

UNIVERSITY OF OXFORD

FACULTY OF MEDIEVAL AND MODERN LANGUAGES



STUDENT HANDBOOK 2009/2010

For students who start their Prelims course in October 2009.

Also for students who start their FHS course in October 2009 and expect to be taking the FHS examination in Trinity Term 2012

INTRODUCTION

Welcome to the Faculty of Medieval and Modern Languages. This guide is intended to provide general information about the Faculty, its courses, facilities, and personnel. It is not intended to be a comprehensive guide to studying at Oxford, but will complement information provided by your College and the University. Detailed course information for specific languages is provided separately. Separate handbooks are also available for the Joint Schools of Modern Languages with Classics, English, History, Philosophy, and Middle Eastern Languages.

When drawing up this handbook we have tried to be as accurate and clear as possible, but please remember that it is only an informal guide. The current edition of the university's *Examination Regulations* is the official authoritative source of information on courses and papers; you should check all details in your copy of that publication. Courses and regulations are constantly under review, so always check also with your college tutor to confirm what is written here. In addition, do not hesitate to ask for clarification about the course from any member of the sub-faculty who is lecturing to you or tutoring you; we will always do our best to help.

The handbook is revised regularly.

Comments and corrections should be addressed to: The Administrator, Modern Languages Faculty, 41 Wellington Square (administrator@mod-langs.ox.ac.uk).

Table of Contents

GENERAL INFORMATION.....	4
ADDRESS AND CONTACT DETAILS.....	4
SUB-FACULTIES.....	4
THE SYLLABUS.....	4
AIMS AND OBJECTIVES OF MODERN LANGUAGES.....	5
TEACHING METHODS AND STUDY SKILLS.....	6
LANGUAGE WORK.....	6
ESSAYS.....	7
PLAGIARISM.....	10
LECTURES.....	11
FEEDBACK.....	11
TUTORIALS.....	11
LANGUAGE INSTRUCTORS.....	12
LANGUAGE CENTRE.....	12
MAISON FRANÇAISE.....	12
PORTUGUESE CENTRE.....	12
LIBRARIES.....	14
ELECTRONIC MEDIA AND IT FACILITIES.....	17
STUDENT REPRESENTATION.....	17
STUDENT SUPPORT.....	18
STATEMENT ON EQUALITY OF OPPORTUNITY.....	18
INFORMATION ON THE PRELIMINARY EXAMINATION.....	20
INFORMATION ON THE FINAL HONOUR SCHOOL.....	21
THE YEAR ABROAD.....	21
PRESENTATION OF EXTENDED ESSAYS AND SPECIAL SUBJECT PORTFOLIOS	23
SUBMISSION OF EXTENDED ESSAYS AND SPECIAL SUBJECT PORTFOLIO ESSAYS....	25
ACADEMIC CALENDAR FOR FINAL HONOUR SCHOOL YEAR 2011-2012.....	26

GENERAL INFORMATION

ADDRESS AND CONTACT DETAILS

FACULTY OF MEDIEVAL AND MODERN LANGUAGES

Faculty Administration Office, 41 Wellington Square (all enquiries) (2) 70750

Faculty website: www.mod-langs.ox.ac.uk

Teaching will normally take place on Faculty premises (41 & 47 Wellington Square and the main Taylor Institution building on St Giles') and at your College.

SUB-FACULTIES

Modern Languages at Oxford is divided into seven 'departments' (called sub-faculties): French, German, Italian, Portuguese, Russian and Other Slavonic Languages, Spanish, Byzantine and Modern Greek. There is also an associated Faculty of Linguistics, Philology and Phonetics.

In addition to the holders of permanent University academic posts, most of whom teach for both the University and the colleges, you may also be taught by other tutors who may be College Fellows, College Lecturers, or Lectors. You will have a college tutor responsible for your progress and welfare, but you will not always be taught by that tutor as your course progresses; for some parts of your course you will almost certainly have tutorials with tutors from different colleges.

Your tutor (and any member of the sub-faculty) will be happy to help you with any difficulties you have at any stage of your course. Please do not hesitate to ask.

General information about student support is available either from your college or online from the Student Information gateway: http://www.ox.ac.uk/current_students/index.html

THE SYLLABUS

The syllabus is set by the University, which grants degrees and examines for them, but teaching is a joint responsibility of the University and your college. The formal syllabus is described in the University's *Examination Regulations* (the 'Grey Book') which is published annually and is available online from the University website. This is the definitive text of the Regulations, and if you are in any doubt you should consult your tutor at an early stage.

