Sommario

[Strategie comunicative della lingua inglese (1° anno) (laurea in Scienze linguistiche, profilo in Lingue straniere per le relazioni internazionali; laurea in Lingue, letterature e culture straniere, profilo in Scienze del linguaggio, terminologie e tipologie testuali)](#_Toc83114484)

[Prof. Amanda Murphy 1](#_Toc83114485)

[Esercitazioni di lingua inglese (1° anno)](#_Toc83114486)

[Insegnanti vari: ( C.BELL, P.BIANCOLINI, A.CARRAGLIA, M.CRUICKSHANK, L.FERRARIO, S. LITI, D. LOWRY, R.MAGNAGHI, M. PORRO, S.RIGLIONE, J.ROCK, N.ROSS,) 4](#_Toc83114487)

[American English Language Classes – American English and culture](#_Toc83114488)

[Coordinator: Prof. Pierfranca Forchini](#_Toc83114489)  [Teachers: Michael Bergstein; Paul Prostitis 7](#_Toc83114490)

# Strategie comunicative della lingua inglese (1° anno) (laurea in Scienze linguistiche, profilo in Lingue straniere per le relazioni internazionali; laurea in Lingue, letterature e culture straniere, profilo in Scienze del linguaggio, terminologie e tipologie testuali)

## Prof. Amanda Murphy

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

This course focuses on persuasive oral and written communication in English, essential in the international workplace and a globalized society. It aims to raise awareness of features of an internationalized context, of non-verbal and visual communication and the effective use of the voice in an international public context. It concentrates on linguistic and rhetorical strategies, in a variety of contexts and registers.

*Knowledge and understanding*

At the end of the course students are expected to have gained knowledge of the meaning of internationalization, of the theory of non-verbal and visual communication, of persuasive communication and classical rhetorical strategies in public speech.

*Ability to apply knowledge and understanding*

At the end of the course students are expected to be able to deliver an effective presentation, with or without slides, speak effectively in public, and analyse linguistic, rhetorical and non-verbal features of public speeches in English.

*Transferable skills*

At the end of the course students are expected to have enhanced

– their ability to work in a team;

– their analytical linguistic skills;

– their presentation skills.

***COURSE CONTENT***

The course encourages students to reflect on the university and the city as a place and space they inhabit and belong to, and tasks within the course reflect this awareness.

The course is organized into two broad themes:

Theme 1: Being persuasive in public discourse: rhetorical devices, visual, non-verbal, multimodal and aural elements, *ethos*, *pathos*, *logos* in speeches of various kinds.

Theme 2: Analysing persuasive genres, such as advertisements, promotional emails and videos, posts on websites and various social media platforms.

Seminars may also be arranged during the semester aimed at specific profiles (e.g. with speech writers for international relations, on CLIL for students interested in teaching, etc).

***READING LIST[[1]](#footnote-1)***

Compulsory texts:

D. Glover, *The Art of Great Speeches and Why We Remember Them,* Cambridge University Press, Cambridge, 2011.

R. Cialdini, *The Psychology of Persuasion (revised edition),* Harper Business, New York, 2006.

Indicative further reading, drawn on during the course:

D. Cameron, *Working With Spoken Discourse.* London, Sage Publications, 2001.

B. Danet, *Cyberpl@y: Communicating Online*, Oxford/New York, Berg 2001.

G. Cook, *The Discourse of Advertising,* London, Routledge, 2001 (2nd ed.).

A. Jaworksi-C. Thurlow, *Semiotic landscapes: language,* *image, space*, London, Continuum, 2010 (ebook).

G.R. Kress, & T. Van Leeuwen, *Multimodal discourse: The modes and media of contemporary communication*, London, Arnold, 2001.

G.R. Kress, & T. Van Leeuwen. *Reading images: The grammar of visual design.* London, Routledge, 1996. Edizione più recente.

D. Nunan, *Research Methods in Language Learning,* Cambridge, CUP, 1992.

***TEACHING METHOD***

A range of the following: lectures, online participation in wikis, film clips watched in or outside class, group and individual reflective tasks and presentations. All students compile a portfolio of the work they carry out during (or after) the course and post it on Blackboard at least a week before taking the exam.

***ASSESSMENT METHOD AND CRITERIA***

Assessment in the course is carried out via a number of tasks posted on Blackboard, which are either carried out during the course, or at least a week before the exam for those who do not attend. Example tasks are: analysis of linguistic, rhetorical and non-verbal features of a speech, comments on features of non-verbal communication using film clips; readings aloud (e.g. poetry); oral team presentations, which can also take place around the city; posters, posts or advertisements; interviews. There is one obligatory task, analysing a speech, which can either be delivered orally at the exam or prepared in a 400-word written analysis and sent to the professor at least one week before the final exam.

