> week of February, II) from 2<sup>nd</sup> week of June to end of July, III) from 1<sup>st</sup> to 3<sup>rd</sup> week of September

**Comprehensive Scheme of the 1<sup>st</sup> Cycle Degree in  
MODERN LANGUAGES AND INTER-CULTURAL STUDIES**

**Class L12: Applied Languages**

YEAR	CODE	COURSE	Credits (ECTS)	Semester
I	DQ0046	Introduction to Linguistics	12	2
	DQ0130 or DQ0024	Contemporary Italian Literature or Comparative Literature	6	1
	DQ0048	Dialectology and Geolinguistics	6	2
	DQ0048	Dialectology and Geolinguistics	6	1
	DQ0104	2 courses, <b>24 ECTS</b> , among the following (*) Spanish Language and Linguistics I	12	1-2
	DQ0112	German Language and Linguistics I	12	1-2
	DQ0116	English Language and Linguistics I	12	1-2
	DQ0110	History of Cultural Anthropology T	6	1
	DQ0064	Geography of Power T	6	2
	Other courses / activities for <b>6 ECTS</b> among:			
	DQ0146	Introduction to Informatics	3	1
II	DQ0144	Other Knowledge and competencies	3	2
	DQ0143	Traineeship-1	3	1 or 2
	DQ0262	Traineeship-2	6	1 or 2
	DQ0155	2 courses, <b>24 ECTS</b> , among the following (*) Spanish Literature I	12	1
	DQ0057	English Literature I	12	1
	DQ0135	German Literature I	12	1
	DQ0061	2 courses, <b>24 ECTS</b> , among the following (*) Spanish Language and Linguistics II	12	1
	DQ0108	English Language and Linguistics II	12	2
	DQ0202	German Language and Linguistics II	12	2
	DQ0118	Introduction to contemporary History	6	1
III	DQ0163	1 course, <b>6 ECTS</b> , among the list below: Data Processing Systems T	6	1
	DQ0067	Geography of Africa T (2 <sup>nd</sup> Part of DQ0064)	6	2
	DQ0122	French Literature I/A	6	1
	DQ0020	1 course, <b>6 ECTS</b> , among the following (*) Romance Philology	6	1
	DQ0133	German Philology T/A	6	1
	DQ0017	1 course, <b>6 ECTS</b> , among the following (*) Spanish Literature II/A	6	2
	DQ0200	German Literature II/A	6	2
	DQ0059	English Literature II/A (*),	6	2
	or DQ0096	or American Literature (*)	6	1
	DQ0198	2 courses, <b>12 ECTS</b> , among the following (*) Spanish Language and Translation I	6	1
	DQ0098	English Language and Translation I	6	1
	DQ0199	German Language and Translation I	6	1
	DQ0062	2 courses, <b>12 ECTS</b> , among the following (*) Spanish Language and Linguistics III	6	1
	DQ0117	English Language and Linguistics III	6	2
	DQ0203	German Language and Linguistics III	6	1
	DQ0147	Free choice courses, for a total of <b>12 ECTS</b> ,	12	1-2
	DQ0149	Thesis	6	2

(\*) Each student chooses 2 Languages. The courses related to the 2 selected languages are compulsory

(\*\*) A student studying English can choose between DQ0059 or DQ0096

<p align="center"><b>Programme of “LINGUISTICA GENERALE”</b> <b>“INTRODUCTION TO LINGUISTICS”</b></p>		
<b>DQ0046, Compulsory</b> <b>First Cycle Degree in <i>LINGUISTIC AND CULTURAL MEDIATION</i>, 1<sup>st</sup> year, 2<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</b>		
Teacher: <b>Anna M. THORNTON</b>		
1	Course objectives	<p>The course is an Introduction to the main basic concepts in Linguistics, and to the analysis of languages.</p> <p>Students are presented the main concepts of general linguistics (communication, human language, arbitrariness of linguistic signs, the levels of linguistic analysis, factors in language variation) and are trained in some basic techniques, such as IPA transcription, morpheme segmentation, tree diagramming.</p> <p>Exercises are given as homework and sometimes discussed in class.</p> <p>The course is placed in the first semester of the first year, and is propedeutic to further learning about the structure of the foreign languages studied.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>The course covers the following basic topics:</b></p> <ul style="list-style-type: none"> <li>- the factors involved in communication, human communication, linguistic communication;</li> <li>- languages of the world, languages of Italy;</li> <li>- signs, linguistic signs: arbitrariness of linguistic signs;</li> <li>- articulatory phonetics: the human vocal organs and the mechanisms used in producing different kinds of sounds (vowels, stops, fricatives, affricates, nasals, trills, laterals, approximants); the IPA; relations between phonology and spelling;</li> <li>- phonology: phonemes and allophones, phonological features and rules;</li> <li>- morphology: lexemes, word-forms, word tokens; paradigms; inflection; grammatical features; agreement and government;</li> <li>- lexicon and semantics: lexeme-formation; loans and calques; semantic relations between lexemes;</li> <li>- syntax: phrases and sentences; types of phrases; tree diagrams; ambiguous sentences; valency of verbs; argument structure and semantic roles; grammatical relations (S, O, IO); order of constituents and manipulations of basic order;</li> <li>- pragmatics: speech acts, illocutionary acts, performatives; functions of language;</li> <li>- sociolinguistics: factors in language variation.</li> </ul> <p>On successful completion of this module, the students should:</p> <ul style="list-style-type: none"> <li>o have <b>knowledge and understanding</b> of the concepts and topics listed above;</li> <li>o demonstrate <b>skill in reading</b> phonetic and phonological transcriptions of words in their native language and in the languages they study and ability to transcribe words in their native language using IPA;</li> <li>o demonstrate <b>skill in analyzing</b> data from different languages and <b>recognize</b> allophonic and phonological oppositions;</li> <li>o demonstrate <b>skill in analyzing</b> data from different languages and <b>recognize</b> morphemes and allomorphs, and relations between forms in a paradigm;</li> <li>o <b>understand and recognize</b> different lexeme-formation processes (suffixing, prefixing, parasynthesis, conversion, compounding, neoclassical compounding);</li> <li>o <b>understand</b> the argument structure of verbs; recognize arguments and adjuncts in a given sentence.</li> <li>o <b>understand</b> semantic roles and grammatical relations; recognize the semantic role and grammatical relation of the constituents in a given sentence;</li> <li>o <b>recognize</b> the semantic relations holding between pairs of lexemes;</li> <li>o <b>recognize</b> the function and illocutionary value of utterances in context.</li> </ul>
3	Prerequisites and learning activities	<p>The student must know the language of instruction (Italian) and have basic knowledge of at least one other language. No previous study of Linguistics is required.</p>
4	Teaching methods and language	<p>Lectures, exercises, home work</p> <p>Language: <b>Italian</b></p> <p><b>Textbooks and other material:</b></p> <p>-Grazia Basile, Federica Casadei, Luca Lorenzetti, Giancarlo Schirru, Anna M. Thornton, <i>Linguistica generale</i>, Roma, Carocci, 2010.</p> <p>-Silvia Luraghi, Anna M. Thornton, <i>Linguistica generale: esercitazioni ed autoverifica</i>, Roma, Carocci, 2004.</p> <p>Handouts and further readings and exercises distributed through the e-learning platform of the</p>

		University ( <a href="http://didattica.univaq.it/moodle/">http://didattica.univaq.it/moodle/</a> ).
5	Assessment methods and criteria	<u>Summative assessment:</u> Written exam, containing both multiple-choice questions and open questions requiring short and precise answers. The test requires analysis of linguistic data from Italian and other languages, applying the knowledge and skills acquired in the course

<b>Programme of “LETTERATURA ITALIANA CONTEMPORANEA”</b> <b>“CONTEMPORARY ITALIAN LITERATURE”</b>		
<b>DQ0130, Dependent Compulsory</b> First cycle degree in <b>LINGUISTIC AND CULTURAL MEDIATION, 2<sup>nd</sup> Year, 1<sup>st</sup> Semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</b>		
Teacher: <b>Anna Maria Iorio</b>		
1	Course objectives	The course intends to give a brief outline of the rich and varied production of the 20 <sup>th</sup> Century Italian novel, from the innovative Svevo's <i>Coscienza di Zeno</i> to the most significant narrative works published in the second half of the century.
2	Course content and Learning outcomes (Dublin descriptors)	<b>Course content:</b> After a historical and theoretical introduction, the course will deal with some specific aspects of novels by Svevo, Tozzi, Gadda, Moravia, Morante, Pavese, Fenoglio, P. Levi, Pasolini, and Calvino. Topics of the module will include both the reading of selected texts by these authors and the analysis of their language, styles and themes. Authors and novels will be placed in their historical and cultural contexts.  On successful completion of this module, the students should: <ul style="list-style-type: none"> <li>o <b>know</b> the historical, social and cultural contexts of the contemporary novels analyzed and their authors;</li> <li>o be able to <b>identify</b> rhetoric and narrative strategies;</li> <li>o be able to <b>describe and interpret</b> the Italian contemporary novel;</li> <li>o be able to <b>identify and discuss</b> themes, language and style used by novelists;</li> <li>o be able to <b>present critically</b> authors, texts and issues addressed by the module in a clear and concise manner;</li> <li>o be able to <b>give an independent</b> opinion.</li> </ul>
3	Prerequisites and learning activities	Basic knowledge of the Italian novel of the 19 <sup>th</sup> and early 20 <sup>th</sup> Century, from Manzoni to Pirandello.
4	Teaching methods and language	Lectures, class discussion, homework. The students will be encouraged to actively participate to the lectures, by making questions and discussing the texts presented in the classroom. Language: <b>Italian</b> .Text books: -Casadei, A, <i>Stile e tradizione nel romanzo italiano contemporaneo</i> , Il Mulino, Bologna, 2007 (solo <i>Introduzione</i> e <i>Parte prima</i> , pp.7- 138) -4 novels selected from: Svevo, I., <i>La coscienza di Zeno</i> ; Tozzi, F., <i>Il podere</i> ; Moravia, A., <i>Gli indifferenti</i> ; Gadda, C.E., <i>La cognizione del dolore</i> ; Pavese, C. <i>La luna e i falò</i> ; Pasolini P., P. <i>Una vita violenta</i> ; Fenoglio, B. <i>Il partigiano Johnny</i> ; Tomasi di Lampedusa, <i>Il Gattopardo</i> ; Morante, E. <i>La Storia</i> ; Calvino, I. <i>Se una notte d'inverno un viaggiatore</i> .
5	Assessment methods and criteria	<u>Summative assessment:</u> Oral exam. It will start with the discussion and analysis of one text read and commented upon during the course. Then it will require answers to some questions aiming to evaluate: (a) the achieved level of knowledge and understanding of the twentieth-century Italian authors and novels; (b) the capacity to define and illustrate the formal and thematic characteristics of some novels; (c) the ability to express their acquired knowledge and competence in a clear and concise manner; (d) the ability to critically apply the learned tools and analytical methodologies to the interpretation of a single novel; (e) the capacity to work independently and express a personal critical viewpoint.

<b>Programme of LETTERATURE COMPARETE T/ A</b> <b>COMPARATIVE LITERATURE T A</b>		
<b>DQ0024, ELECTIVE within a set of selected courses</b> <b>First cycle degree in <i>Linguistic and Cultural Mediation</i>, L12, 2<sup>nd</sup> Year, 2<sup>nd</sup> Semester</b>		
<b>Number of ECTS credits: 6 (workload is 300 hours; 1 credit = 25 hours)</b>		
Teacher: Massimo FUSILLO		
1	Course objectives	The course will introduce students to the history and methodologies of comparative literature as critical approach, with a special emphasis on the categories of reception and adaptation. It aims to have them actively read and compare texts belonging to different ages, cultures and genres, and their adaptations in different media (performance, cinema, visual arts).
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>Course content:</b>  After a historical and theoretical introduction, the course will deal each year with a different literary theme or genre, analyzing its cultural metamorphosis from ancient archetypes to contemporary age, its different versions and its adaptations in cinema and other arts. This year the theme is: <i>The tree of possibilities: fantasies, dreams, virtual worlds</i>. It will deal with the following texts:</p> <ul style="list-style-type: none"> <li>✓ Wachowski, Lana e Andy (1999), <i>Matrix</i>, USA</li> <li>✓ Cervantes, M. de (2015), <i>Don Chisciotte della Mancia</i>, Torino, Einaudi.</li> <li>✓ Massenet, J. (2006), <i>Don Quichotte</i>, regia Federico Tiezzi, DVD Bongiovanni</li> <li>✓ Nerval, G. de (1966), <i>Aurelia</i>, in <i>I racconti</i>, Torino, Einaudi</li> <li>✓ James, H. (2005), <i>L'angolo allegro</i>, in <i>Racconti di fantasmi</i>, Torino, Einaudi</li> <li>✓ Borges, J.L. (2005), <i>Il giardino dei sentieri che si biforcano</i>, in <i>Finzioni</i>, Torino, Einaudi</li> <li>✓ Bioy Casares, A. (2000), <i>L'invenzione di Morel</i>, Milano, Bompiani.</li> </ul> <p>On successful completion of the course content, students should:</p> <ul style="list-style-type: none"> <li>○ be aware of comparative literature as methodology;</li> <li>○ be able to <b>read and critically understand</b> the primary texts;</li> <li>○ be aware of the interplay between transcultural constants and historical variations;</li> <li>○ be able to <b>identify</b> rhetoric and narrative strategies in literary texts;</li> <li>○ be able to <b>make comparisons</b> between different literary traditions and different artistic languages;</li> <li>○ be able to <b>identify and discuss</b> some of the critical issues raised by literary texts;</li> <li>○ <b>understand</b> the changing status of authorship, literary text, readership, fiction in different contexts;</li> <li>○ <b>understand</b> issues of empathy, perception, visuality in different media.</li> </ul>
3	Prerequisites and learning activities	Full mastery of written and oral expression in mother tongue. The ability to differentiate between primary and secondary sources will be also required as a course prerequisite. As far as possible, students will be asked to actively express themselves in the classroom.
4	Teaching methods and language	The module's outline structure is delivered through a series of lectures on the literary texts and the movies of the programme, and on major related critical and cultural topics. These provide direction and contexts for students' assigned books reading and individual study of the literary texts. Language: <b>Italian</b> <b>Text books:</b> -Erich Auerbach (2002), <i>Mimesis. Il realismo nella letteratura occidentale</i> (6 chapters for each volume), Turin, Einaudi -F. Brioschi, C. Di Girolamo, M. Fusillo, <i>Introduzione alla letteratura</i> , revised edition, 2013.
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral exam moves from one of the texts of the syllabus to assess the student's knowledge and understanding of the assigned readings, and consists of the answer to 3 questions aiming to evaluate the achieved level of knowledge and understanding of the authors presented in the course and the capacity to define and illustrate the formal and thematic characteristics of their writing (30%), the capacity to understand and explain the interplay between transcultural constants and historical variations and the ability to identify rhetoric and narrative strategies in literary texts (30%), the ability to explain and critically explain the changing status of authorship, literary text, readership, fiction in different contexts (20%) as well as issues of empathy, perception, visuality in different media (20%).</p>