The first part of the BA course in Modern Languages prepares students for the **Preliminary Examination** or First Public Examination (commonly referred to as Prelims). The second part prepares students for the **Final Honour School** (FHS) or Second Public Examination. The first part of the course takes a year, and the FHS two years at Oxford, plus a Year Abroad taken in your third year (second year for beginners in Russian and normally in the second year in the Honour School of European and Middle Eastern Languages).

Details of your Prelims and FHS courses will be provided in separate language-specific handbooks.

AIMS AND OBJECTIVES OF MODERN LANGUAGES

Aims

- (i) To build and encourage intellectual confidence in students, enabling them to work independently but in a well-guided framework.
- (ii) To provide for students a sustained, carefully-designed and progressively-structured course which requires effort and rigour from them and which yields consistent intellectual reward and satisfaction.
- (iii) To train and encourage students in appropriate linguistic, analytical, research and presentational skills to the highest possible standards.
- (iv) To equip students to approach major issues in their own as well as other cultures with a thoughtful and critical attitude.
- (v) To produce graduates who are able to deal with challenging intellectual problems systematically, analytically, and efficiently, and who are suitable for a wide range of demanding occupations and professions, including teaching our subject in schools and higher education.

Objectives

- (i) To provide expert guidance over a very wide range of options in challenging fields of study in modern European languages and literatures.
- (ii) To help students to acquire the ability to read accurately and critically texts and documents in one or more modern European languages.
- (iii) To help students to acquire the ability to write and speak a modern European language with a high degree of accuracy and fluency.
- (iv) To help students to acquire the skills to assess considerable amounts of material of diverse types, and to select, summarise and evaluate key aspects.
- (v) To foster in students both the skills of clear and effective communication in written and oral discourse, and the organisational skills needed to plan work and meet demanding deadlines.
- (vi) To provide a teaching environment in which the key features are close and regular personal attention to students, constructive criticism and evaluation (whether written or oral) of their work, and continuous monitoring of their academic progress.
- (vii) To maintain and enhance the broadest possible base for student recruitment, and to maintain the highest intellectual standards at admission.
- (viii) To provide effective mechanisms through which able students of different levels of experience can rapidly acquire the linguistic and other skills needed to achieve their potential in the subject.
- (ix) To make full and effective use of the very wide range of research expertise in our faculties and the excellent specialist resources and collections available in the University.
- (x) To offer courses which are kept under continuous review and scrutiny.

TEACHING METHODS AND STUDY SKILLS

The Modern Languages course is a demanding one. You will have to work hard and be well organised to make use of all the opportunities it offers, and to keep up with everything that is asked of you academically. Oxford is an exciting place to be a student, and many other activities – from journalism to drama, from singing to rowing, and general socialising – will make demands on you. It is therefore essential that you learn to organise your time effectively. Establish a pattern of work for yourself as soon as you can, and discover when you study most efficiently, whether late at night or nine-to-five – though it is no accident that in the ordinary world of work most people find the daylight hours of nine-to-five their most productive time.

Even if you sometimes have to finish an essay late at night, you will find it much easier if you have done the preparation for it over the previous two or three days. Make yourself a timetable, allowing for tutorials, language classes, lectures, independent reading and writing, and (very important!) breaks for other things. Make sure that you establish quiet working spaces for yourself – university libraries, college libraries, and your room – and, when working in your room, make it quite clear to your sociable friends that you are not to be interrupted for the time being. As a rough rule of thumb, you should be studying for at least six hours a day for five or six days a week in addition to your lectures, classes and tutorials, if you are to do the course and yourself justice.

LANGUAGE WORK

Whether you are doing one or two languages you will have a regular schedule of language classes to attend each week. In French and German most of these classes will be organised within your college. In the other languages they will mainly be organised centrally by the sub-faculty. It is very important to attend all your language classes and to complete the written exercises set. Language skills cannot be crammed for in the week before the exam but depend on regular practice. You will find it helpful to establish a weekly routine with regular slots set aside for completing each piece of language work – each piece is likely to require a slot of up to three hours. Make sure that you settle down to do your language work with the dictionaries and grammar books you will need to hand. Your language tutors will advise you on which dictionaries and grammar books you need to buy but you may well also need to consult other dictionaries in your college library or in the Faculty library. The use of dictionaries is of course an art in itself which you will already have begun to develop. Remember that if you begin your search in a bilingual dictionary it is always best to double-check the word or phrase you need in a monolingual dictionary.