Besides the obligatory analysis of a speech, three other course tasks are chosen by the student and re-posted in a single portfolio on Blackboard before the exam, accompanied by a checklist. The four tasks for the exam are marked out of 30, and an average of the four tasks is made. This average is worth approximately 3/6 of the final mark, while the written and oral language tests (prove intermedie) are worth a maximum of 1/6 and 2/6 of the final mark.

***NOTES AND PREREQUISITES***

The course is taught in English and students must enrol in the course on Blackboard where materials are uploaded. Students must pass the written and oral language exams before they may take the Communicative Strategies exam, unless they are Erasmus or other international exchange students. Without the associated written and oral language exams (le prove intermedie - scritto e orale), the course counts for 5 CFU.

*Place and time of consultation hours*

Office hours take place on a weekly basis during the semesters in Via Necchi 9 (Milan) or online. Appointments outside the semester need to be arranged by email.

# Esercitazioni di lingua inglese (1° anno)

## Insegnanti vari: ( C.BELL, P.BIANCOLINI, A.CARRAGLIA, M.CRUICKSHANK, L.FERRARIO, S. LITI, D. LOWRY, R.MAGNAGHI, M. PORRO, S.RIGLIONE, J.ROCK, N.ROSS,)

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The aim of the course is to help students reach an advanced level (C1+) in writing, reading, speaking and listening in English, and to develop advanced translation competence into English and Italian in the areas specific to their profile: Business and Management, Communication and Digital Studies, International Relations, Linguistics and Literary Studies.

At the end of the course, students are expected to be able to:

– give clear descriptions, present and summarise topics orally, using visual aids;

– express and qualify their opinions in writing and in speaking, in a register appropriate to their interlocutor;

– discuss general and complex topics, related to and beyond their field of study;

– take part in simulated work situations;

– understand and analyse complex written texts;

– produce intelligible, clear and continuous writing, following standard layout and paragraphing conventions;

– translate complex prose passages relevant to their area of study from English to Italian and Italian to English;

– be able to use a dictionary efficiently to solve translation issues.

*Transferable skills*

At the end of the course students are expected to have enhanced their communicative skills by participating actively in tasks in the classroom and at home.

***READING LIST[[2]](#footnote-2)***

For the writing part of the course, there is one required text for all courses:

ROSS, N.J. Advanced Writing Skills, Educatt, Milano 2020.

Further materials may be indicated via the course on Blackboard.

For the oral part, each course teacher will indicate selected materials via Blackboard.

For translation, the following texts are recommended:

B. Osimo, Manuale del Traduttore, Hoepli, Milano, 2002.

M. Baker, In Other Words. A Coursebook on Translation, Routledge, London, 1992.

Students are expected to possess and make use of an advanced reference grammar, as well as an advanced monolingual and bilingual dictionary.

Reference Grammar

R. Carter-M. Mccarthy, Cambridge Grammar of English, A comprehensive guide, CUP, Cambridge, 2006.

***TEACHING METHOD***

Classes are organised according to the level revel reached on the Placement test and according to specialisation: students are assigned to courses on these bases, and must remain in the assigned courses to maintain an equal size of groups. Each group has a corresponding area on the Blackboard platform, where all information is provided about lessons and end of year tests. There are six hours a week of lessons in both terms – two hours for writing and speaking, two hours for translation from L1-L2, and two hours for translation from L2-L1. In translation, particular attention is paid to identifying the characteristic linguistic and cultural aspects of texts in English and Italian. The lessons are interactive, requiring pair work and group work, as well as self-study at home.

***ASSESSMENT METHOD AND CRITERIA***

*Written tests*

All students take two separate written papers at the end of the second term, one testing general writing skills, and the other testing the use of English or English-Italian and Italian-English translation skills.

For the writing skills paper, students have three hours to write a discursive essay of between 600/800 words, based on two theme-related texts. Students will be given a choice between a topic from within the specialisation area(s) dealt with during the course and a more general topic.

*The* *Art and Industry of Narration*

For the students studying ‘the Art and Industry of Narration’, the second paper tests the use of English, through knowledge of lexis and paraphrase in language reformulation and open gap-fill exercises. They are also tested on authentic listening passages and required to give an opinion and/or commentary of approximately 300 words on an interview or talk. The use of English and listening paper lasts 3 hours. Students receive a single mark which represents attainment in both the use of English and listening paper as well as the essay writing paper.