<b>Programme of “DIALETTOLOGIA E GEOLINGUISTICA”</b> <b>“DIALECTOLOGY AND GEOLINGUISTICS”</b>		
<b>DQ0048, Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 1<sup>st</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b>		
Teacher: Francesco AVOLIO		
1	Course objectives	Describing and explaining the extraordinary linguistic variability in Italy is the principal aim of this unit. In fact, this kind of variability is certainly one of the most important elements of the Italian “immaterial” cultural heritage.
2	Course content and Learning outcomes (Dublin descriptors)	<p>The lessons will give a detailed outline about the following topics:</p> <ul style="list-style-type: none"> <li>a) “language” and “dialect”, in Italy and abroad;</li> <li>b) the linguistic structure of Italy;</li> <li>c) Italian and European, national and regional linguistic atlases;</li> <li>d) linguistic minorities in the Italian territory;</li> <li>e) the linguistic repertoire and its different varieties: “common”, “regional”, “popular” Italian, “regional” dialect, “local” dialect etc.;</li> <li>f) traditional and recent relationships between oral and written uses of language.</li> </ul> <p>At the end of this unit, the student should:</p> <ul style="list-style-type: none"> <li>○ have a good knowledge of some theoretical linguistic concepts (e.g. “standard language”, “dialect”, “linguistic area”, “cultural identity” etc.);</li> <li>○ have a good knowledge of the multilingual Italian situation, with a critical approach to the most common judgments about it;</li> <li>○ understand and analyze the principal phenomena of the linguistic Italian regions;</li> <li>○ understand the reasons of the different kinds of linguistic variations and code switching;</li> <li>○ demonstrate skill in analyzing sounds and a certain ability with the IPA alphabet;</li> <li>○ demonstrate capacity in reading and understanding linguistic maps and their data.</li> </ul>
3	Prerequisites and learning activities	At the beginning of the unit either a good knowledge of physical and politic geography of Italy and Europe or a good preparation in Italian grammar are required.
4	Teaching methods and language	<p>Exercises and home works concerning phonetic transcription and linguistic geography</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> <li>-F. AVOLIO, <i>Lingue e dialetti d'Italia</i>, Roma, Carocci, 2009.</li> </ul> <p>Who can't attend the unit will study also:</p> <ul style="list-style-type: none"> <li>-G. BERRUTO, <i>Le varietà del repertorio</i>, and</li> <li>-G. FRANCESCATO, <i>Sociolinguistica delle minoranze</i>, both in</li> </ul> <p>A. A. SOBRERO (ed.), <i>Introduzione all'italiano contemporaneo. La variazione e gli usi</i>, Bari, Laterza, 2006<sup>11</sup>, pp. 3-36 and 311-340.</p>
5	Assessment methods and criteria	<p><u>Summative assessment</u>: Oral exam, with a short test concerning the knowledge of the IPA symbols.</p> <p>The oral exam consists in answering 4 questions concerning the different parts of the programme. The teacher will take in consideration: a) the general knowledge of the subject, with the capacity to review it with a personal approach (50%); b) the ability to read, understand and explain examples from the texts used during the lectures (30%); c) the speaking skills, and particularly the level of language and terminology (20%).</p>

<b>Programme of “LINGUA E LINGUISTICA SPAGNOLA I”</b> <b>“SPANISH LANGUAGE AND LINGUISTICS I”</b>		
<b>DQ0104, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 1<sup>st</sup> year, 1<sup>st</sup> and 2<sup>nd</sup> semester</b>		
<b>Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</b>		
Teacher: Juan Carlos BARBERO BERNAL		

1	Course objectives	<p>The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold:</p> <ol style="list-style-type: none"> <li>1) active Spanish language skills on level B1 in all linguistic abilities (reading, writing, speaking and listening);</li> <li>2) basic meta-linguistic knowledge about Spanish language in the fields of phonology, morphology, syntax and discourse.</li> </ol>
2	Course content and Learning outcomes (Dublin descriptors)	<p>According to the European Framework of Reference, on successful completion of this module students <i>"can understand the main points of clear standard input on familiar matters, regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans"</i>.</p> <p><b>Linguistics topics of the module include:</b></p> <ul style="list-style-type: none"> <li>- sounds and graphemes; phonological vs. orthographic rules;</li> <li>- morpho-syntax and conversational discourse markers;</li> </ul> <p>On successful completion of the course</p> <ul style="list-style-type: none"> <li>o Students acquire a <b>good knowledge</b> about the structure of Contemporary Standard Spanish and important cultural aspects of interlinguistic communication.</li> <li>o They <b>apply this knowledge</b> both in receptive and productive writing and speaking skills, appropriate for their basic to intermediate level.</li> <li>o They can <b>analyze and evaluate</b> language structures and <b>describe</b> them using the appropriate terminology.</li> <li>o They can <b>identify</b> basic language structures and compare them cross-linguistically between different languages they know.</li> </ul>
3	Prerequisites and learning activities	<p>Students <b>must</b> be basic users of Spanish (CEFR level A1), otherwise he/she can attend an extra teaching unit to catch up. Students must have an adequate competence in general language skills in his/her mother tongue, such as language awareness, meta-linguistic thinking, basic grammatical knowledge, etc.</p>
4	Teaching methods and language	<p>Lectures, in-class training and exercise, homework, narrative text reading and work with other linguistic input</p> <p>Language: <b>Spanish (and Italian)</b></p> <p><b>Ref. Text books:</b></p> <ul style="list-style-type: none"> <li>- Barbero, Juan Carlos; Bermejo, Felisa; San Vicente, Félix (2012): <i>Contrastiva. Grammatica della lingua spagnola</i>. Bologna: Clueb.</li> <li>- Barbero, Juan Carlos; San Vicente, Félix (2005): <i>Actual. Cuaderno de ejercicios para comunicar en español</i>. Bologna: Clueb.</li> <li>- Carrera Díaz, Manuel (1997): <i>Grammatica spagnola</i>. Bari: Laterza.</li> </ul> <p>Further texts shall be recommended during classes</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u></p> <p>The students are encouraged to actively participate in the lectures and the training classes, by asking questions and practicing the newly acquired language structures, both in written and oral mode. Regularly assigned homework and group presentations provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge. During the classes, students will get the opportunity to test their level doing dictations, comprehension and production tasks of growing complexity.</p> <p><u>Summative assessment:</u> Written and Oral exam.</p> <p>The written exam is a three hours test divided in three parts:</p> <ol style="list-style-type: none"> <li>1) reading comprehension,</li> <li>2) listening comprehension, and</li> <li>3) a short writing (e.g. answering a letter from a friend).</li> </ol> <p>Only students who passed each single part (parts 1 to 3) are eligible to sit for the oral exam.</p> <p>The oral exam has two parts:</p> <ol style="list-style-type: none"> <li>4) a short speaking task about familiar topics (e.g. presenting oneself and one's family, hobbies, opinions etc.); and</li> <li>5) a part on grammar and linguistics focusing on the student's capacity to describe, analyse and compare language structures, using the appropriate terminology.</li> </ol> <p>The theoretical part of the exam (5) contributes for 1/3 to the total mark, whereas the four language usage tasks (parts 1 to 4) contribute for 2/3 to the total mark.</p>

<b>Programme of “LINGUA E LINGUISTICA INGLESE I”</b> <b>“ENGLISH LANGUAGE AND LINGUISTICS I”</b>		
<b>DQ0116, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 1<sup>st</sup> year, 1<sup>st</sup> and 2<sup>nd</sup> semester</b>		
<b>Number of ECTS credits: 12(workload is 150 hours, 1 credit= 25hours)</b>		
Teacher: Liliana ERCOLE		
1	Course objectives	<p>The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold:</p> <p>1) active English language skills on level B1 in all linguistic abilities (reading, writing, speaking and listening);</p> <p>2) basic meta-linguistic knowledge about English language</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>According to the European Framework of Reference, on successful completion of this module students <i>“can understand the main points of clear standard input on familiar matters, regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans”</i>.</p> <p><b>Linguistics topics of the module include:</b></p> <ul style="list-style-type: none"> <li>- sounds and graphemes; phonological vs. orthographic rules;</li> <li>- morpho-syntax and conversational discourse markers;</li> </ul> <p>On successful completion of the course</p> <ul style="list-style-type: none"> <li>o Students acquire a <b>good knowledge</b> about the structure of Contemporary Standard English and important cultural aspects of interlinguistics communication.</li> <li>o They <b>apply this knowledge</b> both in receptive and productive writing and speaking skills, appropriate for their basic to intermediate level.</li> <li>o They can <b>analyze and evaluate</b> language structures.</li> </ul>
3	Prerequisites and learning activities	<p>Students <b>must</b> be basic users of English (level A1), if they need to they can attend remedial classes in order to catch up. Students must have an adequate competence in general language skills in their native language.</p>
4	Teaching methods and language	<p>Lectures, in-class training and exercise, homework, narrative text reading and work with other linguistic input</p> <p>Language: <b>English; Italian (when needed)</b></p> <p><b>Ref. Text books</b></p> <ul style="list-style-type: none"> <li>-Krantz, C. and Norton, J., <i>Navigate Course-book (pre-intermediate)</i>, Oxford University Press, Oxford UK, 2015</li> <li>-Gallagher, F. Galluzzi, <i>Activating Grammar Digital Edition</i>, Pearson Longman, 2015</li> <li>-A.S. Hornby, <i>Oxford Advanced Learner's Dictionary</i>, 9<sup>th</sup> Edition, Oxford University Press, Oxford UK, 2015</li> </ul> <p>Further teaching materials will be given to students during lectures.</p>
5	Assessment methods and criteria	<p><u>Summative assessment:</u> Written and oral exam</p> <p>The written exam, prerequisite to the oral exam, will assess reading, listening and writing skills. The oral exam will assess speaking skills. In particular, students must possess the communicative skills relevant to B1 level, allowing them to take part in a discussion regarding familiar topics using appropriate and adequate morphological and syntactic structures. They must also have a good knowledge of the grammatical, lexical and phonetic items covered during the course.</p>

<b>Programme of “LINGUA E LINGUISTICA TEDESCA I”</b> <b>“GERMAN LANGUAGE AND LINGUISTICS I”</b>	
<b>DQ0112, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 1<sup>st</sup> year, 1<sup>st</sup> and 2<sup>nd</sup> semester</b>	
<b>Number of ECTS credits: 12 (workload is 300 hours, 1 credit= 25 hours)</b>	
Teacher: Barbara HANS BIANCHI	



1	Course objectives	<p>The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold:</p> <ol style="list-style-type: none"> <li>1) active German language skills on level B1 in all linguistic abilities (reading, writing, speaking and listening);</li> <li>2) basic meta-linguistic knowledge about German language in the fields of phonology, morphology and syntax.</li> </ol>
2	Course content and Learning outcomes (Dublin descriptors)	<p>According to the European Framework of Reference, on successful completion of this module students <i>"can understand the main points of clear standard input on familiar matters, regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans"</i>.</p> <p><b>Linguistics topics of the module include:</b></p> <ul style="list-style-type: none"> <li>- phonemes, graphemes and phonological vs. orthographic rules;</li> <li>- morphemes, their characteristics and behaviour;</li> <li>- topological model of German syntax: parenthesis structure and prominence of finite verb.</li> </ul> <p>On successful completion of the course</p> <ul style="list-style-type: none"> <li>o Students acquire a <b>good knowledge</b> about the structure of Contemporary Standard German and important cultural aspects of interlinguistic communication.</li> <li>o They <b>apply this knowledge</b> both in receptive and productive writing and speaking skills, appropriate for their basic to intermediate level.</li> <li>o They can <b>analyze and evaluate</b> language structures and <b>describe</b> them using the appropriate terminology.</li> <li>o They can <b>identify</b> basic language structures and <b>compare</b> them cross-linguistically between different languages they know.</li> </ul>
3	Prerequisites and learning activities	<p>Students must be basic users of German (GEFR level A1), otherwise he/she can attend an extra teaching unit to catch up. Students must have an adequate competence in general language skills in his/her mother tongue, such as language awareness, meta-linguistic thinking, basic grammatical knowledge, etc.</p>
4	Teaching methods and language	<p>Lectures, in-class training and exercise, homework, narrative text reading and work with other linguistic input</p> <p>Language: <b>German (and Italian or English, if requested)</b></p> <p><b>Ref. Text books:</b></p> <ul style="list-style-type: none"> <li>- DaF kompakt A1 – B1. <i>Kursbuch und Übungsbuch (mit CD)</i>. Ernst Klett 2011.</li> <li>- Christian Fandrych &amp; Ulrike Tallowitz: <i>Klipp und Klar. Übungsgrammatik Grundstufe Deutsch</i>. Ernst Klett 2008.</li> <li>- Claudio Di Meola, <i>La linguistica tedesca. Un'introduzione con esercizi e bibliografia ragionata</i>. Bulzoni 2007 (second edition)</li> </ul>
5	Assessment methods and criteria	<p><u>Formative assessment:</u></p> <p>The students are encouraged to actively participate in the lectures and the training classes, by asking questions and practicing the newly acquired language structures, both in written and oral mode. Regularly assigned homework and group presentations provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge. During the classes, students will get the opportunity to test their level doing dictations, comprehension and production tasks of growing complexity.</p> <p><u>Summative assessment:</u> Written and Oral exam.</p> <p>The written exam is a three hours test divided in three parts:</p> <ol style="list-style-type: none"> <li>1) reading comprehension (multiple choice questions),</li> <li>2) listening comprehension (multiple choice questions), and</li> <li>3) a short writing (e.g. answering a letter from a friend).</li> </ol> <p>Only students who passed each single part (parts 1 to 3) are eligible to sit for the oral exam.</p> <p>The oral exam has two parts:</p> <ol style="list-style-type: none"> <li>4) a short speaking task about familiar topics (e.g. presenting oneself and one's family, hobbies, opinions etc.); and</li> <li>5) a part on grammar and linguistics focusing on the student's capacity to describe, analyse and compare language structures, using the appropriate terminology.</li> </ol> <p>This part (5) can be presented in Italian or English, if requested.</p> <p>The theoretical part of the exam (5) contributes for 1/3 to the total mark, whereas the four</p>

	language usage tasks (parts 1 to 4) contribute for 2/3 to the total mark.
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<b>Programme of “STORIA DELL’ANTROPOLOGIA CULTURALE”</b> <b>“HISTORY OF CULTURAL ANTHROPOLOGY”</b>		
<b>DQ0110, Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 1<sup>st</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit= 25 hours)</b>		
<b>Teacher: Antonello CICOZZI</b>		
1	Course objectives	<p>The goal of this course is to provide a basic framework of cultural anthropology from a historical point of view, orienting the description of the milestones of the evolution of anthropological knowledge highlighted the main aspects of the thought of the most important anthropologists, and then the main thematic nodes produced by the discipline in the course of its history.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>Topics of this Module include:</b></p> <ul style="list-style-type: none"> <li>- A Brief History of the Culture Concept</li> <li>- A Definition of Culture</li> <li>- Emphases in the Culture Concept , symbolic composition, systematic patterning, learned transmission, societal grounding.</li> <li>- Method and Theory in Cultural Anthropology</li> <li>- Ethnology</li> </ul> <p>As expected results, the student should:</p> <ul style="list-style-type: none"> <li>o Have <b>knowledge</b> of the main stages of the history of cultural anthropological thought (embryonic stage of Cultural Anthropology, Evolutionism, Diffusionism, French Ethnography, British Functionalism, Historical Particularism, Culture and Personality School, Lévi-Strauss Structuralism, Marxist Anthropology, Cultural Materialism).</li> <li>o <b>be aware</b> that also the history of a discipline underpins an historiographical strategy, where importance, selection and interpretation leads to a particular form of historicity.</li> <li>o the <b>ability to understand</b> that the history of a discipline is marked by a stepped path to overcoming errors and approximations, in reflexive co-evolution with the broader socio-political context within schools of thought born and fade away.</li> <li>o Have <b>ability to judiciously apply</b> the designed theoretical apparatus as a key to thinking and understanding contemporary social and cultural phenomena</li> </ul>
3	Prerequisites and learning activities	No prerequisites are required
4	Teaching methods and language	<p>Lectures, mainly anthology of texts and synthesis of theories prepared by the teacher</p> <p>Language: <b>Italian</b></p> <p>Ref. Text books:</p> <p>Ugo Fabietti, <i>Storia dell’Antropologia</i>, Bologna, Zanichelli, 2011.</p> <p>Antonello Cicozzi, <i>Parola di scienza</i>, Roma, DeriveApprodi, 2013.</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u></p> <p>the students are encouraged to actively participate in the lectures, by asking questions and discussing the in class the interpretation of the course topics.</p> <p><u>Summative assessment:</u></p> <p>The oral exam starts with an exhaustive exposition of one of the main topics chosen by the student from the course content. Then the teacher will ask some questions in depth about the student’s selected argument and some general questions from the rest of the course themes. The students must demonstrate, rather than a simple mnemonic awareness, a critical-comparative comprehension of the historical process of development of the cultural anthropological knowledge.</p>