When your written exercises are returned to you, take the time to go carefully through all the corrections your tutor has made. If you dismiss your errors as mere slips you will probably repeat the same mistakes next time. It can be helpful to compare your written pieces over a period of time – do you make the same mistake or type of mistake regularly? Are there points which you need to ask your tutor for help with? The first year is the year in which to get to grips with those grammar points which you have never been quite sure of. Sorting them out now will leave you free to concentrate later on finer points of your writing and speaking skills. It is perfectly possible to order a drink in a foreign language or get the gist of a simple conversation without much command of grammar. But to take part in more sophisticated communication and to be taken

seriously by native speakers you need to use correct grammatical structures and to have developed an extensive vocabulary. You may be reluctant to speak up in class and ask questions if there is something you don't understand. However, you can be sure that you are not the only one who hasn't understood and you will do everyone a favour by speaking up.

Classes with native speakers will also be organised for you. Here again, it is essential to conquer nerves and speak up. Speaking skills cannot be improved if you remain silent! Try not to compare your own performance all the time with what may appear to be the superior performance of other people. It is your own performance you need to try to work on.

Outside classes and set exercises you should make use of the facilities of the Language Centre, described later on. You can make a real difference to your listening skills by regularly watching recorded news programmes and videos, and you can keep your vocabulary up to the minute by reading newspapers. (How exactly is a phrase of the moment, like 'greenhouse effect', rendered in the language(s) you are studying?) Reading your literature texts will of course help you with vocabulary acquisition and with your intuition and feel for the language. However, it is probably best not to start by looking up every word you don't know when reading your texts – look up the ones that are impeding your understanding or which recur frequently, and write their meaning in the margin. (For set texts you will have to go back later and make sure you understand every word.)

ESSAYS

There isn't any one method of successful essay-writing, and what follows is not an attempt to impose intellectual conformity. This is an outline of some very basic rules and suggestions that might be helpful to you as you begin your undergraduate work.

A. Planning

Allow yourself plenty of time for planning your essays. Essays written in haste in the small hours of the morning before a tutorial are unlikely to show you at your best! Unless you use a word-processor, you are not going to have time to write up your essays in rough draft and then copy them out, so you need to think carefully as you write. There are many ways of approaching the initial planning stages of an essay – brainstorming, with a blank sheet of paper in front of you to write down every idea you can think of; trawling through your notes and organising the material in them into some sort of coherent order, perhaps by numbering or colour coding ideas that belong together; drawing diagrams with arrows that indicate how one point may connect with another. Finding what works best for you will be something of an experimental process. But it is invariably courting disaster to start writing the essay with some rather vague ideas in mind – and not being sure where you are going to end up. It may be useful to plan the argument of your essay in short sentences. This will enable you to see where there is weakness in your argument, and something needs thinking through further. Your essay will have a stronger sense of energy and direction if you know more or less where you plan to conclude when you start writing.

Remember that one of the advantages of the Oxford system is that essays are not necessarily graded as they would be in a continuous assessment system: this gives you plenty of scope for experimenting with essay writing styles and finding what is most effective for you.

B. Content

An essay is essentially **your** view of the subject. While you will be expected to be familiar with critical views and debates in relation to the subject on which you are writing, and to discuss them as necessary, it is your particular response to the theme or question at issue that is required by tutors or examiners. That aside, content is much harder to generalise about, as it varies according to your individual approach, and the topic you are dealing with. However, here are a few general hints:

- Don't try to include everything in your essay.
- Learn to be selective.
- Always try to construct a coherent argument.
- Write with the aim of persuading your tutor or tutorial partner of your point of view. First, you need to be sure that you do have a point of view, and that it is defensible. There's nothing wrong with being controversial. You may have changed your mind by the end of term (or indeed by the end of the tutorial), but that doesn't matter.
- Be specific. Vague generalisations about an author or topic never get you very far. This is true whether you're engaged on a piece of focused textual analysis, or discussing a large cultural issue. Always pin your argument down to specific texts, and specific evidence.
- Use quotation judiciously. You are not expected to illustrate every major point by significant quotation. You do need to construct your argument with reference to illustrative material, but it may be more effective to convey your point through concise paraphrase of a scene or passage, or through a brief summary of a number of linked aspects of a novel or poem.
- When you read the primary texts that you will be discussing in your essay, make sure that you find your own examples of episodes, themes, arguments, etc., in them that you wish to discuss. Note these down and make sure that they form the basis of the material you will be discussing in the essay.
- Get to know your primary texts well before you embark on secondary reading. Make sure that while reading them you take notes which are not so detailed as to be confusing, but detailed enough to help you find your way round the text after you have read it through. A very short summary of each chapter of a novel, or each scene of a play, can be useful.

