

Romance Languages Graduate Courses – Fall 2011

LLRO 61075-01 PRACTICUM IN TEACHING SPANISH

R 06:45-08:00

A. Topash-Rios

This weekly practicum is designed for graduate students who serve as Spanish Teaching Assistants in the Department of Romance Languages. The course focuses on the development of organizational and presentation skills needed to excel as a foreign language teacher. Students carry out micro-teaching projects and collaborate to develop a portfolio of their own activities based upon the principles learned in the course. Cross List LIT 61604

LLRO 61076-01 PRACTICUM IN TEACHING FRENCH

M 01:00-02:15

V. Askildson

This course will prepare students to teach elementary French courses. It will cover basic teaching techniques/methods used in the ND French curriculum, setting up and maintaining a grade book, course management, as well as test design and evaluation techniques.

Cross List 61605

LLRO 61077-01 PRACTICUM IN TEACHING ITALIAN

M 01:30-03:00

C. Sbordoni

This course is designed for graduate students in the M.A. program in Italian/PhD. Lit and is mandatory during their first year of teaching. It complements the theoretical basis for foreign language teaching methodology provided in LLRO and gives students hands-on practice with the organizational tasks and pedagogical procedures that are pertinent to their daily teaching responsibilities. Cross List Lit 61606

LLRO 63075-01 FOREIGN LANGUAGE TEACHING METHODOLOGY AND SECOND LANGUAGE ACQUISITION

R 12:45-03:15

V. Askildson

This course introduces language instructors to the theoretical background and debates that inform current teaching methodologies for second language learning. Language instructors will learn to develop a communicative classroom environment that blends listening, speaking, reading, and writing while building toward a proficiency goal. Students will familiarize themselves with key concepts in linguistics and research methodologies. They will gain a historical perspective on theories of second language acquisition and foreign language teaching methodologies and be encouraged to develop informed views of their own. Projects include presentations, peer observations, self-assessment, small research components, micro-teaching demos, and developing basic elements of the FL teaching portfolio. Cross List LIT 61603 3.

LLRO 63107-01 BETWEEN RELIGION & LIT: MEANING, VULNERABILITY & HUMAN XISTENCE

MW 01:30-02:45

V. Montemaggi

Taught in English, this course – which can also be taken as the Gateway Course for the Religion and Literature Minor – explores how theology and literature can combine to enrich our understanding. Focusing on the work of Augustine, Aquinas, Dante, Primo Levi, Dostoevsky and Shakespeare, students will address questions such as: ‘How does the way we use language bear upon our notions of truth?’; ‘How are the intellect and the imagination engaged by literary texts?’; ‘How does all this relate to how we think about God, human nature, and the relationship between them?’ Such questions will be addressed, in particular, by reflecting on how the

texts studied invite us to think about love, forgiveness, vulnerability and creativity. Cross List RLT 40241/ ENG 40157/THEO 40837/LIT 73526/LLRO 40107

LLRO 63210-01 IMITATION AND INTERTEXTUALITY: FROM ANTIQUITY THROUGH RENAISSANCE

W 03:30-06:15

J. DellaNeva

This course will study the notion of literary imitation from Antiquity through the Renaissance in many ways. We will become conversant with theoretical texts that deal with this subject, drawing from the writings of Cicero, Seneca, Horace, Quintilian, Petrarch, Poliziano, Cortesi, Pico, Bembo, Erasmus, Calcagnini, Cinzio, Possevino, and Du Bellay (all available in English in translation); additionally, we will read modern analyses of these texts (e.g., Greene, Cave, Ferguson). At the same time, we will study modern theoretical approaches to the subject of intertextuality and influence (principally Riffaterre, Genette, and Bloom, in addition to our main general introductory text on intertextuality). Finally, by attempting sample intertextual readings of our own along with reading pertinent modern criticism, we will see how a variety of ancient, medieval, and Renaissance writers put this theory into practice. A significant portion of the course will be determined by specific student interests in this topic: that is, some secondary readings will be chosen after the composition of the class has been determined. In addition to weekly response papers and in-class presentations of secondary readings, students will be expected to present for classroom discussion the intertextual problems in which they are most interested in, during the final weeks of the course as they progress towards writing their final paper. Cross List LIT 73712/MI 63539