<b>Programme of “GEOGRAFIA DEL POTERE T”</b> <b>“GEOGRAPHY OF POWER T”</b>
<b>DQ0064, COMPULSORY</b>

First Cycle Degree in <i>LINGUISTIC AND CULTURAL MEDIATION</i> , 1 <sup>st</sup> Year, 2 <sup>nd</sup> Semester		
Number of ECTS credits: 6 (workload is 150 hours; 36 of which in class)		
Teacher: Fabiana D'ASCENZO		
1	Course objectives	The course aims to promote knowledge of migration in Italy and has a monographic nature. In the framework of the current legislation, the course covers cases relevant to an understanding of the role of territory in integration processes.
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>Course Content:</b></p> <ol style="list-style-type: none"> <li>1) Italian emigration to the foreign countries (1861-1915)</li> <li>2) The period between the two world wars (1922-1942)</li> <li>3) The great migration of the post-war period (1946-1975)</li> <li>4) Italy becomes a country of immigration (1976-2012)</li> <li>5) Legislation development and current legal framework</li> <li>6) Geography and migration</li> <li>7) Statistical data and spatial distribution of migrants</li> <li>8) The case of Castel Volturno in Campania</li> <li>9) The city-ribbon and African migrants</li> <li>10) Bypassing Schengen</li> <li>11) Immigrate to the antiworlds</li> </ol> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>o <b>understand</b> the nature of the relationships between Geography of power and Population geography and place the Geography of power in the disciplinary context;</li> <li>o acquire methods and theoretical tools <b>to apply</b> the Geography of power to the migratory phenomena;</li> <li>o <b>recognize</b> the different historical phases of the Italian emigration to the foreign countries;</li> <li>o <b>explain</b> why Italy, after having been the first country in the world for number of emigrants, becomes the most meaningful case of country passage of immigration among States of the European union;</li> <li>o <b>demonstrate</b> the crucial role of the territory in the today's migratory dynamisms in the peninsula;</li> <li>o <b>analyze and criticize</b> the Schengen Treaty, showing the ineffectiveness of his logic respect to the mobility of the people;</li> <li>o <b>apply</b> to a internationally known case study, located in Campania and relating to African immigrants in Castel Volturno, the methodology of analysis illustrated during the course.</li> </ul>
3	Prerequisites and learning activities	The student is supposed to know the basic notions of Geography.
4	Teaching methods and language	<p>Lectures; class discussions; personal consultation with students.</p> <p>Language: <b>Italian</b></p> <p>Ref. Text books:</p> <p>-Fabiana D'Ascenzo, <i>Antimondi delle migrazioni. L'Africa a Castel Volturno</i>, Milano, Lupetti, 2014.</p> <p>Other possible readings:</p> <p>-Laura di Michele, Luigi Gaffuri, Michela Nacci (a cura di), <i>Interpretare la differenza</i>, Napoli, Liguori, 2007.</p>
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to participate to the lectures, by making questions and discussing the topics, the data, the images and the cartographies presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation.</p> <p><u>Summative assessment</u>: Oral exam.</p> <p>The oral exam consists to questions aiming to evaluate the level of knowledge achieved (40%), the logical and argumentative capacities (30%), the appropriate terminology (15%), the critical attitude (15%).</p>

Programme of "LETTERATURA SPAGNOLA I"	
"SPANISH LITERATURE I"	
DQ0155, ELECTIVE within a set of selected courses	
First Cycle Degree in <i>LINGUISTIC AND CULTURAL MEDIATION</i> , 2 <sup>nd</sup> year, 1 <sup>st</sup> semester	
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)	

Teacher: Ester Lidia CICCHETTI		
1	Course objectives	<p>The course consists of two parts. The first one (<i>Las épocas de la literatura española</i>) is an introduction to Spanish Literatures. Presents an overview of major literary trends and cultural productions from the Middle Ages to the present day. Special attention will be given to the contemporary detective story. Students will read a representative selection of major literary works from that period.</p> <p>The second part of the course (<i>La edad contemporánea</i>) consists of a panorama of Spanish Literature from 17<sup>th</sup> century to the contemporary age. It presents a chronological study of major literary trends and cultural productions, corresponding to the cultural and aesthetic movements from the 1700s to the present day. Students will read a representative selection of major literary works from that period. Special attention will be given to the Generation of 1898.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>The course content can be summarized as follows:</b></p> <p>This course will focus on the study of the significant historical periods and cultural movements of the Hispanic world. It is organized according to chronological eras that are marked by distinct cultural and literary movements. Areas covered will be the Middle Ages, the culture of the Renaissance and the Baroque, the Colonial Period, Enlightenment and Modernity, Nineteenth-Century Romanticism and Realism, the Avant-Gardes, Post-modernism, and new developments in the contemporary period. This course will also focus on the study of Hispanic literatures and cultures and is organized around one or more basic genres like poetry, drama, novel, and essay. Other articulating categories for the course may include epic poetry, tragic drama, short-fiction narrative, the picaresque novel, etc.</p> <p>On successful completion of the course content, students will:</p> <ul style="list-style-type: none"> <li>○ be <b>aware</b> of Spanish literary history from its origins to the present day</li> <li>○ <b>read and understand</b> the primary texts in the original language</li> <li>○ be provided with such <b>analytical tools</b> as are necessary to produce informed interpretations and readings of the primary texts</li> <li>○ be provided with the <b>appropriate critical vocabulary</b> to understand the specificity of the genre or sub-genre examined in the course</li> <li>○ be provided with <b>fundamental notions</b> of rhetoric and poetics</li> </ul> <p>and will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>identify</b> ethical issues in literary texts</li> <li>○ <b>understand</b> the interrelationships and differences between works of literature and historical sources</li> <li>○ <b>identify and tackle</b> at least some of the critical issues raised by literary texts</li> <li>○ demonstrate capacity for <b>reading, understanding and</b> interpreting other texts on related topics</li> <li>○ <b>criticize and compare</b> different texts of the same period</li> <li>○ <b>understand</b> issues of canonicity and problems associated with the construction of literary canons.</li> </ul>
3	Prerequisites and learning activities	As far as possible, students will be asked to actively express themselves in the classroom, reading in advance the texts under examination.
4	Teaching methods and language	<p>Lectures, class discussion</p> <p>Language: <b>Italian and Spanish</b></p> <p><b>Ref. textbooks are:</b></p> <ul style="list-style-type: none"> <li>- Felipe B. Pedraza Jiménez et al., <i>Las épocas de la literatura española</i>, Barcelona, Ariel, 2002.</li> <li>- Gabriele Morelli - Danilo Manera, <i>Letteratura spagnola del Novecento. Dal Modernismo al Postmoderno</i>, Milano, Bruno Mondadori, 2007.</li> <li>- Carlos Alvar et al., <i>Storia della letteratura spagnola</i>, vol. II, Torino, Einaudi, 2000</li> <li>- Leandro Fernández de Moratín, <i>El sí de las niñas</i>, Madrid, Cátedra, 2002.</li> <li>- Antonio Machado, <i>Campos de Castilla</i>, Madrid, Cátedra, 2003.</li> </ul> <p><u>Four works chosen among the followings:</u></p> <ul style="list-style-type: none"> <li>- José Cadalso y Vázquez, <i>Cartas marruecas</i></li> <li>- Mariano José de Larra, <i>Artículos de Costumbres</i></li> <li>- Gustavo Adolfo Bécquer, <i>Rimas y Leyendas</i></li> <li>- José Zorrilla, <i>Don Juan Tenorio</i></li> <li>- Antonio Machado, <i>Soledades, galerías y otros poemas</i></li> <li>- Miguel de Unamuno, <i>Niebla</i></li> <li>- Miguel de Unamuno, <i>San Manuel Bueno, mártir</i></li> <li>- Pío Baroja, <i>El árbol de la ciencia</i></li> </ul>

		<ul style="list-style-type: none"> <li>- Federico García Lorca, <i>Bodas de sangre</i></li> <li>- Federico García Lorca, <i>La casa de Bernarda Alba</i></li> <li>- Federico García Lorca, <i>Tutte le poesie</i></li> <li>- Camilo José Cela, <i>La familia de Pascual Duarte</i></li> <li>- Alicia Giménez-Bartlett, <i>Nido Vacío</i></li> <li>- Enrique Vila-Matas, <i>Aire de Dylan</i></li> <li>- Javier Marías, <i>Mañana en la batalla piensa en mí</i></li> </ul>
5	Assessment methods and criteria	<p><b>Formative assessment:</b> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. This is an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts.</p> <p><b>Summative assessment:</b> Oral exam.</p> <p>The oral exam starts from the discussion and analysis of one text read during the course and commented in class, and consists of the answer to some questions aiming to evaluate the achieved level of knowledge and understanding of the relevant authors of Spanish literature from 17<sup>th</sup> to 20<sup>th</sup> century considered in the course and the capacity to define and illustrate the formal and thematic characteristics of writing from across the period (30%), the capacity to compare literature from across the period, describing and accounting for continuities and differences, particularly the interrelations among literary works and the historical sources, and recognize the specificity of the literary text (30%), the ability to explain and critically apply the learned techniques and tools to the interpretation of the work of one Author (30%), the capacity to work independently and at higher level of difficulty (10%).</p>

<b>Programme of “LETTERATURA INGLESE I”</b> <b>“ENGLISH LITERATURE I”</b>		
<b>DQ0057, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 2<sup>nd</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</b>		
Teacher: <b>Roberta FALCONE</b>		
1	Course objectives	<p>The course will introduce students to the English novel. Its aim is to present the development of this genre in the English Literature. The course is divided into two parts: the first goes diachronically from the Eighteenth Century to the first half of the Twentieth Century, while the second covers the contemporary production.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>Course Content:</b>  <b>Bibliography of the first part:</b>          -D. Defoe, <i>Robinson Crusoe</i>          -J. Austen, <i>Pride and Prejudice</i>          -C. Brontë, <i>Jane Eyre</i>          -J. Conrad, <i>Heart of Darkness</i>          -V. Woolf, <i>Mrs Dalloway</i>          -P. Bertinetti, (ed.), <i>Storia della letteratura inglese</i>, Torino, Einaudi 2003, vol 1 e 2.          -T. Eagleton, <i>The English Novel: An Introduction</i>, Oxford, Blackwell, 2005.</p> <p><b>Bibliography of the second part:</b>          -J. Fowles, <i>The French Lieutenant's Woman</i> (1969)          -E. Figs, <i>Nelly's Version</i> (1977)          -S. Rushdie, <i>Midnight's Children</i> (1981)          -M. Ali, <i>Brick Lane</i> (2003)          -I. McEwan, <i>Saturday</i> (2005)          -R. Bertinetti, <i>Dai Beatles a Blair: la cultura inglese contemporanea</i>, Roma, Carrocci, 2001.          -P. Tew, <i>The Contemporary British Novel</i>, London, Continuum International Publishing Company, 2007.</p> <p>On successful completion of the course content, students will:</p> <ul style="list-style-type: none"> <li>o know the English novel history together with the English history;</li> <li>o read and understand the primary texts in the original language;</li> <li>o know the analytical tools to analyze the primary texts;</li> </ul>

		<ul style="list-style-type: none"> <li>○ <b>Identify</b> the main issues in literary texts;</li> <li>○ <b>understand</b> issues of canonicity, and problems associated with the construction of literary canons.</li> </ul>
3	Prerequisites and learning activities	Prerequisites: B2 level in English (upper intermediate) As far as possible, students will be asked to actively participate in class discussion.
4	Teaching methods and language	Lectures, class discussion Language: <b>Italian and English</b> Ref. textbooks: - P. Bertinetti, (ed.), <i>Storia della letteratura inglese</i> , Torino, Einaudi 2003, vol 1 & 2. - T. Eagleton, <i>The English Novel: An Introduction</i> , Oxford, Blackwell, 2005. - R. Bertinetti, <i>Dai Beatles a Blair: la cultura inglese contemporanea</i> , Roma, Carrocci, 2001. - P. Tew, <i>The Contemporary British Novel</i> , London, Continuum International Publishing Company, 2007.
5	Assessment methods and criteria	<u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Seminars, assigned homework and presentations provide an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts. <u>Summative assessment:</u> Oral exam. The student will be able to move from one text to the others, underlining their similarities and differences. The oral exam starts from the discussion and analysis of one text read during the course and commented in class, and consists in answering 3 questions aiming to evaluate the achieved level of knowledge and understanding of the relevant authors of English literature from 18 <sup>th</sup> century to nowadays considered in the course, and the capacity to define and illustrate the formal and thematic characteristics of writing from across the period (30%), the capacity to compare literature from across the period, describing and accounting for continuities and differences, particularly the interrelations among literary works and the historical sources, and recognize the specificity of the literary text (30%), the ability to explain and critically apply the learned techniques and tools to the interpretation of the work of one relevant Author (30%), the capacity to work independently and at a higher level of difficulty (10%).