C. Style

A few guidelines:

- Critical language is formal, and chatty colloquialisms are best avoided. But don't go to the other extreme and become pompous. A simple and direct style is usually most convincing.
- Avoid clichés, always a sign of a brain off-duty ('harsh reality', 'deep yearning', 'dark despair'...).
- Make sure that every word you use is really earning its keep.
- Avoid critical terms, either of commendation or condemnation, that have no real content. 'Effective language' is a good example – effective in what way? Adjectives such as 'powerful', 'rich', 'striking' also fall into this category (still more phrases such as 'incredibly rich', 'extremely striking', 'very powerful'...). And 'interesting' is usually very uninteresting.
- If you find writing essays hard, you are not alone. Most people are not entirely pleased with what they first produce, and one never stops learning how to write well. But you can be sure that you will make enormous progress between your first and your final year.

D. Presentation

Presentation is important. At this stage, it isn't just a matter of neat hand-writing or accurate word-processing. It will be very helpful to you later on to have established the right habits from the start. The scholarly procedures we will be looking for are really very straightforward.

Length - How long should your essay be? There is no fixed answer to this question, but as a general guideline you should be aiming in your first year at around two thousand words for an average tutorial essay. Don't assume that the longer your essay is, the better it is.

Quotations - When you quote from a text, make sure you do it accurately. Always check! Giving page numbers, or line references, will help you to locate the quotation when you come to revision.

References - When you refer to a book, or a play, or a long poem, underline the title or use *italic* print if you are word processing your work. Titles of short stories, essays, or shorter poems, should go in quotation marks.

Critics - When you refer to the work of a critic, you should acknowledge that you have done so, name the critical work in question, and of course include the page number. These works should be included in your list of works cited at the end of the essay. To do this you will of course need to take accurate notes on your critical reading in the first place. When you are taking notes from secondary sources, always note author, title (of book or journal, and essay or article title as appropriate), place of publication (for books), page numbers, and where and when you read the item. If you have time, it is a good idea to read the chapter or article through once quickly before you take notes on it. This will make the notes that you take on a second, slower reading more discriminating, and will make you less likely just to copy material out without thinking it through. If you do copy material word for word from secondary sources, make sure that you identify it as quotation (by putting inverted commas round it) in your notes. This will ensure that you recognise it as such when you are reading it through in preparing your essay, and enable you to avoid any suspicion of plagiarism.

At the same time always note down page numbers of quoted material. This will make it easier for you to check back if you are in doubt about any aspect of a reference. It will also be a necessary part of citation, the rules of which you will need to observe if you want to avoid plagiarism (see below). Plagiarism is failure to acknowledge that you have used another's ideas – even if you are merely paraphrasing what they have said – and it is a serious form of intellectual theft. Every time you use another's ideas, you must give them credit – even in your weekly essays.

PLAGIARISM

There is a University policy on plagiarism which you are advised to familiarise yourself with:
<http://www.admin.ox.ac.uk/epsc/plagiarism/>

These are some Faculty-agreed guidelines; these are particularly directed towards Finalists, but may be useful to you from the start:

1. **Plagiarism** is the use of material appropriated from another source or from other sources with the intention of passing it off as one's own work. Plagiarism may take the form of unacknowledged quotation or substantial paraphrase. Sources of material include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others. *The Proctors regard plagiarism in written examinations or in essays submitted for examination as a serious form of cheating for which offenders can expect to receive severe penalties.*
2. Your essays will inevitably sometimes involve the use and discussion of critical material written by others with due acknowledgement and with references given. This is standard critical practice and can be clearly distinguished from appropriating without acknowledgement and presenting material produced by others as your own, which is what constitutes plagiarism. If you employ good working habits in preparing your weekly essays and extended essays, there is little danger that you will be accused of plagiarism unjustifiably.
3. When you are writing your essay, always make sure that you identify material quoted from critics or ideas and arguments that are particularly influenced by them. If you are substantially indebted to a particular critic's arguments in the formulation of your materials, it may not be enough to cite his or her work once in a footnote at the start or the end of the essay. Make it clear, if necessary in the body of your text, the extent of your dependence on these arguments in the generation of your own - and, ideally, how your views develop or diverge from this influence.

