**YEAR 3 *LETTORATO* PROGRAMME**

Year 3 *lettorato* courses explore a wide range of linguistic varieties of English. Students should choose according to their particular interests but make sure that they have reserve choices (not everyone will find room in the modules which are their first choice). Proff. Dvorak, Gilbert and McLachlan each have two groups at different times for their courses.

Students choose **2 one-semester modules**

Most students will sign up online for **2 modules** in the **first semester,** choosing between the eleven options listed below, and will receive their final *lettorato* grades at the end of the first semester.

Students are required to follow both of their *lettorato* courses in the first semester of the academic year, as there are no third-year *lettorato* courses offered in the second semester.  Only those students in exceptional situations (students who are studying abroad in the first semester or who are absent for medical reasons) will be allowed to follow *magistrale* lettorato courses, assessed at third year level, in the second semester.

1/2. 'ADVANCED SPEAKING SKILLS’ DEIDRA DVORAK

Wednesday 13-15 or Friday 15-17

This one semester course is highly recommended for those 2022-23 Lingua Inglese 2 students who have completed the Translation course, rather than the Listening and Speaking component. These students may find that so far their language studies have offered relatively limited opportunities for oral practice. As a consequence, their ability to express themselves orally, especially in formal contexts, may not have reached the same level as their written competence. It is this advanced level course that has been developed to fill this ‘gap’ by focusing primarily on speaking competence. Students will be able not only to notice their overall improvement, but also to experience a boost in both their self-confidence and effectiveness as English speakers. Indeed, participation in this course can very well contribute to students’ preparation for the discussion of their theses.

The work covered in the course is pitched at C1 level. Throughout the course we will examine closely such aspects as pronunciation, accuracy, intonation, appropriacy and practice them through targeted tasks. Students will have the opportunity to apply their progress in these areas by participation in numerous mini-presentations (based on independent research), discussions and interactive group work. Active class participation as well as pro- active independent study will be crucial in order to maximize progress.

Course requirements include weekly homework tasks, the completion of a weekly journal (written/oral) and a final presentation/interview. Given that attendance is obligatory, an attendance register will be taken each lesson. Students who have missed lessons, or are not able to attend regularly are expected to be in contact with the teacher and make up the material and homework covered in the missed lesson/s.

3/4 'LANGUAGE AND CULTURE OF THE U.S.A.'  JOHN GILBERT

Tuesday 11-13 or Wednesday 13-15

The course will briefly examine the historical development of English in the world, and then consider the major differences between British and North American standard English, and the principal varieties of English in North America today. Then, from an intercultural and primarily sociolinguistic perspective, the course will look at the historical and socio-cultural significance of certain holidays and traditions originating and/or celebrated in the U.S.A. (including Thanksgiving, Columbus Day, Halloween, May Day (May 1st), International Women’s Day, Gay Pride, Martin Luther King Day). Each lesson will have a strong lexical component, with the intention of expanding students’ knowledge and use of vocabulary. Class work and discussion will be based on selected language readings and some made available by the instructor. Students will be required to do a short essay (minimum 700 words) based on their research on the Statue of Liberty - Ellis Island Foundation website. At the end of the semester, students will be evaluated with a written examination on the basis of their knowledge of the subjects and material covered in lessons. The student’s participation in class discussion will also be taken into account in determining the final course grade. Material will be made available during the course on Gilbert’s Moodle page.

5. 'ENGLISH FOR PROFESSIONAL COMMUNICATION' FILOMENA LAZZARO

Tuesday 11-13

This course focuses on the language skills needed to communicate more appropriately and

accurately in professional and work situations. It also aims to raise issues related to cultural

differences in work environments. Through reading and writing a variety of work-

related texts and through text analysis, the course offers students awareness of cultural

professional differences and more effective linguistic competence in formal situations.

Students will also practice speaking and listening skills needed in specific situations such as

work interviews, on the telephone, meetings, negotiations and other formal interactions.

The work requirements include: completion of weekly tasks, simulation of a job application

letter, CV, job interview and a final written test. A register of completed homework tasks and

assignments will be kept throughout the course.