<b>Programme of “LETTERATURA TEDESCA I e I/A”</b> <b>“GERMAN LITERATURE I and I/A”</b>		
<b>DQ0135, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 2<sup>nd</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits of “German Literature I”: 12 (workload is 300 hours; 1 credit = 25 hours)</b> <b>Number of ECTS credits of “German Literature I/A”: 6 (workload is 150 hours, 1 credit= 25 hours)</b>		
Teacher: Luca ZENOBI		
1	Course objectives	The module comprises a main unit of 72 lectures (36 for the module 1/A). The course will introduce students to the German literature through the analysis of the theme: Fragment and Totality – the fragment as a literary genre and as a theme in the literature and in the culture of Germany from the 18 <sup>th</sup> to the 20 <sup>th</sup> century. The search for an organic and harmonic representation of reality through the unfinished, aphoristic, rhapsodic writing as a main character of the modernity. The crisis of language: the principal instrument of communication and of representation of the human identity called into question, destabilized and reshaped through literature and poetry.
2	Course content and Learning outcomes (Dublin descriptors)	<b>Topics of the module include:</b> <ul style="list-style-type: none"> <li>- literary history of Germany 18<sup>th</sup>-20<sup>th</sup> century</li> <li>- analytical tools as are necessary to produce informed interpretations and readings of the primary texts.</li> </ul> Upon successful completion of the course, students should be able to: <ul style="list-style-type: none"> <li>○ <b>Identify</b> ethical issues in literary texts</li> <li>○ <b>understand</b> the interrelationships and differences between works of literature and historical sources</li> <li>○ <b>identify and tackle</b> at least some of the critical issues raised by literary texts</li> </ul>

		<ul style="list-style-type: none"> <li>○ <b>understand</b> the meaning of fragmentary writing, its relevance in the western culture and as a literary genre</li> <li>○ <b>understand</b> issues of genres and problems associated with the classification of literary productions.</li> </ul>
3	Prerequisites and learning activities	<p>Prerequisites: B1 level in German (upper intermediate); full mastery of written and oral expression in mother tongue (Italian). The ability to differentiate between primary and secondary sources will be also required as a course prerequisite.</p> <p>As far as possible, students will be asked to actively express themselves in the classroom, reading in advance the texts under examination.</p>
4	Teaching methods and language	<p>Lectures, class discussion about literary texts, music, images and movies.</p> <p>Language: <b>Italian and German</b></p> <p><b>Ref. Text books</b> (German Literature 1/A – 6 CFU):</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> <li>- Goethe, <i>J. W. Prometheus. Fragment; Urfaust</i> (1999), a cura di M. Cometa, Novecento: Milano.</li> <li>- Schiller, F. (1969) <i>Demetrius, in Teatro</i>, a cura di H. Mayer, Einaudi: Torino.</li> <li>- Schlegel, F. (1998) <i>Frammenti critici e poetici</i>, a cura di M. Cometa, Einaudi: Torino (parts selected by the teacher).</li> <li>- Kleist, H. v. (2011) <i>Robert Guiskard, in Opere</i>, Mondadori (Meridiani): Milano.</li> <li>- G. Büchner (2003) <i>Woyzeck</i>, a cura di H. Dorowin, Marsilio: Milano.</li> <li>- F. Nietzsche (1967) <i>Considerazioni inattuali</i>, in Opere complete, vol. 4, a cura di G. Colli e M. Montinari, Adelphi: Milano.</li> </ul> <p><u>Bibliography:</u></p> <ul style="list-style-type: none"> <li>- Cometa, M. (1998) <i>Introduzione in: Frammenti critici e poetici di F. Schlegel</i>; (2006) L'età di Goethe, Carocci: Roma.</li> <li>- Zagari, L. (1976) <i>Segni apocalittici e critica delle ideologie nel Woyzeck di Büchner</i>.</li> <li>- Zagari, L. (1985) <i>Mitologia del segno vivente. Una lettura del romanticismo tedesco</i>.</li> </ul> <p>For the module Letteratura tedesca I (12 CFU) students have to add:</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> <li>- Novalis (1997) <i>Enrico di Ofterdingen</i>, Adelphi: Milano; (2009) I discepoli di Sais, Tranchida: Milano</li> <li>- Musil, R., (1986) <i>Romanzi brevi, novelle e aforismi</i>, Einaudi: Torino (parti scelte indicate dal docente)</li> <li>- Rilke, R. M. (2014) <i>I quaderni di Malte Laurids Brigge</i>, a cura di F. Jesi, Garzanti: Milano.</li> <li>- Hofmannsthal, H. v., (2007) <i>Lettera di Lord Chandos</i>, Mimesis: Milano</li> <li>- Kafka, F. (2014) <i>Il castello</i>, Einaudi: Torino</li> </ul> <p><u>Bibliography:</u></p> <ul style="list-style-type: none"> <li>- G. Baioni, Franz Kafka. <i>Romanzo e parabola</i> (selected parts);</li> <li>- Zenobi, L. (2010) in G. Sampaolo (a cura di) <i>Kafka. Ibridismi, multilinguismo, trasposizioni, trasgressioni</i>, Quodlibet: Macerata.</li> <li>- D. Nelva (2011) <i>Percorsi critici nei saggi di Robert Musil</i>, Edizioni dell'Orso: Alessandria.</li> </ul> <p>Further teaching material is handed out during the lessons and on the e-learning platform.</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u></p> <p>The students are encouraged to actively participate to the lectures, by making questions and remarks about the literary texts and the themes of the course. Possibility of group presentations provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The exam will move from one of the texts of the program to assess the student's knowledge and understanding of the assigned readings, his/her critical sensibility: students must not only use their knowledge of the subject but must be able to analyze it and give their own interpretation as well. The presentation must be correct and valiant and part of the exam will be in German language.</p>

<p align="center"><b>Programme of “LINGUA E LINGUISTICA SPAGNOLA II”</b>  <b>“SPANISH LANGUAGE AND LINGUISTICS II”</b></p>		
<b>DQ0061, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 2<sup>nd</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</b>		
Teacher: <b>María José FLORES REQUEJO</b>		
<b>1</b>	<b>Course objectives</b>	<p>The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold:</p> <ol style="list-style-type: none"> <li>1) Developing active Spanish language skills to level B2 in all linguistic abilities (reading, writing, speaking and listening);</li> <li>2) Acquiring meta-linguistic knowledge about the Spanish language in the fields of phonology, morphology and syntax.</li> </ol>
<b>2</b>	<b>Course content and Learning outcomes (Dublin descriptors)</b>	<p><b>The topics of the course are:</b></p> <p>The course will consist of an in-depth syntactic and semantic study of the Spanish language with the goal of consolidating and widening previously acquired linguistic competences. Special attention will be paid to the study of subordinate clauses, the various uses of the indicative and subjunctive tenses (contrastive analysis), impersonal verbal forms, hypothetical sentences and verbal periphrases.</p> <p>On successful completion of this module, the student should will</p> <ul style="list-style-type: none"> <li>o be able to <b>understand</b> the main ideas of a complex discourse on both concrete and abstract topics, including technical discussions in their field of specialisation.</li> <li>o be able to <b>interact, with a degree</b> of fluency and spontaneity, with native speakers.</li> <li>o be able to <b>produce</b> clear, detailed statements, both written and oral, on a wide range of subjects and <b>explain</b> a viewpoint on a topical issue giving the advantages and disadvantages of various options.</li> </ul>
<b>3</b>	<b>Prerequisites and learning activities</b>	<p>Students wishing to attend the course should have a working knowledge of the Spanish language at the pre-intermediate level (Level B1 of the Common European Framework of Reference for Languages).</p> <p>Students must also have an adequate competence in their mother tongue, such as language awareness, meta-linguistic thinking, basic grammatical knowledge, etc.</p>
<b>4</b>	<b>Teaching methods and language</b>	<p>Lectures, class discussion, training and exercise, team work, individual homework</p> <p>Language: <b>Spanish and Italian</b></p> <p><b>Ref. text books:</b></p> <p>-M. Carrera Díaz, <i>Grammatica spagnola</i>, Bari, Laterza, 1997.</p> <p>-J.C. Barbero, F. Bermejo y F. San Vicente, <i>Contrastiva. Grammatica della lingua spagnola</i>, Clueb, Bologna, 2010.</p> <p>-C. Moreno, C. Hernández y C. Miki Kondo, <i>En gramática (Avanzado B1)</i>, Anaya, Madrid 2007.</p> <p>-C. Moreno, C. Hernández y C. Miki Kondo, <i>En gramática (Avanzado B2)</i>, Anaya, Madrid, 2007.</p> <p>-M. J. Flores Requejo, <i>Estudio de los marcadores bueno, bien y vamos y de sus equivalencias en italiano. Los marcadores del discurso en el español peninsular y sus equivalencias en italiano 2</i>, Editrice L'Una, L'Aquila, 2012. (only for the oral exam).</p>
<b>5</b>	<b>Assessment methods and criteria</b>	<p><u>Formative assessment::</u></p> <p>The students are encouraged to actively participate in the lectures and the training classes, by asking questions and practicing the newly acquired language structures, both in written and oral mode. Regularly assigned homework and group presentations provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge. During the classes, students will get the opportunity to test their level doing dictations, comprehension and production tasks of growing complexity.</p> <p><u>Summative assessment:</u> Written and Oral exam.</p> <p>The written exam is a three hours test divided in three parts:</p> <ol style="list-style-type: none"> <li>1) grammatical test,</li> <li>2) listening comprehension,</li> <li>3) a short writing.</li> </ol> <p>Only students who passed each single part (parts 1 to 3) are eligible to sit for the oral exam.</p> <p>The oral exam (in Spanish) contributes for 1/2 to the total mark. Within this ½ general knowledge of the program (M. J. Flores Requejo, <i>Estudio de los marcadores bueno,</i></p>



		<i>bien y vamos y de sus equivalencias en italiano. Los marcadores del discurso en el español peninsular y sus equivalencias en italiano</i> 2) will account for 60%, and the speaking skills, and particularly the level of language and terminology for the remaining 40%.
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<b>Programme of “LINGUA E LINGUISTICA INGLESE II”</b> <b>“ENGLISH LANGUAGE AND LINGUISTICS II”</b>		
<b>DQ0108, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION , 2<sup>nd</sup> year, 2<sup>nd</sup> semester</b>		
<b>Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</b>		
Teacher: Stefania BISCETTI		
1	Course objectives	The course aims to bring students to a knowledge of English at the B2 level of the Common European Framework of Reference (CEFR) for languages. It also aims to provide students with a good metalinguistic knowledge of English phonetics and phonology, and with a basic knowledge of English morphology and syntax.
2	Course content and Learning outcomes (Dublin descriptors)	<p>The course consists of a lecturer's course (72 hours) and of practical language activities (about 100 hours).</p> <p><b>The topics of the course are:</b></p> <ul style="list-style-type: none"> <li>- introduction to the fundamental concepts of English language and linguistics in the areas of phonetics and phonology, morphology and syntax.</li> <li>- Introduction to the grammatical structures and vocabulary pertaining the intermediate and upper-intermediate levels of language competence, on which the student is trained during the activities with native English speaking teachers. During these activities the student is also trained in the four communicative abilities.</li> </ul> <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> <li>o have a <b>good knowledge</b> of the English sound system and pronunciation rules,</li> <li>o have a <b>basic knowledge</b> of the main English word-formation processes and morphological rules, and a <b>basic knowledge</b> of marked and unmarked clause and sentence structures.</li> <li>o be able to <b>read</b> words in phonetic transcription, to <b>analyze</b> words into their constituent morphemes, to <b>analyze and describe</b> the structure of phrases, clauses and sentences using the <b>appropriate terminology</b>.</li> <li>o have <b>acquired English language competence</b> in reading, writing, speaking and listening at the B2 level of the CEFR.</li> <li>o demonstrate capacities to <b>continue learning</b> both in later courses and individual self training.</li> </ul>
3	Prerequisites and learning activities	For this course the prerequisite is the course unit “English Language and Linguistics I” (B1 level in English)
4	Teaching methods and language	Lectures, guided exercises, home work, presentation of a language topic Language: <b>English; Italian (when needed)</b> <b>Ref. text books</b> <ul style="list-style-type: none"> <li>- Redston, Chris &amp; Gillie Cunningham (2013) <i>Face2face Upper-Intermediate</i>. Cambridge: C.U.P.</li> <li>- Roach, Peter (2009) <i>English Phonetics and Phonology</i>. Cambridge: C.U.P.</li> <li>- Štekauer, Pavol &amp; Rochelle Lieber (eds.) (2005) <i>Handbook of Word-Formation</i>. Dordrecht: Springer. Chapter by Rochelle Lieber “<i>English word-formation processes</i>” (pp. 375-427).</li> <li>- Crystal, David (2004) <i>Rediscover Grammar</i>. Pearson Longman.</li> </ul>
5	Assessment methods and criteria	<p><u>Written exam</u>: (prerequisite for oral exam) consists of questions in multiple-choice, short answer and paragraph form on the topics covered in the course (i.e. on phonetics, phonology, morphology and syntax). Written answers must be expressed in English. The written exam also includes a language test largely based on exercises drawn from the Cambridge FCE exam model.</p> <p><u>Oral exam</u>: consists in conversation, reading of words in phonetic transcription, description of visual material, reading and translation of a short paragraph into Italian</p>

<b>Programme of “LINGUA E LINGUISTICA TEDESCA II”</b> <b>“GERMAN LANGUAGE AND LINGUISTICS II”</b>		
<b>DQ0202, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 2<sup>nd</sup> year, 2<sup>nd</sup> semester</b>		
<b>Number of ECTS credits: 12(workload is 300 hours; 1 credit = 25 hours)</b>		
<b>Teacher: Stefania DE LUCIA</b>		
1	Course objectives	<p>The course comprises a main unit of 72 lectures supported by about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold:</p> <ol style="list-style-type: none"> <li>1) active German language skills on CEFR level B1+ in productive abilities (speaking and writing) and on level B2 in receptive abilities (reading and listening);</li> <li>2) good meta-linguistic and grammar knowledge about German language.</li> </ol>
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>The topics of the course are:</b></p> <p>According to the European Framework of Reference, B2 level shall put students in a condition that they will be able to “understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party; produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options”.</p> <p><b>Linguistics topics is centered on basic notions German syntax:</b></p> <ul style="list-style-type: none"> <li>- structure and types of phrases;</li> <li>- verb valency;</li> <li>- syntax structure of main sentence (Hauptsatz) and secondary sentence (Nebensatz);</li> <li>- analysis of sentences through syntax field (“Felderanalyse”).</li> </ul> <p>Students acquire a good knowledge about the structure of Contemporary Standard German and important cultural aspects of interlinguistic communication. They apply this knowledge both in receptive and productive writing and speaking skills, appropriate for their intermediate level. They can analyze and evaluate syntax structures and describe them using the appropriate terminology. They can identify main language structures and compare them cross-linguistically between different languages they know.</p> <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> <li>o have acquired <b>knowledge and understanding</b> of finite dimension vector spaces.</li> <li>o have acquired <b>knowledge and understanding</b> of Hilbert spaces properties.</li> <li>o Demonstrate <b>skills in solving problems</b>.</li> <li>o Demonstrate <b>capacities to continue learning</b>.</li> </ul>
3	Prerequisites and learning activities	<p>Students must have completed the previous course “German Language and Linguistics I” and have an adequate competence in general language skills in their mother tongue, such as language awareness, meta-linguistic thinking, basic grammatical knowledge, etc.</p>
4	Teaching methods and language	<p>Lectures are centered on B2 level grammar competences, in-class training and exercise, homework, narrative text reading and work with other linguistic input</p> <p>Language: <b>German and Italian</b></p> <p><b>Ref. Text books:</b></p> <ol style="list-style-type: none"> <li>1) Em neu. Hauptkurs. Deutsch als Fremdsprache, Niveaustufe B2, Hueber</li> <li>2) C. Di Meola, <i>La linguistica tedesca</i>, Bulzoni, Roma, 2007, second edition (Chapters on syntax and semantic).</li> <li>3) H. Dreyer, R. Schmitt, <i>Grammatica tedesca con esercizi - Die neue Gelbe</i>, Hueber, Ismaning, last edition.</li> </ol> <p><i>Further teaching material is handed out during the lessons and on the e-learning platform.</i></p>
5	Assessment methods and criteria	<p><b>Formative assessment:</b></p> <p>The students are encouraged to actively participate to the lectures and the training classes, by making questions and practicing the newly acquired language structures, both in written and oral mode. Regularly assigned homework and group presentations provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge. During the classes, students will get the opportunity to test their level doing comprehension and production tasks appropriate to their level.</p> <p><b>Summative assessment:</b> Written and Oral exam.</p> <p>The written exam is a three hours test divided in three parts:</p>