LECTURES

The Modern Languages lecture list is published each term and is available on WebLearn, together with other resources, via this link:

<http://weblearn.ox.ac.uk/site/human/modlang/>,

You should also keep an eye on the Special Lecture list published in the 0th week issue of the *University Gazette*, and lecture lists of other faculties for lectures that may interest you. A separate Linguistics lecture list is also available. University lectures are normally open to all students. The lectures cover both core material and specialised subjects, and are designed to complement the teaching available through tutorials and classes. Lecture lists are also posted on boards at the Taylor Institution (on the left in the main entrance), in the foyer at 47 Wellington Square and in the corridor at 41 Wellington Square. It is important to check these boards as any late changes to times or rooms will be posted here.

You are strongly advised to attend all the Prelims lectures for your course. Your examiners will assume that you have done so.

In lectures, don't try to take down everything the lecturer says! You may easily lose the overall direction of the argument. Only make notes of those points that seem genuinely important to you. You may find it better to take very few notes at all, but to get into the habit of listening, and then write yourself a brief summary after the lecture is over. Obviously, this won't work if it's a lecture in which a good deal of information is being given – but a densely factual lecture is often supplemented by a handout giving the crucial facts/references, leaving you free to concentrate on the argument.

FEEDBACK

You will be invited to fill in questionnaires about each series of lectures you attend. They will be available either in the lecture room or on a desk near the entrance to the Taylorian.

Please complete them and place them in the boxes provided in lecture rooms.

They are also available for submission online on the Modern Languages website at

<http://babel.mml.ox.ac.uk/teaching/feedback/>.

The feedback questionnaires are read first by the Director of Undergraduate Studies, then passed to the Chair of the Faculty Board and to the lecturers concerned. Any major issues raised in the questionnaires are discussed by the Chair with the lecturer; this may lead to changes in emphasis or in how lectures are delivered. Positive comments may be used to support Faculty or University schemes for rewarding outstanding teaching.

TUTORIALS

Your essay work will usually be focused on tutorials and you will be expected to bring to the tutorial a knowledge of the reading set and any written work required, and to come prepared to think and to discuss.

Classes are provided where the material to be covered is more suited to medium-sized group work, more interactive than lectures, but less personal than tutorials. Language work is usually done in classes.

LANGUAGE INSTRUCTORS

There are University Language Instructors in French, German, Italian, Spanish, Russian, and Modern Greek, who work for both the Modern Languages Faculty and the Language Centre. Each year, the Language Instructor organises a range of courses tailored specifically for students reading Modern Languages: the precise nature of these will vary between languages, but they typically cover: grammar, oral work, aural comprehension, and the writing of essays in the foreign language. These classes are advertised on the termly Lecture List.

LANGUAGE CENTRE

The Language Centre, at 12 Woodstock Road, provides language learning resources as well as various courses in languages at a range of levels.

The Library and Study Area are equipped with audio, video and computer-based language-learning. Materials in the Library include complete language courses, dictionaries, grammars, newspapers and magazines (French, German, Italian and Spanish), live satellite television, daily recordings of news, video documentaries and films. There are also quiet study spaces that you are very welcome to use individually or for a language exchange.

When you come to the Language Centre for the first time you will be asked to register at reception and arrange an induction tour.

For more information and opening hours consult the Centre website www.lang.ox.ac.uk.

MAISON FRANÇAISE

The Maison Française in Norham Road is a French cultural centre affiliated to the University and C.N.R.S. and funded by the French Government. It organises the showing of French films during term and also maintains an excellent library of newspapers, magazines, books, cassettes, compact discs, and videos. The Maison Française also organises academic seminars on a variety of subjects during term, which undergraduates are most welcome to attend. The Maison Française library is free of charge for books and audio; you may be charged a subscription for some media. More information is on their website: www.mfo.ac.uk.