This is a single semester course and attendance is obligatory. An attendance register will be

taken each lesson. Students who have missed lessons, or are not able to attend regularly are

expected to be in contact with the teacher and request update sessions. Students who do not

attend enough of the course nor update sessions will need to formally discuss their eligibility

for sitting the end of course tests.

6. 'THE LANGUAGE OF IDENTITY'  FILOMENA LAZZARO

Thursday 13-15

In this semester course, students will become familiar with Australian poetry. They will see how the poetry was initially influenced by the European tradition and how the physical experience of the landscape shaped 20th century and modern Australian poetry. Students will analyse how the ideal, the experience and the language of the land helped create a personal and social identity of a newly colonized country. A country of many faces that is still in search of an identity. Students will be assessed on homework, readings and discussions throughout the semester and a final written paper.

7/8 ‘SHAPING TODAY'S SCOTLAND’ KAREN MCLACHLAN

Thursday 13-15 or Friday 9-11

The module aims to investigate modern-day society in Scotland in order to provide students with an awareness of the reality of the country that goes beyond the popular romantic image. This objective will be achieved using written and audio-visual materials about the languages and culture and also the role and responsibilities of social institutions.

Students will be encouraged to research these areas, both independently and in small groups. The course will be assessed by either a paper or a presentation.

9. 'THE STREET: LINGUISTIC ASPECTS' ELIZABETH SAINSBURY

Thursday 17-19

We take as a point of departure the study of various aspects of contemporary urban culture such as graffiti, street art, subvertising, poetry performed or posted on the street and publications by the homeless to investigate the particular forms of language necessary to describe these phenomena.  Bibliography: Cedar Lewisohn, Street Art, (London, Tate Publishing, 2008), Gerard Benson, Judith Chernaik, Cicely Herbert, *100 Poems on the Underground*, (London, Cassell Publishers Limited, 1991).

The aim is to widen the students’ lexis and to refine their written and oral skills and critical abilities in analysing texts and describing visual images. To achieve these objectives, the students do in-class pair and group work, oral presentations, short written assignments, also of a creative nature, and a final oral presentation. The assignments and final presentation are assessed for the fin7.'LANGUAGE IN

10. ‘POETRY FROM S.W.ASIA AND AFRICA' ELIZABETH SAINSBURY

Friday 15-17

Working with a selection of poems from India, Pakistan, East and West Africa, this module investigates ways in which different linguistic contexts have stimulated poetic innovation. The course includes study of the varieties of English used in these geographical areas and the political and cultural implications of use of the English language in poetry. Reference texts include Jennifer Jenkins, *World Englishes: A Resource Book for Students*, (London,Routledge, 2003) and Stephan Gramley, Kurt-Michael Pátzold, *A Survey of Modern English*, (London, Routledge, 2004).

The course aims to help students make their own linguistic and critical analysis of texts and research the social and political background to the writers’ choices. In order to improve these skills they are asked to discuss texts in groups during class, make brief oral presentations, complete regular homework [assignments](https://e-l.unifi.it/mod/page/view.php?id=234298) and make a final presentation and discussion. Course work and final presentation are all assessed for their final grade.

11. ‘PUBLIC RELATIONS’ ELIZABETH SHERMAN

Monday 13-15

Given that most professional sectors depend on the promotion of goods, services, organizations, electoral campaigns, and tourism and that this field has grown and evolved exponentially with the rise of technology and globalization, language students will benefit from an overview of effective techniques used in English for fostering knowledge.

This one semester course covers the history and basic principles of professional Public Relations and content creation. Students will be using their oral and written skills individually and in small groups. Elements of marketing, networking, and social media will be included in the overall scope. Case studies, campaigns and the related various text types used will be analyzed. Particular attention will be given to the language used for persuasion and the different target audiences involved in this vast area of professional English.

Many of the skills necessary for the working world are related to networking and problem-solving. This course aims to give students a chance to produce a public relations plan which is beneficial in any professional sector. They will be employing their English language written and oral skills during the production of this plan and presenting their ideas on how best to execute it.

Students will be expected to complete written and oral homework tasks and to contribute to discussion in class. Final assessment will be written and oral.