	<p>1) reading comprehension (multiple choice questions),  2) listening comprehension (multiple choice questions), and  3) text writing (e.g. express your opinion about a given topic).  Only students who passed each single part (parts 1 to 3) are eligible to do the oral exam.  The oral exam has two parts:  4) a short speaking task about known topics (e.g. some particular experience; studies and personal interests); and  5) a part on grammar and linguistics focusing on the student's capacity to describe, analyse and compare language structures, using the appropriate terminology.  This part (5) can be presented in Italian or English, if requested.  The theoretical part of the exam (5) contributes for 1/3 to the total mark, whereas the four language using tasks (parts 1 to 4) contribute for 2/3 to the total mark.</p>
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<b>Programme of “INTRODUZIONE ALLA STORIA CONTEMPORANEA”  “INTRODUCTION TO CONTEMPORARY HISTORY”</b>		
<b>DQ0118, Compulsory</b> <b>1<sup>st</sup>Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 2<sup>nd</sup> year, 1<sup>nd</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</b>		
<b>Teacher: Giovanna MILLEVOLTE</b>		
1	Course objectives	<p>The aim of the course is to supply the student with a social-political and economic background of the nineteenth-twentieth history focusing on the processes which led to the establishment of the modern nations and of nationalism feelings. The aim of the course is to give the student a useful tool for a wide consideration of our historic present, to contextualize some of both Italian and world crux matters as best as possible</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>The topics of the course are:</b></p> <ul style="list-style-type: none"> <li>- European and especially Italian political, social and economic context (First World War, the Russian Revolution, fascism, the cultural ferment of the interwar years, the Second World War and the Holocaust, European empires and decolonization, Cold War culture and politics, and European unification).</li> <li>- Transformations of the twentieth century in many different spheres of human existence, constantly taking into account the world frame of reference through which such themes will be examined,</li> <li>- Introduction to some of the varieties of history and the diverse ways historians approach the past.</li> </ul> <p>This unit will combine general information with large interpretative frames developing a close examination of some of the most innovative paths in the contemporary historical research.</p> <p>On successful completion of the course, the students should:</p> <ul style="list-style-type: none"> <li>o demonstrate reasonable <b>knowledge and understanding</b> of the nature and variety of Contemporary History, especially contemporary European and Italian History;</li> <li>o be able to <b>recognize</b> the distinction (and the interplay) between primary and secondary sources, as well as the nature of historiographical arguments, assumptions and concepts in connection with Contemporary European History;</li> <li>o show <b>awareness</b> of the variable ways in which Contemporary Historians, especially those working on European History, deploy varieties of primary and secondary historical evidence and cognate methodologies as they seek to reconstruct, interpret or reinterpret the past;</li> <li>o be able to <b>analyze and compare</b> political, geographic, economic, social, cultural, religious and intellectual institutions, structures, and processes across a range of historical periods and cultures and contextualize the subjects;</li> <li>o be able to <b>analyze</b> historical facts and <b>recognize</b> and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society;</li> <li>o <b>draw</b> on historical perspective to evaluate contemporary problems/issues and analyze the contributions of past cultures/societies to the contemporary world,</li> <li>o be able to <b>research, mount and sustain</b> coherent intellectual arguments pertaining to Contemporary European History both verbally and in written form.</li> </ul>

3	Prerequisites and learning activities	The student must be familiar with basic calculus and possess a good knowledge of classical physics: mechanics, thermodynamics and electromagnetism.
4	Teaching methods and language	Lectures, class discussion, individual homework, film documentaries. Language: <b>Italian</b> Ref. Text books: - G.Montroni. <i>Scenari del mondo contemporaneo dal 1815 a oggi</i> , Bari, Laterza, 2012. Two selected texts among the following: - M. Vázquez Montalbán, <i>La mosca della rivoluzione</i> , Milano, Feltrinelli, 2008. - M. Brenner, <i>Breve storia del sionismo</i> , Bologna, Il Mulino, 2005, . -F. Geminario, <i>Fascismo e Antisemitismo. Progetto razziale e ideologia totalitaria</i> , Bari, Laterza, 2011.
5	Assessment methods and criteria	<u>Formative assessment</u> : the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented. Discussions provide an opportunity for students to develop their critical analysis and interpretation. <u>Summative assessment</u> : Oral exam. The oral exam is based on the discussion of specialist literature related to the subject topics and of the texts read and commented in class, and consists in 3 questions aiming to verify the achieved level of knowledge and understanding of the principal historical questions of the contemporary age (30%), the ability to analyze and apply knowledge and understanding to conduct comparative analysis between historical models, and identify instances of continuity or schism and to design a path of research (30%), the capacity to communicate knowledge and understanding through the acquisition of a specific lexicon of historical terminology with an awareness of historiographic development (30%) and the capacity to critically analyze and historically evaluate societies and institutions (10%).

<b>Programme of “SISTEMI DI ELABORAZIONE DELLE INFORMAZIONI”</b> <b>“DATA PROCESSING SYSTEMS”</b> <b>“Foundations of Computer Science”</b>		
DQ0163, <b>Optional</b> among a set of selected courses		
<b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 1<sup>st</sup> or 2<sup>nd</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit= 25 hours)</b>		
Teacher: Giovanni DE GASPERIS		
1	Course objectives	The course will introduce students to the foundations of computer science, computer architectures and information representation
2	Course content and Learning outcomes (Dublin descriptors)	<b>Topics of the module include:</b> Definitions of information and data. Representation of information: numerical codes (binary, exadecimal). Information processing: logic operators, logic gates, logic circuits. Combinatorial boolean function calculator. Digital memory. Sequential boolean function calculator. Programmed computer architecture. Central Processing Unit, central and secondary digital memory, input/output peripherals. Machine language concept. High level programming language concept. Software life cycle. Computer abstraction levels. Operative System basic functions. Markup languages. eBook production cycle.  Upon successful completion of the course, students should <ul style="list-style-type: none"> <li>○ be provided with such analytical tools as are necessary to <b>produce informed readings and interpretations</b> of computer science related texts,</li> <li>○ <b>understand</b> the behind-the-curtain reality of a computer system in order to be increase their awareness as proficient computer users.</li> <li>○ <b>understand</b> a computer architecture</li> <li>○ <b>code and decode</b> information in computer codes</li> <li>○ <b>edit</b> an hypertext in a markup language</li> <li>○ <b>produce</b> an eBook</li> </ul>
3	Prerequisites and learning activities	Prerequisites: ECDL Start certification Hands-on learning with computer sessions, online material

4	Teaching methods and language	Lectures, class discussion, online learning tools Language: <b>Italian</b> <b>Ref. Text books:</b> M. Lazzari, A. Bianchi, M. Cadei, C. Chesi, S. Maffei, <i>"Informatica umanistica"</i> , McGraw-Hill F. Tomasi, D. Buzzetti, <i>"Metodologie informatiche e discipline umanistiche"</i> , Carocci Ed.
5	Assessment methods and criteria	<u>Formative assessment:</u> the students are encouraged to actively participate in the lectures in class and discussions online; continuous assessment through online testing <u>Summative assessment:</u> practical and oral exam. The practical test exercises (2 hours) aim to assess the level of knowledge of the basic tools and methods (50% of the total mark). The oral exam starts from the discussion and analysis of the produced electronic documents, and consists of the answer to 3 questions aiming to evaluate the achieved level of knowledge and understanding of the foundations of computer science, the available software and tools for coding and uncoding information (20%), the capacity to edit a hypertext (20%) and the ability to produce an e-book (10%).

<b>Programme of "GEOGRAFIA DELL'AFRICA"</b> <b>"GEOGRAPHY OF AFRICA"</b>		
DQ0067, Optional among a set of selected courses		
First Cycle Degree in <b>LINGUISTIC AND CULTURAL MEDIATION</b> , 1 <sup>st</sup> or 2 <sup>nd</sup> year, 2 <sup>nd</sup> semester		
Number of ECTS credits: 6 (workload is 150 hours, 1 credit= 25 hours)		
Teacher: Luigi GAFFURI		
1	Course objectives	The course has monographic character, it is based on the actuality and introduces a case of study on the Gizey, a population that lives between the northeast of Cameroon and the southwest of Chad. Focusing on the territory, the course shows the existence of an invisible geography of sacred places gizey.
2	Course content and Learning outcomes (Dublin descriptors)	<b>Topics of this Module include:</b> The anthropic characters of the territory are connected with the natural environment and with the history of the population gizey. The description of sacred places reveals that culture and society are inseparable from the territory Gizey and their practices relating to it.  After completing this course unit, STUDENTS SHOULD BE ABLE TO: <ul style="list-style-type: none"> <li>○ <b>understand</b> the relationships between the human society and the savanna environment in the gizey geographical area;</li> <li>○ <b>recognize</b> the principal phases concerning the genesis and the evolution of the population between Logone River and Lake Fianga;</li> <li>○ <b>apply to a case study</b>, focused on a small community of 15,000 people located between Cameroon and Chad, the historical and geographical methodology illustrated during the course;</li> <li>○ <b>acquire methods and theoretical tools</b> to understand the complex symbolisms of gizey society;</li> <li>○ <b>analyze the invisible</b> sacred geography of the Gizey by the interpretation of place-names.</li> </ul>
3	Prerequisites and learning activities	The students must have basic knowledge of Human geography.
4	Teaching methods and language	Lectures; class discussions; personal assistance to students. Language: <b>Italian</b> <b>Ref. Text books:</b> -Luigi Gaffuri, Antonino Melis, Valerio Petrarca, <i>Dinanismi dell'identità. Lingua, culture e territorio dei Gizey tra Camerun e Ciad</i> , Napoli, Liguori, in stampa. - Andrea Pase, <i>Linee sulla terra. Confini politici e limiti fondiari in Africa subsahariana</i> , Roma Carocci, 2011.
5	Assessment methods and criteria	<u>Formative assessment:</u> the students are encouraged to participate to the lectures, by making questions and discussing the topics, the data, the images and the cartographies presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. <u>Summative assessment:</u> Oral exam. The oral exam consists in questions aiming to evaluate the level of knowledge achieved

	(40%), the logical and argumentative capacities (30%), the appropriate terminology (15%), the critical attitude (15%).
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<b>Programme of “LETTERATURA FRANCESE I/A”</b> <b>“FRENCH LITERATURE I/A”</b>		
<b>DQ0122, Optional among a set of selected courses</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 2<sup>nd</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b>		
Teacher: Giovanna PARISSE		
1	Course objectives	The course introduces the students to French Literature, as a process and production of literary works. A reflection on the origins and the dynamics of French literature is accompanied by an introduction and a critical reading of texts and documents from the 20 <sup>th</sup> century to our days, with a special focus on the “Other” and the “Elsewhere” and to the influence of migration on contemporary French literature.
2	Course content and Learning outcomes (Dublin descriptors)	<b>Topics of this Module include</b> the study of some selected texts in original language.  On successful completion of the course, students will: <ul style="list-style-type: none"> <li>○ Acquire <b>knowledge and understanding</b> of French Literature and the issues raised by the course;</li> <li>○ <b>Read and understand literary texts</b> in the original language;</li> <li>○ <b>Place the literary works</b> in their historical and sociocultural context.</li> <li>○ <b>know and discuss</b> the origins of literature;</li> <li>○ <b>understand and explain</b> the literary works analyzed in class;</li> <li>○ <b>recognize</b> the sociocultural aspects involved in literary works;</li> <li>○ <b>observe</b> the interrelations among literary works and the historical sources, and recognize the specificity of the literary text;</li> <li>○ <b>understand the critical issues</b> raised by the literary works.</li> </ul>
3	Prerequisites and learning activities	Students must have a knowledge of French Language at Level B1
4	Teaching methods and language	Lectures with introduction, reading, commentary and discussion of the literary works. Language: <b>Italian and French</b> Ref. Text books : -J. Cl. Berton, <i>Histoire de la littérature et des idées en France au XXe siècle</i> , Paris, Hatier/Profil (1992); -Albert Camus, <i>L'étranger</i> , Paris, Gallimard/Folio; -Albert Memmi, <i>La Statue de sel</i> , Paris, Gallimard/Folio o: Albert Memmi, <i>Il bevitore e l'innamorato</i> , Roma, Edizioni Lavoro, 2006; -Jean-Claude Izzo, <i>Chourmo</i> , Paris, Gallimard; -Gisèle Pineau, <i>L'exil selon Julia</i> , Paris, Le livre de poche.
5	Assessment methods and criteria	<u>Formative assessment</u> : Students are encouraged to actively participate in lectures, asking questions and contributing to classroom discussion. <u>Summative assessment</u> : Oral exam. Students are required to expose a relevant topic of the program and to be able to read French literary texts, paraphrasing them and giving interpretations, and to comment upon them in a historical perspective, explaining their role in the development of French literature. Students have to demonstrate a substantive knowledge of French literary language and to explain the position of major writers and texts of French literature. Students will be evaluated on the basis of their answers to the questions by the professor, and their ability in discussing the main themes and the main authors of French literature.