PORTUGUESE CENTRE

The Instituto Camões Centre for Portuguese Language, at 11 Bevington Road, is a cultural centre run jointly by the Faculty of Modern Languages and the Instituto Camões, the cultural arm of the Portuguese government. It was established in 2001 to provide facilities for learners of Portuguese in and beyond the University, and to establish a centre for research in Portuguese

history and culture. Its programme of activities includes lectures, films, and language classes. It has a reference library with particular strength in Portuguese history, and advanced multimedia teaching aids. The Centre is generally open during weekdays in term, and can be used without charge by any member of the University. Potential users are advised to telephone in advance ((2)74709) or email clpic-oxford@mod-langs.ox.ac.uk. A University card is needed for direct access to the Centre.

LIBRARIES

The Taylor Institution - The University of Oxford's centre for Modern Languages.

The Taylor Institution is the University of Oxford's centre for the study of and research in medieval and modern continental (and related) European languages and literatures. Since the foundation of the Faculty of Medieval and Modern Languages in 1902 (and also before that), much of the University's teaching, research and debate associated with Modern Languages has taken place in this splendid neo-classical building which was designed specifically for the purpose in the 1840s.

The Taylor Institution Library (or 'Taylorian') holds what is probably the most extensive separate Modern Languages collection in the U.K., and, with its stock of over 600,000 volumes, is a major library of the University. The Library consists of, on the original St Giles' site, the main Taylor research collections, which are used by academics and researchers not only from Oxford but from all over the world; on the same site, the building's late 1920s extension houses the Taylor Institution Modern Languages Faculty Library, which is primarily for undergraduate use, for Western European languages; and, nearby, in 47 Wellington Square, the Taylor Bodleian Slavonic and Modern Greek Library, which is used by both undergraduates and researchers (the same building also houses further lecture and seminar rooms, and the rooms of twenty or so academic staff).

The Taylorian holds works in, and on, all the main European languages, predominantly Spanish and Portuguese, French, German and Italian, and also covers the languages and literature of modern Latin America, Canada, and North and sub-Saharan Africa, as well as less commonly studied languages, such as the Celtic languages, Yiddish, and Afrikaans. Linguistics and philology are also covered, as is Film Studies. The Library also has important older collections in fields such as the Enlightenment and Futurism, as well as Albanian and Basque, and a number of other special collections. The Library's Russian (and other Slavonic language) collections, as well as Modern Greek, are held at 47 Wellington Square.

The main Taylor Institution Library has an international reputation which is based on the remarkable content and range of its stock as well as on the quality of the personalised service it provides to readers. Although primarily intended to serve the needs of academics and researchers, undergraduates are welcome to use this Library. A number of online services, such as access to foreign newspapers and journals, are available at <http://www.ouls.ox.ac.uk/taylor> or <http://www.taylib.ox.ac.uk/> (*old web address*).

On producing a valid University Card, registered undergraduates may borrow up to five items for two weeks in term-time only. Items must not be taken out of Oxford. Two renewals may be requested online. After 14 days, books may be reserved by other readers and must be returned to the Library if requested. Fines for late return are imposed (in line with, and at the same rates as, other Oxford University Library Service libraries) and payment will be requested for replacement of any books which are lost, damaged or defaced (all readers are kindly requested to note that any items borrowed that are lost or damaged will need to be paid for, and students should be aware that all outstanding debts within the University need to be settled before permission to graduate is given).

Normal opening hours are:

Weekdays 9 a.m. – 7 p.m, Saturdays 10 a.m. – 4 p.m.

Any changes to these opening hours are always posted on the Library's web pages.

The Taylor Institution Library (all sections) is closed for the two days of St Giles' Fair, the weekday next before Christmas Day to 1 January inclusive, and Good Friday to Easter Monday inclusive.

For information about access for those with disabilities, see the Taylorian's entry at:

<http://www.ouls.ox.ac.uk/services/disability/access/details>

The Taylor Institution Modern Languages Faculty Library provides materials for undergraduate and taught postgraduate courses, including European Film Studies. It covers all the western European languages studied at Oxford at undergraduate level, i.e., Spanish and Portuguese, French, German and Italian (books on/in Slavonic and East European languages and literatures, and Modern Greek, are held at the Taylor Bodleian Slavonic and Modern Greek Library – see below). There is also a 'General' section, for general Linguistics and general criticism. It holds almost all books recommended for undergraduate courses, including multiple copies of many essential texts, which may be borrowed, as well as magazines and newspapers. It also holds a good collection of videos and DVDs, and sound recordings on CD and cassette (also borrowable). There is also a reference collection of periodical articles. The reading room provides dictionaries, grammar manuals and other reference material. Facilities include self-service photocopying and binding of items (in plastic covers, using a thermal binding machine), and there is also a machine for viewing videos and DVDs.