*All other specialisations*

For students studying all other specialisations, the second paper tests translation competence. There is one translation from English to Italian and one from Italian to English. The texts to be translated will relate to topics from within the students’ specialisation area(s) dealt with during the course, and are of about 200 words each. Students have 3 hours to translate both texts.

*Use of dictionaries and marks*

For students of the Art and Industry of Narration, a monolingual or bilingual dictionary may used for the essay paper, but not for the Use of English paper. For all other students, a monolingual or bilingual dictionary may be used (English and the student’s mothertongue). Specialised dictionaries of any kind (collocation dictionaries, thesauruses, exam dictionaries, dictionaries of idioms and proverbs, dictionaries of specialised terminology, etc.) are not allowed.

Students receive a single final mark, which represents the two translations and the essay.

Oral test for The Art and Industry of Narration

In the course on Blackboard, there is a folder, updated weekly throughout the term, containing all the material to be prepared for the oral.

Students will be asked to discuss any of the topics dealt with in class..

*Oral test for all other specialisations*

On the day of the exam, students are given a selection of topics to prepare for about fifteen minutes. They are normally asked to discuss two of the prepared topics.

In the oral test, students are evaluated on receptive, productive and interactive skills, and must prove their competence in pronunciation, fluency, grammatical accuracy and lexical appropriacy. The marks obtained in the written and oral tests are combined into a weighted average (*media ponderata*) where the written mark is worth 1/3 and the oral mark 2/3. This weighted average contributes up to half of the final exam mark, which is obtained after taking the exam in Communicative Strategies in English.

***NOTES AND PREREQUISITES***

Students must enrol in the course they are assigned to on Blackboard.

The reference point for the organisation of the English Language courses is the email address: celi.inglese[@unicatt.it](mailto:chei@unicatt.it) which is managed by the coordinator, prof. Jane Christopher. The president of the final exam commission coincides with the name of a professor of English linguistics (in the first year, Prof. Francesca Costa), but the president cannot answer questions about language courses, groups or exams.

Students who take English as a third language in the Laurea Magistrale, for just one or two years (*annualisti* o *biennalisti*) (worth 8 credits), should enrol in the page on the specially dedicated Blackboard area, where they will find information about the English language and literature or English linguistics courses they take. All students studying English for just one or two years should contact the English Language course coordinator (*celi@unicatt.it*) for further information.

*Place and time of consultation hours*

The language teachers are available to see students after lessons.

# American English Language Classes – American English and culture

## Coordinator: Prof. Pierfranca Forchini

## Teachers: Michael Bergstein; Paul Prostitis

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course in American English and Culture is an elective course for third year BA students and for the students of the Master’s Degree in Language Science (first and second year) (all curricula).

The aim of each module (20 hours, 2 hour-session per week) is to provide students with the opportunity to get to know and deepen their knowledge of American language and culture.

*Knowledge and understanding*

At the end of the course, students are expected to have gained knowledge through the use of written and audio-visual tools of the language and culture of the United States of America (for example, important historical moments and documents, geography, specific cultural values of the American system, music, politics, school and university education systems, among others).

*Transferable skills*

At the end of the course students are expected to have enhanced their communicative skills in English by participating actively in the tasks in the classroom.

***READING LIST[[3]](#footnote-3)***

P. Forchini, *Focus on* *American English & Culture*,EDUCatt, Milan, 2010, 2nd ed.

***TEACHING METHOD***

Each module is worth 2 CFU and attendance is compulsory.

***ASSESSMENT METHOD AND CRITERIA***

Students are expected to participate actively in the classrooms and evaluation assesses their participation, as well as their performance of a brief oral presentation on topics covered at the end of the module.

***NOTES AND PREREQUISITES***

The course (worth 2 CFUs) can be attended only by students who are in the third year of the *Laurea Triennale* or in the *Laurea Magistrale*. It does not prepare students for the *prove intermedie scritte*, but is an extra course which is particularly useful for oral skills and for those interested in all aspects of language and culture of the United States. Students must enroll in the course by sending an email to Prof. Pierfranca Forchini at american.english@unicatt.it. The places on the course are limited.

1. I testi indicati nella bibliografia sono acquistabili presso le librerie di Ateneo; è possibile acquistarli anche presso altri rivenditori. [↑](#footnote-ref-1)
2. I testi indicati nella bibliografia sono acquistabili presso le librerie di Ateneo; è possibile acquistarli anche presso altri rivenditori. [↑](#footnote-ref-2)
3. I testi indicati nella bibliografia sono acquistabili presso le librerie di Ateneo; è possibile acquistarli anche presso altri rivenditori. [↑](#footnote-ref-3)