<b>Programme of “FILOLOGIA ROMANZA”</b> <b>“ROMANCE PHILOLOGY”</b>	
<b>“The Romance Philology as a problematic discipline. The Latin, the vernacular languages, the Church”</b>	
<b>DQ0020, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 3<sup>rd</sup> year, 1<sup>st</sup> semester</b>	
<b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b>	

Teacher: <b>Lucilla SPETIA</b>		
<b>1</b>	<b>Course objectives</b>	<p>The course introduces students to Romance philology as a problematic discipline that faces and puts itself different issues (the transition from Latin to the Romance languages; the establishment of the vernacular literatures; the methods of composition and reception of linguistic documents and literary monuments; the development of the comparative method in linguistics and philological method of textual restoration) and recognition of its centrality for the examination not only of cultural productions, but also of important historical phenomena.</p> <p>The objectives of the module are:</p> <ol style="list-style-type: none"> <li>1) Awareness of the historical, linguistic, cultural connections between the present and the past.</li> <li>2) Awareness of the historical, linguistic and cultural connections between the ancient and medieval Latin and the Romance literatures.</li> <li>3) Basic linguistic knowledge about Latin and Romance languages in the fields of phonology, morphology, syntax and lexicon.</li> <li>4) Reflection on the role played by the Church in the recognition and enhancement or rather disregard of vernacular languages for the production of literary and / or religious texts.</li> </ol> <p>The course will not have notional character, but problematic and methodological.</p>
<b>2</b>	<b>Course content and Learning outcomes (Dublin descriptors)</b>	<p>The course aims to provide elements for reflections on the birth of the nineteenth-century discipline; on the crucial problem of Romance linguistic, i.e. the linguistic and cultural process that sees the formation of the Romance languages as the historical and cultural development of the unity of the Latin world; on the role played by Christianity and the Church in their constitution and in the recognition or denial of them rather as a medium to convey ideological content also controversial; finally on the constitution of the comparative method in linguistics and the philological methodology of textual analysis.</p> <p><b>Linguistic topics of the module include:</b></p> <ul style="list-style-type: none"> <li>- Phonemes, graphemes and phonological vs orthographic rules</li> <li>- Morphemes</li> <li>- Syntax</li> <li>- Lexicon</li> <li>- Aspect of history of linguistics</li> <li>- Relations of language, culture, politics and society</li> <li>- Variation in the language and multilingualism</li> </ul> <p><b>Historical topics of the module include:</b></p> <ul style="list-style-type: none"> <li>- To use primary and secondary sources of popular Latin</li> <li>- To know the oldest documents of the Romance languages</li> </ul> <p><b>Philological topics of the module include:</b></p> <ul style="list-style-type: none"> <li>- To know the principles of Philology</li> </ul> <p>On successful completion of this module, the students should:</p> <ul style="list-style-type: none"> <li>o Have a <b>profound knowledge</b> of the periods and of the problems of the Middle Ages, identifying the relationship between the present and the past and vice versa</li> <li>o Be able to <b>understand and explain</b> linguistic problems and to use data in the construction of linguistic argumentation</li> <li>o Be able to <b>understand and the evaluate</b> the importance of political, linguistic and cultural process connected to the passage from Roman ages to medieval ages</li> <li>o <b>Analyze</b> the principal phenomena that distinguish Latin and Romance languages</li> <li>o <b>Describe and apply</b> the comparative method</li> <li>o <b>Examine and compare</b> the different issues in Romance languages</li> <li>o Be able to <b>master</b> an appropriate technical vocabulary</li> <li>o Have a <b>good knowledge</b> of the most ancient documents in Romance languages</li> <li>o <b>Know</b> the history of philology</li> <li>o <b>Know how</b> to read a critical apparatus</li> <li>o Be able to <b>understand</b> textual problems</li> <li>o Demonstrate ability to <b>read and analyze</b> critical essays and arguments and express a critical judgment</li> <li>o <b>Acquire intellectual curiosity</b> toward the issues of sociolinguistics and of philological methodology</li> </ul>
<b>3</b>	<b>Prerequisites and learning activities</b>	<p>The students must have:</p> <ul style="list-style-type: none"> <li>-full mastery of written and oral expression in mother tongue</li> <li>- an adequate competence in general language skills in his/her mother tongue</li> <li>- language awareness, meta-linguistic thinking, basic grammatical knowledge</li> </ul>

		- awareness of the relationship and differences between literary texts and historical source.
4	Teaching methods and language	<p>Lectures, in-class training and exercises, homework, texts' reading and work in small groups for assigned tasks.</p> <p>Language: <b>Italian</b></p> <p>Ref. Text books:</p> <p>-Charmaine Lee, <i>Linguistica Romanza</i>, Roma, Carocci, 2000 (and reprints)</p> <p>-Guy Serbat, <i>Le strutture del latino</i>, translation by L. Ceccarelli, L'Aquila, ed. Berardino Marinacci, 1997</p> <p>-Maria Luisa Meneghetti, <i>Le origini</i>, Bari, Laterza, 2007</p> <p>- Gigliola Fragnito, <i>Proibito capire. La Chiesa e il volgare nella prima età moderna</i>, Bologna, Il Mulino, 2005</p> <p>Alberto Varvaro, <i>Adulteri, delitti e filologia. Il caso della baronessa di Carini</i>, Bologna, Il Mulino, 2010</p> <p>✓ <i>Materials provided by teacher: articles, maps, etc.</i></p> <p>✓ <i>Non-attending students are required to contact the teacher for an individual program</i></p>
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to actively participate to the lectures, by making questions and discussing the in class the interpretation of linguistic examples. Seminars, assigned homework and exercises presented and commented in class provide a continuous assessment of learning process represent. an opportunity for students to work with the tutor to develop their critical analysis and interpretation of particular documents or texts.</p> <p><u>Summative assessment</u>: Oral exam</p> <p>The oral exam starts from the illustration and discussion of one of issues examined in class or in the text books, and consists of the answer of at least 3 questions aiming to evaluate the achieved level of knowledge and understanding of the phonetic, morphologic, syntactic and lexical changes, that distinguish Latin and Romance languages (30%); the capacity to understand the reasons of the different kinds of linguistic variations and put them into relationship with the history and society of the time of their evolution (30%); the ability to explain and critical apply the learned technique and tools to the interpretation of some documents or texts (30%); and the degree of independence to formulate judgments and comments on examples not discussed during the course (10%).</p>

<b>Programme of “FILOLOGIA GERMANICA”</b> <b>“GERMANIC PHILOLOGY”</b>		
<b>DQ0133, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 3<sup>rd</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b>		
Teacher: Chiara STAITI		
1	Course objectives	<p>The course will introduce students to language, culture and literature of the Germanic ethnic groups in the early Middle Ages, especially focusing on their common Germanic origins and on diachronic aspects. Special attention will be given to the relationship between orality and literacy.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Classes will deal with the analysis of texts belonging to the different linguistic areas (Gothic, Old English, Old High German, Old Saxon, Old Norse), part in the original language, part in Italian translation.</p> <p><b>Topics of the Module include:</b></p> <ul style="list-style-type: none"> <li>- the cultural peculiarities of the Germanic peoples</li> <li>- the ways of knowledge transmission</li> <li>- analysis of the literary genres of the Germanic literature of the Middle Ages (heroic poetry, religious poetry and prosa, etc.).</li> <li>- analysis of the main phonetic and morpho-syntactical characteristics of the old Germanic languages .</li> </ul> <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>o be <b>aware</b> of the beginnings of written production of the Germanic tribes</li> <li>o <b>know and recognise</b> the principal features of the Germanic languages</li> <li>o be able to <b>read and understand</b> short texts in the original language, <b>identify</b> their linguistic and cultural background and give a linguistic and philological commentary</li> <li>o be able to <b>make a translation</b> and a philological-linguistic <b>analysis</b> of some passages taken from some old Germanic languages.</li> </ul>



3	Prerequisites and learning activities	Prerequisite B1 in English and/or in German. As far as possible, students are asked to actively express themselves in the classroom
4	Teaching methods and language	Lectures, class discussion. Language: <b>Italian</b> Ref. Text books : -M. V. Molinari, <i>La filologia germanica</i> , Bologna, Zanichelli, 1987; -Leonardi, Simona e Morlicchio, Elda (2009) <i>La filologia germanica e le lingue moderne</i> , il Mulino: Bologna, Il Mulino, 2009; -P. Ramat, <i>Le lingue germaniche</i> , in <i>Le lingue indoeuropee</i> , ed. di A. Giacomone Ramat – P. Ramat, Bologna: il Mulino, 1994, pp. 409-440; -D.H. Green, <i>Lingua e storia nell'antico mondo germanico</i> , Milano: I.S.U. Università Cattolica – Milano, 2006, pp. 37-56 e 79-159.
5	Assessment methods and criteria	<u>Summative assessment:</u> Oral exam, with open questions (from 3 to 6); reading and commenting short texts in the course's language with the goal of evaluating both the acquisition of notions and the capacity of establishing relations among them. A premium will be placed on the correct use of the language.

<b>Programme of “LETTERATURA SPAGNOLA IIA”</b> <b>“SPANISH LITERATURE IIA”</b>		
<b>DQ00017, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION 3<sup>rd</sup> year, 2<sup>nd</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours; 36 of which in the classroom 1 credit = 25 hours)</b>		
Teacher: Ester Lidia CICCHETTI		
1	Course objectives	<p>The course aims to provide the tools for the analysis of Renaissance and Baroque texts of Spanish literature. It consists of two parties. The first one presents an overview of major literary trends and cultural productions from the end of the Middle Ages to the XVII<sup>th</sup> century. Special attention will be given to the Renaissance poetry (Italian, ascetic, mystical and epic poetry), novel and to the Spanish Theatre of the XVII<sup>th</sup> century;</p> <p>The second part is a monographic part and it consists in the analysis of the Miguel de Cervantes' <i>El ingenioso hidalgo Don Quijote de la Mancha</i>.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>The course content can be summarized as follows:</b></p> <p>This course will focus on the study of the significant historical periods and cultural movements of the Hispanic world. It is organized according to chronological eras that are marked by distinct cultural and literary movements. Areas covered will be the culture of the Renaissance and the Baroque. This course will also focus on the study of Hispanic literatures and cultures and is organized around one or more basic genres like poetry, drama, novel, and essay. Other articulating categories for the course may include epic poetry, tragic drama, the picaresque novel, etc.</p> <p>On successful completion of the course content, for the institutional part, students will need to acquire knowledge and skills about:</p> <ul style="list-style-type: none"> <li>- Renaissance poetry (Italian, ascetic and mystical poetry);</li> <li>- the most significant work of Renaissance and Baroque;</li> <li>- the figures like Garcilaso de la Vega, San Juan de la Cruz, Fray Luis de León, Luis de Góngora, Francisco de Quevedo, Cervantes e Lope de Vega</li> <li>- XVII<sup>th</sup> century Spanish Theatre with figures like Lope de Vega, Tirso de Molina and Calderón de la Barca.</li> </ul> <p>On successful completion of the course content, students will:</p> <ul style="list-style-type: none"> <li>o be <b>aware</b> of Spanish literary history of 16<sup>th</sup> and 17<sup>th</sup> centuries</li> <li>o <b>read and understand</b> the primary texts in the original language</li> <li>o be provided with such <b>analytical tools</b> as are necessary to produce informed interpretations and readings of the primary texts</li> <li>o be provided with the <b>appropriate critical vocabulary</b> to understand the specificity of the genre or sub-genre examined in the course</li> <li>o be provided with <b>fundamental notions</b> of rhetoric and poetics</li> <li>o be able to <b>identify</b> ethical issues in literary texts</li> <li>o be able to <b>understand</b> the interrelationships and differences between works of literature</li> </ul>

		<p>and historical sources</p> <ul style="list-style-type: none"> <li>○ be able to <b>identify and tackle</b> at least some of the critical issues raised by literary texts</li> <li>○ demonstrate capacity for <b>reading, understanding and</b> interpreting other texts on related topics</li> <li>○ be able to <b>criticize and compare</b> different texts of the same period</li> <li>○ be able to <b>understand</b> issues of canonicity and problems associated with the construction of literary canons.</li> </ul>
3	<b>Prerequisites and learning activities</b>	<p>Student can use of Italian translations for reading difficult texts. knowledge of Spanish History and Metric will be required for the mentioned period as a course prerequisite.</p>
4	<b>Teaching methods and language</b>	<p>Lectures, class discussion Language: <b>Italian and Spanish</b> Ref. textbooks are: a) <b>Institutional part:</b></p> <ul style="list-style-type: none"> <li>- R.O. Jones, <i>Siglo de Oro: prosa y poesía</i>, Barcelona, Editorial Ariel, S.A.</li> <li>- Carlos Alvar et al. (2000) <i>Storia della letteratura spagnola, il Medioevo e l'Età dell'Oro</i> (pp. 191-368), vol. I, Einaudi.</li> </ul> <p><u>Two works chosen among the followings:</u></p> <ul style="list-style-type: none"> <li>✓ Fernando de Rojas, <i>La Celestina</i></li> <li>✓ Juan Boscán, <i>Obra completa</i></li> <li>✓ Garcilaso de la Vega, <i>Obra poética y textos en prosa</i></li> <li>✓ Alonso de Ercilla, <i>La Araucana</i></li> <li>✓ Luis de Góngora, <i>Le solitudini e altre poesie</i></li> <li>✓ Luis de Góngora, <i>Fábula de Polifemo y Galatea</i></li> <li>✓ Francisco de Quevedo, <i>Sonetti amorosi e morali</i></li> <li>✓ <i>Lazarillo de Tormes</i></li> <li>✓ Lope de Vega, <i>Fuente Ovejuna</i></li> <li>✓ Lope de Vega, <i>El caballero de Olmedo</i></li> <li>✓ Calderón de la Barca, <i>La vida es sueño</i></li> <li>✓ Calderón de la Barca, <i>El alcalde de Zalamea</i></li> <li>✓ Miguel de Cervantes, <i>Novelas ejemplares</i></li> <li>✓ Miguel de Cervantes, <i>Trabajos de Persiles y Sigismunda</i></li> </ul> <p>b) <b>Monographic part:</b></p> <ul style="list-style-type: none"> <li>✓ Miguel de Cervantes, <i>El ingenioso hidalgo Don Quijote de la Mancha</i></li> </ul>
5	<b>Assessment methods and criteria</b>	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. This is an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral exam starts from the discussion and analysis of one text read during the course and commented in class, and consists of the answer to some questions aiming to evaluate the achieved level of knowledge and understanding of the relevant authors of Spanish literature from 16<sup>th</sup> to 17<sup>th</sup> century considered in the course and the capacity to define and illustrate the formal and thematic characteristics of writing from across the period (30%), the capacity to compare literature from across the period, describing and accounting for continuities and differences, particularly the interrelations among literary works and the historical sources, and recognize the specificity of the literary text (30%), the ability to explain and critically apply the learned techniques and tools to the interpretation of the work of one Author (30%), the capacity to work independently and at higher level of difficulty (10%).</p>

<p align="center"><b>Programme of “LETTERATURA TEDESCA II/A”</b>  <b>“GERMAN LITERATURE II/A”</b>  <b>“German Romanticism ”</b></p>	
<p><b>DQ0200, Dependent Compulsory</b>  <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 3<sup>rd</sup> year, 2<sup>st</sup> semester</b></p>	
<p align="center"><b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b></p>	
<p>Teacher: Stefania DE LUCIA</p>	