Readers who are members of the University may borrow up to 12 items (of which four can be audio-visual [six for members of Faculty]). Books and newspapers may be borrowed for one week, DVDs and videos for two days (one week for members of Faculty). Books may be renewed up to three times (unless they have been requested by another reader), and films may be renewed once. Renewing may be done online (information on how to do this is available from the Issue Desk). Films must be returned by the end of the day on the due date. The library charges fines on overdue items. (All readers should note that any items borrowed that are lost or damaged will need to be paid for, and students should be aware that all outstanding debts within the University need to be settled before permission to graduate is given.) Vacation borrowing is possible for all items other than periodicals, for the whole of any vacation, and these may be taken out of Oxford (separate vacation borrowing rules apply for films). Undergraduates studying Modern Languages may borrow up to 18 items (up to 12 items for undergraduates from other disciplines) for the vacation, from Thursday of week 8 until Wednesday of week 1.

Opening hours are:

Full Term: weekdays 9 a.m. – 7 p.m., Saturdays 10 a.m. – 1 p.m.

Ninth week: weekdays 9 a.m. – 7 p.m.

Vacation Hours

weekdays 9 a.m. – 5 p.m.

Closed Saturdays in vacations, but open 10 a.m. – 1 p.m. in week 0.

Any changes to these opening hours are always posted on the Library's web pages.

The Taylor Institution Library (all sections) is closed for the two days of St Giles' Fair, the weekday next before Christmas Day to 1 January inclusive, and Good Friday to Easter Monday inclusive.

For information about access for those with disabilities, see the Taylorian's entry at:

<http://www.ouls.ox.ac.uk/services/disability/access/details>

The Taylor Bodleian Slavonic and Modern Greek Library (47 Wellington Square; <http://www.taslib.ox.ac.uk/>) is one of the most comprehensive and user-friendly resources for the study of Modern Greek, Russian and other Slavonic languages and literatures in the U.K. It is open to undergraduates (the Modern Languages Faculty Library does not hold material on/in Slavonic/East European languages, or Modern Greek). In addition to the basic stock of books and periodicals, the holdings include some audio and audiovisual material, and several newspapers.

Undergraduates studying Russian (sole), or two Slavonic languages, or Russian and Modern Greek, or Modern Greek, may borrow 17 items for two weeks from this section in term time and 12 items during the vacation. Undergraduates studying a Slavonic language or Modern Greek in conjunction with another language not covered by this section may borrow nine items for two weeks in term time and six items during the vacation. Fines for late return are imposed (in line with, and at the same rates as, other Oxford University Library Services libraries) and payment will be requested for replacement of any books which are lost, damaged or defaced (all readers should note that any items borrowed that are lost or damaged will need to be paid for, and students should be aware that all outstanding debts within the University need to be settled before permission to graduate is given).

Opening hours are:

Full Term: weekdays 9 a.m. – 6 p.m., Saturdays 10 a.m. – 1 p.m.

Vacation hours: see website

Any changes to these opening hours are always posted on the Library's web pages.

The Taylor Institution Library (all sections) is closed for the two days of St Giles' Fair, the weekday next before Christmas Day to 1 January inclusive, and Good Friday to Easter Monday inclusive.

For information about access for those with disabilities, see the Taylorian's entry at:

<http://www.ouls.ox.ac.uk/services/disability/access/details>

The Bodleian Library

The Bodleian Library is also extensively used by modern linguists, especially for UK publications. It is not a lending library. For full details, see: <http://www.bodley.ox.ac.uk>.

College and other Libraries

Certain college libraries also have rich holdings in modern languages, for example, Jesus College for Celtic. Though you would not normally expect to be able to use the libraries of colleges other than your own, all the libraries in Oxford University Library Service (OULS) are open to you, and the majority of Oxford library holdings are now listed on the unified on-line catalogue. For further information on all OULS libraries (including the Bodleian), see <http://www.ouls.ox.ac.uk/>

Catalogue

The on-line catalogue of Oxford libraries is called OLIS, see <http://www.lib.ox.ac.uk/olis/>. You can search for a book by its author or by its title, whichever is more convenient. If many works by one author are listed, you may find it quicker to search for the title; if the title begins with a common word, you may find it quicker to search for the author.