1	<b>Course objectives</b>	<p>The course will introduce students to German Romanticism combining aesthetic reflections, social and historical remarks and textual analysis. The lessons will focus on the crucial notions of "fancy/ fantasy" and "dream" as key concepts of Romantic aesthetics, leading to the privileged relationship between men and the dimension of the infinite.</p> <p>Particular attention will be given to the way German Literature of that age interacts with philology, folklore and anthropology thus contributing to the invention of the notion of German nation.</p>
2	<b>Course content and Learning outcomes (Dublin descriptors)</b>	<p>On successful completion of the course content, students will:</p> <ul style="list-style-type: none"> <li>- be aware of the literary history of Germany 18<sup>th</sup>-19<sup>th</sup> century</li> <li>- be provided with such analytical tools as are necessary to produce informed interpretations and readings of the primary texts.</li> </ul> <p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>o <b>Identify</b> ethical issues in literary texts</li> <li>o <b>understand</b> the interrelationships and differences between works of literature and historical sources</li> <li>o <b>identify and tackle</b> at least some of the critical issues raised by literary texts</li> <li>o <b>understand</b> the meaning of fragmentary writing, its relevance in the western culture and as a literary genre</li> <li>o <b>understand</b> issues of genres and problems associated with the classification of literary productions.</li> </ul>
3	<b>Prerequisites and learning activities</b>	<p>Students must have successfully completed the previous course "Letteratura tedesca I" (German Literature I).</p> <p>They will be asked to take active part to lessons to improve their skills in critical analysis and they will also be asked to read in advance the texts under examination.</p>
4	<b>Teaching methods and language</b>	<p>Lectures, class discussion about literary texts, music, images</p> <p>Language: <b>Italian and German</b></p> <p><b>Ref. Text books:</b></p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> <li>✓ Achim von Arnim, Clemens Brentano, <i>Il corno magico del fanciullo</i></li> <li>✓ Ludwig Tieck, <i>Il biondo Eckberto</i></li> <li>✓ Novalis, <i>Inni alla notte</i></li> <li>✓ Novalis, <i>La cristianità ossia l'Europa</i></li> <li>✓ Adelbert v. Chamisso, <i>Storia straordinaria di Peter Schlemihl</i></li> <li>✓ E.T.A. Hoffmann, <i>L'uomo della sabbia</i></li> <li>✓ Jacob e Wilhelm Grimm, <i>Fiabe</i></li> <li>✓ <i>Selection of lyrics</i> by Achim v. Arnim, Clemens Brentano, Heinrich Heine, Joseph von Eichendorff, Caroline von Günderode, Friedrich Rückert</li> <li>✓ <i>Fragments from «Athenäum»</i></li> </ul> <p><u>Bibliography:</u></p> <ul style="list-style-type: none"> <li>- Michele Cometa, <i>L'età classico-romantica</i>, Laterza, Roma-Bari 2009</li> <li>- Paolo D'Angelo, <i>L'estetica del Romanticismo</i>, Il Mulino, Bologna 1997 (selezione in dispensa)</li> <li>- Benedict Anderson, <i>Comunità immaginate, Origine e diffusione dei nazionalismi</i>, Manifesto Libri (selezione in dispensa)</li> <li>- Francesco Fiorentino e Giovanni Sampaolo, <i>Atlante della letteratura tedesca</i>, Quodlibet, Macerata 2009 [per le voci Heimat (Matteo Galli), <i>Il Reno</i> (Giovanna Cermelli), <i>Berlino nel Sette-Ottocento</i> (Stefan Nienhaus), <i>Jena</i> (Ingrid Hanneman Barale), <i>Heidelberg</i> (Giampiero Moretti)]</li> </ul>
5	<b>Assessment methods and criteria</b>	<p><u>Formative assessment:</u></p> <p>The students are encouraged to actively participate to the lectures, by making questions and remarks about the literary texts and the themes of the course. Group presentations could provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The exam will move from one of the texts of the program to assess the student's knowledge and understanding of the assigned readings, his/her critical sensibility: students must not only use their knowledge of the subject but must be able to analyze it and give their own interpretation as well. The presentation must be correct and valiant. Part of the exam will be in German language.</p>

<p align="center"><b>Programme of “LETTERATURA INGLESE II/A”</b>  <b>“ENGLISH LITERATURE II/A”</b>  <b>“Out of This World: Discovering British Science Fiction”</b></p>		
<b>DQ0059, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 3<sup>rd</sup> year, 2<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b>		
Teacher: Valentina POLCINI		
1	Course objectives	<p>The course aims at building knowledge on British science fiction in its historical and cultural evolution, as well as on the critical discourses around this genre. Students will be provided with the methodological tools to interpret literary works and critical essays in English, thereby encouraging the development of their competences in text analysis and the approach to literary criticism.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Students will focus on some of the most representative novels and short stories of British science fiction written by authors such as H.G. Wells, Arthur C. Clarke, John Wyndham, J.G. Ballard and Gwyneth Jones. Through the analysis of the primary and secondary texts students will explore the history, themes, forms and narrative strategies typical of science fiction; they will also become familiar with the critical debates around the genre, particularly the relationship between popular fiction and the literary canon. Moreover, the course will show how science fictional speculation about the future, technology and other worlds is a way of encouraging reflection on humankind, on our relationship with the Other and on past and present social and political issues such as imperialism, the possibilities and limits of scientific progress, environmental changes, man-machine interaction, and gender.</p> <p>On successful completion of the course, students will be required to:</p> <ul style="list-style-type: none"> <li>○ <b>be familiar</b> with the main aspects of British science fiction in its historical evolution</li> <li>○ <b>read and understand</b> primary and secondary texts in the original language</li> <li>○ <b>analyze and interpret</b> literary texts</li> <li>○ <b>elaborate</b> on the theoretical and formal specificities of science fiction as a popular genre in its relationship with mainstream literature</li> <li>○ <b>contextualize</b> each work included in the syllabus within the appropriate social and cultural framework</li> <li>○ <b>show a wider understanding</b> of how fantasy fiction proves an effective way of reflecting on social and political issues of a given historical time.</li> </ul>
3	Prerequisites and learning activities	<p>Successful completion of the "English Literature I" course; general knowledge of English literary history; B2 English level; A2 Italian level.</p> <p>Students will be asked to read in advance the texts under examination, analyze course materials in class, take part in classroom discussion and in the Edmodo virtual class.</p>
4	Teaching methods and language	<p>Lectures with multimedia materials; in-class text analysis and discussion; activities on the Edmodo virtual class.</p> <p>Language: <b>English and Italian</b></p> <p><b>Ref. text books:</b></p> <p><u>Primary texts</u></p> <ul style="list-style-type: none"> <li>- Ballard, J. G., <i>The Drowned World</i> (1962), Introduction by Martin Amis, London, Fourth Estate, 2014.</li> <li>- Clarke, Arthur C., "The Nine Billion Names of God" (1953).</li> <li>- Clarke, Arthur C., "The Sentinel" (1948).</li> <li>- Godwin, Tom, "The Cold Equations" (1954).</li> <li>- Jones, Gwyneth, "La cenerentola" (1998).</li> <li>- Shaw, Bob, "Light of Other Days" (1966).</li> <li>- Wells, H. G., <i>The War of the Worlds</i> (1897), Introduction by Adam Roberts, London, Gollancz, 2013.</li> <li>- Wyndham, John, <i>The Day of the Triffids</i> (1951), London, Penguin, 2014.</li> </ul> <p><u>Secondary texts</u></p> <ul style="list-style-type: none"> <li>- Gasiorek, Andrzej, <i>J. G. Ballard</i>, Manchester, Manchester University Press, 2005 (Introduction and Chapter 1).</li> <li>- Gochenour, Phil, "Different Conditions Set Different Standards?: John Wyndham's <i>The Day of the Triffids</i>", <i>New York Review of Science Fiction</i>, June 2011.</li> <li>- Higgins, David, "New Wave Science Fiction", in <i>A Virtual Introduction to Science Fiction</i>, ed.</li> </ul>

		<p>by Lars Schmeink, 2013, URL <a href="http://virtual-sf.com/?page_id=321">http://virtual-sf.com/?page_id=321</a>.</p> <ul style="list-style-type: none"> <li>- Rieder, John, "What Is SF? Some Thoughts on Genre", in <i>A Virtual Introduction to Science Fiction</i>, ed. by Lars Schmeink, 2012, URL <a href="http://virtual-sf.com/?page_id=137">http://virtual-sf.com/?page_id=137</a>.</li> <li>- Roberts, Adam, "The History of SF", in <i>Science Fiction</i>, London, Routledge, 2006, pp. 37-65.</li> <li>- Seed, David, ed., <i>A Companion to Science Fiction</i>, Malden, MA: Blackwell, 2005 (Chapters 1-4-8-12-23-25-29-30).</li> <li>- Suvin, Darko, <i>Metamorphoses of Science Fiction: On the Poetics and History of a Literary Genre</i>, New Haven and London, Yale University Press, 1979 (Chapters 1 and 4).</li> </ul>
5	Assessment methods and criteria	<p><u>Summative assessment:</u> The exam will be oral. Students will be assessed for their:</p> <ul style="list-style-type: none"> <li>- knowledge of course topics (literary history, genre's specificities, authors and works, historical and social contexts, theoretical and critical discourses)</li> <li>- text analysis skills</li> <li>- use of literature and criticism terminology</li> <li>- oral presentation competences</li> </ul>

<p align="center"><b>Programme of "LETTERATURE ANGLOAMERICANE"</b>  <b>"AMERICAN LITERATURE"</b>  <b>"Introduction to the Indian Novel: the Early Republic"</b></p>		
<p><b>DQ0096, ELECTIVE within a set of selected courses</b>  First cycle degree in <i>Linguistic and Cultural Mediation</i>, L12, 2<sup>nd</sup> year, 1<sup>st</sup> semester</p>		
<p align="center"><b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b></p>		
<p>Teacher: Anna SCANNAVINI</p>		
1	Course objectives	<p>The course will introduce students to the US literature as production and product. It will be centered on NYC and on its representations in the 20<sup>th</sup> century.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>Topics of the Module:</b> Working on the "Indian novels" published in the US at the time of the Early Republic (1789 to 1830) the course will investigate the paradigms that govern narrations of cultural and linguistic contact between Europeans and Indian populations of the Northeast. Attention will be given to trans-national and trans-cultural communication and to cross-cultural passages. Special attention will be given also to issues of authorial positioning in the context of race and trans-cultural contact.</p> <p><b>Required readings:</b>  <b>Primary sources:</b>  - Lydia Maria Child, <i>Hobomok</i> (1824)  - Catharine Maria Sedgwick, <i>Hope Leslie</i> (1827)  - James Fenimore Cooper, <i>The Last of the Mohicans</i> (1826)  <i>Any edition is fine, provided it is integral.</i></p> <p><b>Secondary sources:</b>  - Lora Romero (1997), <i>Home Fronts</i>, Duke UP, Durham and London (chs. 1, 2)  - Eric Sundquist, "The Frontier and American Indians", in <i>The Cambridge History of American Literature</i>, Vol. Two pp. 175-238  - Daniel Peck (1992), <i>New Essays on the Last of the Mohicans</i>, CUP, Cambridge.</p> <p><i>Other sources and readings will be presented in class.</i>  <i>Texts must be studied in English. The secondary sources are inherently part of the syllabus and must be studied.</i></p> <p>Upon successful completion of the course, students should be provided with such analytical tools as are necessary to produce informed readings and interpretations of the intercultural "encounter" as represented in the Early Republic, and most particularly in the "Indian novels" sub-genre.</p> <p>They will be able to <b>read and interpret</b> the primary texts in the original language, and will have a good understanding of Early America contact between European and Indian agents. They should be able to:</p> <ul style="list-style-type: none"> <li>o <b>Identify</b> ethical issues in the assigned primary sources (literary texts)</li> <li>o <b>understand</b> the interrelationships and differences between works of literature and historical sources</li> </ul>

		<ul style="list-style-type: none"> <li>○ <b>identify and tackle</b> at least some of the critical issues raised by literary texts</li> <li>○ <b>be aware</b> that authoriality and canons are historically determined</li> <li>○ <b>understand</b> the cultural issues connected to contact (contact zones).</li> </ul>
3	Prerequisites and learning activities	<p>Prerequisites: B1 level in English (intermediate); full mastery of written and oral expression in mother tongue. The ability to differentiate between primary and secondary sources will be also required as a course prerequisite.</p> <p>Students will be asked to actively express themselves in the classroom, reading in advance the texts under examination.</p>
4	Teaching methods and language	<p>Lectures, class discussion</p> <p>Language: <b>Italian and/or English</b></p> <p>Ref. Text books :</p> <p>Richard Sennett, <i>The Conscience of the Eye</i>, Norton, New York 1990.</p>
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to actively participate to the class, by making questions and discussing the presented text. Assigned homework and presentations will provide an opportunity for students to work with the teacher and their colleagues developing their ability to produce critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment</u>: Oral examination.</p> <p>The oral examination will start from the analysis of one of the texts that integrate the course syllabus. It will consists of questions aimed at evaluating the achieved level of knowledge and understanding of the authors considered in the course (30%); the ability to identify and discuss the major ethical and critical issues raised by the texts (30%); c. the ability to compare the texts, describing and accounting for continuities and differences (30%); the ability to explain and critically apply the learned techniques to the explanation of problems associated with the construction of inter-cultural encounters (10%).</p>

<b>Programme of “LINGUA E TRADUZIONE SPAGNOLA I”</b> <b>“SPANISH LANGUAGE AND TRANSLATION I”</b>		
<b>DQ0198, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION , 3<sup>rd</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b>		
Teacher: Ester Lidia CICCHETTI		
1	Course objectives	<p>The course introduces students to the problems of Spanish-Italian translation, both as practice, product and profession. On completion of this course, students should be able to translate narrative or descriptive prose into good standard Italian, carrying on what contrastive analysis is necessary. In addition, they should be able to position themselves as translators.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>Topics of the Module include:</b></p> <ul style="list-style-type: none"> <li>- hands-on experience with analyzing and translating Spanish texts</li> <li>- identification and discussion of available translation strategies</li> <li>- introduction to the use of typographical devices</li> <li>- statement of copyright and copyright limitations</li> <li>- introduction to translation theories.</li> </ul> <p>Reference will be made to translation of varieties and to special translations (e.g. dubbing, subtitles).</p> <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> <li>○ be <b>able to render</b> standard Spanish into correct fluid Italian</li> <li>○ <b>understand</b> the level of complexity of a required translation</li> <li>○ <b>understand and explain</b> their translation choices</li> <li>○ be able to <b>read and discuss</b> the basics of translation theory</li> </ul>
3	Prerequisites and learning activities	<p>B2 level in Spanish (upper intermediate); full mastery of written and oral Italian</p>
4	Teaching methods and language	<p>Lectures, class discussion, team work, individual homework</p> <p>Language: Italian and Spanish</p> <p>Ref. Text books :</p> <ul style="list-style-type: none"> <li>- Osimo, Bruno, <i>Manuale del traduttore. Guida pratica con glossario</i>, Firenze, Hoepli, 2011.</li> <li>- Carrera Díaz, Manuel, <i>Grammatica spagnola</i>, Roma-Bari, Laterza, 2006.</li> <li>- Tam, Laura, <i>Grande dizionario di spagnolo: spagnolo-italiano, italiano-spagnolo</i>, Milano, Hoepli, 2004.</li> </ul>

5	Assessment methods and criteria	<p><u>Formative assessment:</u> The students are encouraged to actively participate to the class, by reading, discussing and translating a set of texts. Regularly assigned homework and presentations provide an opportunity for students to work on communication and analysis tasks in order to deepen their analytic competence and develop their ability to produce interpretation and translation.</p> <p><u>Summative assessment:</u> Written exam. The exam will consist of an individual written work of translation of a short text from Spanish into Italian (a newspaper article or a short literary text).</p>
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<b>Programme of “LINGUA E TRADUZIONE INGLESE I” “ENGLISH LANGUAGE AND TRANSLATION I”</b>		
<b>DQ0098, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 3<sup>rd</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b>		
Teacher: Giuseppe SOFO		
1	Course objectives	The course introduces students to the problems of English-Italian translation, both as practice, product and profession. On completion of this course, students should be able to translate narrative or descriptive prose into good standard Italian, carrying on what contrastive analysis is necessary. In addition, they should be able to position themselves as translators.
2	Course content and Learning outcomes (Dublin descriptors)	<p><b>Topics of the Module include:</b></p> <ul style="list-style-type: none"> <li>- hands-on experience with analyzing and translating English texts</li> <li>- identification and discussion of available translation strategies</li> <li>- introduction to the use of typographical devices</li> <li>- statement of copyright and copyright limitations</li> <li>- introduction to translation theories.</li> </ul> <p>Reference will be made to translation of varieties and to special translations (e.g. dubbing, subtitles).</p> <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> <li>o be <b>able to render</b> standard English into correct fluid Italian</li> <li>o <b>understand</b> the level of complexity of a required translation</li> <li>o <b>understand and explain</b> their translation choices</li> <li>o <b>be able to read and discuss</b> the basics of translation theory</li> </ul>
3	Prerequisites and learning activities	B2 level in English (upper intermediate); full mastery of written and oral Italian
4	Teaching methods and language	<p>Lectures, class discussion, team work, individual homework</p> <p>Language: <b>Italian and English</b></p> <p><b>Ref. Text books :</b></p> <ol style="list-style-type: none"> <li>1) Jakobson R. (1959), “On Linguistic Aspects of Translation” in L. Venuti, <i>The Translation Studies Reader</i>, Routledge, London-New York, 2000, pp. 113-118. 2)</li> <li>2) Holmes, J. S. (1972), “The Name and Nature of Translation Studies” in L. Venuti, <i>The Translation Studies Reader</i>, Routledge, London-New York, 2000, pp. 172-185. 2)</li> <li>3) Spivak G. C., “The Politics of Translation” in L. Venuti, <i>The Translation Studies Reader</i>, Routledge, London-New York, 2000, pp. 397-416. 2)</li> <li>4) Bassnett S., Trivedi H. (1999), “Of Colonies, Cannibals and Vernaculars” in S. Bassnett, H. Trivedi (ed.), <i>Post-Colonial Translation: Theory and Practice</i>, Routledge, London- New York, pp. 1-19.</li> </ol> <p>Giuliano Rossi, Giuseppe Sofo (a cura di), <i>Sulla Traduzione: Itinerari tra lingue, letterature e culture</i>, Solfanelli, Chieti, 2015.</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> The students are encouraged to actively participate to the class, by reading, discussing and translating a set of texts. Regularly assigned homework and presentations provide an opportunity for students to work on communication and analysis tasks in order to deepen their analytic competence and develop their ability to produce interpretation and translation.</p> <p><u>Summative assessment:</u> Written and oral exam.</p> <p>The exam will consist of an individual written work of translation from English into Italian which is then to be discussed orally.</p>

<b>Programme of “LINGUA E TRADUZIONE TEDESCA I”</b> <b>“GERMAN LANGUAGE AND TRANSLATION I”</b> <i>“Introduction to German-Italian translation”</i>		
<b>DQ0199, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 3<sup>rd</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b>		
Teacher: Chiara STAITI		
1	Course objectives	The course introduces students to the methods and the practice of translation so as to stimulate and develop their general textual competence; students will be introduced also to translation theories. On completion of this course, students should be able to translate different types of German texts to good standard Italian.
2	Course content and Learning outcomes (Dublin descriptors)	<b>Topics of the Module include:</b> <ul style="list-style-type: none"> <li>- hands-on experience with analyzing and translating German texts</li> <li>- identification and discussion of available translation strategies</li> <li>- analysis of various readings and translation problems</li> <li>- analysis and discussion of authentic printed translations</li> </ul> On successful completion of this module, the student should <ul style="list-style-type: none"> <li>o be able <b>to render</b> standard German into correct fluid Italian</li> <li>o <b>understand</b> the level of complexity of a required translation</li> <li>o <b>understand and explain</b> their translation choices</li> <li>o be able to <b>read and discuss</b> the basics of translation theory</li> </ul>
3	Prerequisites and learning activities	B2 level in German (upper intermediate); full mastery of written and oral Italian. Students are asked to actively express themselves in the classroom
4	Teaching methods and language	Lectures, class discussion, team work, individual homework Language: <b>Italian and German</b> Ref. Text books : <ul style="list-style-type: none"> <li>- Umberto Eco, <i>Dire quasi la stessa cosa</i>, Milano: Bompiani, 2010</li> <li>- Kautz, Ulrich , <i>Handbuch Didaktik des Übersetzens und Dolmetschens</i>, München, Lucidum, 2010, 15-96.</li> <li>- Petruccioli, Daniele, <i>Falsi d'autore</i>, Macerata, Quodlibet., 2014.</li> <li>- Serafini, Francesca , <i>Questo è il punto</i>, Laterza: Roma-Bari, 2012 (or Mortara Garavelli, Bice, <i>Prontuario di punteggiatura</i>, Laterza: Roma-Bari, 2007)</li> </ul>
5	Assessment methods and criteria	<u>Formative assessment:</u> The students are encouraged to actively participate to the class, by reading, discussing and translating a set of texts. Regularly assigned homework and presentations provide an opportunity for students to work on communication and analysis tasks in order to deepen their analytic competence and develop their ability to produce interpretation and translation. <u>Summative assessment:</u> The final exam will be comprised of a written (optional) and oral part. The exam will consist of and individual (written or oral) work of translation which is then to be discussed orally. An examination on the prescribed readings will follow. The theoretical part of the exam contributes for 1/4 to the total mark.

<b>Programme of “LINGUA E LINGUISTICA SPAGNOLA III”</b> <b>“SPANISH LANGUAGE AND LINGUISTICS III”</b> <i>“Spanish through History: Language Change and Variation”</i>		
<b>DQ0062, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 3<sup>rd</sup> year, 1<sup>st</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</b>		
Teacher: María José FLORES REQUEJO		
1	Course objectives	The module comprises a main unit of 36 lectures plus about 60 hours of lessons for language training and exercise, given by mother tongue specialist teachers. The course's objective is to develop an advanced knowledge of the pluricentric architecture of standard Spanish and its synchronic and diachronic variations along different axes (diasystem)



2	Course content and Learning outcomes (Dublin descriptors)	<p>The course will consist of a scientific description of the linguistic variations of the Spanish language through time and space from several perspectives (diatopic, diastratic and diaphasic). The course will include the following topics: basic elements in the evolution of Spanish, diastratic (standard, colloquial and vulgar Spanish) and diatopic variations.</p> <p>Upon completion of the course, students will</p> <ul style="list-style-type: none"> <li>○ have acquired an <b>in-depth knowledge</b> of the variational architecture of the Spanish language: geographic variations, social registers, communicative styles, written vs. oral language etc.</li> <li>○ be able to <b>focus</b> the historical and social aspects of the Spanish language</li> <li>○ demonstrate <b>advanced knowledge</b> of the role of language in society,</li> <li>○ <b>understand</b> the mechanisms of language change and variation and can <b>give examples</b> for variables on different language levels (phonetic-phonological, lexical, morphological, syntactical and semantic) and different dimensions of the Spanish diasystem.</li> </ul>
3	Prerequisites and learning activities	<p>Students must have successfully completed the previous course "Spanish Language and Linguistics II".</p> <p>Students study the theoretical framework on the basis of selected readings in variational and historical linguistics, and analyse written and oral text material under guidance.</p>
4	Teaching methods and language	<p>Lectures, class discussion, team work, individual homework</p> <p>Language: <b>Spanish and Italian</b></p> <p>Ref. Text books:</p> <p>-R. Lapesa, <i>El español moderno y contemporáneo. Estudios lingüísticos</i>, Crítica, Barcelona, 1996.</p> <p>-M. Vaquero, <i>El español de América</i>, Arco/Libros, Madrid, 1996, segundo volume: <i>Morfosintaxis y léxico</i>.</p> <p>-A.María Vigara Tauste, <i>Morfosintaxis del español coloquial</i>, Gredos, Madrid, 1992.</p>
5	Assessment methods and criteria	<p><u>Formative assessment</u>: students are encouraged in participating in lectures, by asking questions and discussing the subjects and the texts presented by the teacher.</p> <p><u>Summative assessment</u>: Oral exam (in Spanish)</p> <p>The exam consists in answering 4 questions concerning the different parts of the programme, including the more technical section (historical grammar). The teacher will take in consideration: a) the general knowledge of the subject (40%); b) the ability to read, understand and explain examples from the texts used during the lectures (30%); c) the speaking skills, and particularly the level of language and terminology (30%).</p>

<b>Programme of "LINGUA E LINGUISTICA TEDESCA III"</b> <b>"GERMAN LANGUAGE AND LINGUISTICS III"</b>		
<b>DQ0203, Dependent Compulsory</b> <b>First cycle degree in LINGUISTIC AND CULTURAL MEDIATION, 3<sup>rd</sup> year, 2<sup>nd</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</b>		
Teacher: Stefania DI LUCIA		
1	Course objectives	<p>The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold:</p> <p>1) active German language skills on level A2 of CEFR in productive abilities (speaking and writing) and on level B1 in receptive abilities (reading and listening);</p> <p>2) basic meta-linguistic and grammar knowledge about German language.</p> <p>The module comprises a main unit of 36 lectures plus about 60 hours of lessons for language training and exercise, given by mother tongue specialist teachers.</p> <p>The overall objective of the module is twofold:</p> <p>1) active German language skills on level B2/B2+ in all linguistic abilities (reading, writing, speaking and listening);</p> <p>2) advanced knowledge of the Standard grammar of German, as well as theoretical notions of the diasystematic characteristics and the pluricentric architecture of German in synchronic and diachronic perspectives</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>According to the European Framework of Reference, on successful completion of this module students can understand complex texts on concrete and abstract topics, including technical discussions in his/her field of specialization (i.e. language, culture and linguistics), can interact with a good degree of fluency and spontaneity, can produce clear, detailed text on a wide</p>

		<p>range of subjects and explain his/her viewpoint. If duly prepared, they can present a scientific topic in linguistics.</p> <p>Students acquire a basic theoretical knowledge about the variation of Contemporary German within the geographical, social and situational dimensions. They also focus on historical aspects of the language, such as instances of language change in form and function, the standardization process, language contact phenomena, the consequences of social prestige or stigmatization on language development, etc.</p> <p>On successful completion of this module, students demonstrate:</p> <ul style="list-style-type: none"> <li>o <b>knowledge</b> of the relationship between language and society,</li> <li>o <b>understanding</b> of the mechanisms of language change and variation,</li> <li>o <b>ability to explain</b> the main characteristics of the contemporary German diasystem,</li> <li>o <b>ability to give examples</b> for variables on different language levels (phonetic-phonological, lexical, morphological, syntactical and semantic).</li> </ul>
3	Prerequisites and learning activities	<p>Students must have successfully completed the previous course "German Language and Linguistics II".</p> <p>The main learning activities are lectures, training and practical exercise, individual and group study, presentations.</p>
4	Teaching methods and language	<p>Main methods: Cognitive and communicative method, cooperative learning, autonomous learning under guidance.</p> <p><b>Language:</b> German</p> <p><b>Ref. Text Books:</b></p> <p><i>Teaching material is handed out during the lessons and on the e-learning platform.</i></p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u></p> <p>The students are encouraged to actively participate to the lectures and the training classes, by making questions and practicing the newly acquired language structures, both in written and oral mode. Regularly assigned homework and individual presentations provide an opportunity for students to get an accurate knowledge about a chosen linguistics topic.</p> <p><u>Summative assessment:</u> Written and Oral exam.</p> <p>The written exam is a three hours test divided in three parts:</p> <ol style="list-style-type: none"> <li>1) reading comprehension (multiple choice questions),</li> <li>2) listening comprehension (multiple choice questions), and</li> <li>3) writing (e.g. presentation for a job offer).</li> </ol> <p>Only students who passed each single part (parts 1 to 3) are eligible to do the oral exam.</p> <p>The oral exam has two parts:</p> <ol style="list-style-type: none"> <li>4) a speaking task (e.g. plans for the future, personal experience, opinions etc.); and</li> <li>5) a part on grammar and linguistics, focusing on language variation and language change in German.</li> </ol> <p>This part (5) may be presented in Italian or English, if requested.</p> <p>The theoretical part of the exam (5) contributes for one half to the total mark, the other half being given by the four language using tasks (parts 1 to 4).</p>

<b>Programme of "LINGUA E LINGUISTICA INGLESE III"</b> <b>"ENGLISH LANGUAGE AND LINGUISTICS III"</b>		
<b>DQ0117, Dependent Compulsory</b> <b>First Cycle Degree in LINGUISTIC AND CULTURAL MEDIATION, 3<sup>rd</sup> year, 1<sup>st</sup> and 2<sup>nd</sup> semester</b>		
<b>Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</b>		
Teacher: Stefania BISCETTI		
1	Course objectives	<p>The course aims to introduce students to English semantics and pragmatics at word, sentence and discourse level; it also aims to bring students to a proficient knowledge of English at the B2 level of the Common European Framework of Reference for languages.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>The course consists of a lecturer's course (36 hours) and of practical language activities (about 60 hours). The lecturer's course introduces the student to the fundamental concepts of English language and linguistics in the areas of semantics, pragmatics and text linguistics. It also takes up and expands on the grammatical structures and vocabulary relative to the upper-intermediate level of language competence. Practical activities with native English teachers will train the student in the four communicative abilities pertaining to this level of language competence.</p>

		<p>The student who successfully completes this module will</p> <ul style="list-style-type: none"> <li>○ <b>have a good knowledge</b> of some theoretical aspects of English semantics and pragmatics.</li> <li>○ be able <b>to distinguish</b> semantic from pragmatic meaning, identify sense relations between words,</li> <li>○ <b>identify</b> communicative goals of utterances and text types, and recognize cohesive devices in texts.</li> <li>○ <b>have a proficient knowledge</b> of English at the B2 level of the CEFR.</li> </ul>
3	<b>Prerequisites and learning activities</b>	For this course the prerequisite is the course unit "English Language and Linguistics II" (B2 level in English)
4	<b>Teaching methods and language</b>	<p>Lectures, home activities.</p> <p>Language: <b>English</b></p> <p><b>Ref. Text books:</b></p> <ul style="list-style-type: none"> <li>- Doff, Adrian, Craig Thaine, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones (2015) <i><b>Empower. Upper-Intermediate Student's Book</b></i>. Cambridge: C.U.P.</li> <li>- Griffiths, Patrick (2006) <i><b>An Introduction to English Semantics and Pragmatics</b></i>. Edinburgh: Edinburgh University Press.</li> <li>- Levinson, Stephen (1983) <i><b>Pragmatics</b></i>. Cambridge: Cambridge University Press.</li> </ul>
5	<b>Assessment methods and criteria</b>	<p><u>Summative assessment</u>: written and oral exam</p> <p>Written exam: (prerequisite for oral exam) consists of questions in multiple-choice, short answer and paragraph form on the topics in English linguistics covered in the course (i.e. semantics, pragmatics, text linguistics). Written answers must be expressed in English. The written exam also includes a language test largely based on exercises drawn from the Cambridge FCE exam model.</p> <p>Oral exam: consists in conversation, reading of words in phonetic transcription, description of visual material, reading and translation of a short paragraph into Italian.</p>