You will need your University card to access the Bodleian and all three parts of the Taylorian.

ELECTRONIC MEDIA AND IT FACILITIES

Electronic media are widely accessible and used at Oxford. In addition to the holdings of the Oxford libraries and the Language Centre various types of material of use for language learning are available over the internet. Access to the internet will be available to you in your college or at the computers in the Taylor Institution Library.

Most colleges have a computer room, with word-processing and other software, printer, and connections to e-mail system and the internet. The University Computing Service (OUCS) at 13, Banbury Road is open to all students: you will need your University Card.

Further information is available on the OUCS website:

<http://www.oucs.ox.ac.uk/> or the Faculty website:
http://www.mod-langs.ox.ac.uk/current_undergrad.php

STUDENT REPRESENTATION

There is a **Joint Consultative Committee** comprising student representatives and academic staff, which meets termly to discuss any matters of concern to students. The JCC also has representation on the Faculty Board, which has overall responsibility for Modern Languages. There are also more formal arrangements for referral of matters higher up the University administration if students are dissatisfied with the outcome at the JCC.

STUDENT SUPPORT

General information about student support is available either from your college or online from the Student Information gateway: http://www.ox.ac.uk/current_students/index.html

Of course everyone hopes that your time at Oxford will be trouble-free and productive. But difficulties do occur, and experience shows that the sooner they are tackled the better the outcome. You may suffer from illness, or pressure of work, or wish seriously to consider changing course. Although your problems will feel unique to you, they will doubtless not be new to an institution the size of Oxford. Your College Tutor will normally be the first person you should talk to about such things, though all colleges have others to whom you can turn for advice and help. The University Counselling Service (2)70300 is very experienced in handling the problems that beset students, as is the student-run Nightline service (2)70270.

The University has a clear policy on inappropriate behaviour which is enshrined in a Code of Practice, part of which states: "Harassment may be broadly understood to consist of unwarranted behaviour towards another person, so as to disrupt the work or reduce the quality of life of that person, by such means as single or successive acts of bullying, verbally or physically abusing or ill-treating him or her, or otherwise creating or maintaining a hostile or offensive studying, working or social environment for him or her." Unacceptable forms of behaviour can include sexual harassment, racial or religious abuse, and comments about sexual orientation. Harassment is a disciplinary offence. The abuse of a position of authority (for example that of a tutor) is an aggravating feature of harassment. The Faculty of Medieval and Modern Languages seeks to provide a supportive and positive work environment for all its members and is fully committed to the implementation of the University Code. The Faculty has Confidential Advisers who can give advice to its members and may be able to resolve the problem; contact the Faculty Administrator for more information. Most colleges have similar posts; if the cause of the problem is within your own college, the Faculty does not have jurisdiction, and you should consult your college adviser or some other appropriate person – your tutor, Senior Tutor, Adviser to Women Students, if necessary the Head of House.

Whatever your problem, somebody in the University will know how to help you. Don't let difficulties build up: talk to someone.

The University has three offices, the two Proctors and the Assessor, held by members of the colleges in rotation for one year at a time, who have a University-wide role of ombudsman. The Proctors have particular responsibility for University student discipline and formal complaints, while the Assessor is concerned with student welfare and support. You should refer to the *Proctors' and Assessor's Memorandum*, available from the University Offices or your college, for information about such matters (<http://www.admin.ox.ac.uk/epsc/guidance/index.shtml>).

STATEMENT ON EQUALITY OF OPPORTUNITY

The Medieval and Modern Languages Faculty Board is committed to the principle of equality of opportunity for all staff and students. It is concerned in particular to make all reasonable provision within the university for Modern Languages students with disabilities so that they may participate in all Modern Languages courses without disadvantage.

The Faculty Board will provide reasonable adjustment to provision where students with disabilities might otherwise be at a substantial disadvantage and will review and make adequate provision where possible not only for the needs of present students, but also for the probable needs of future students and candidates for admission, at undergraduate and postgraduate level. For undergraduates, the Faculty Board recognises the primary responsibility of the college tutor or director of studies to coordinate a student's studies, alerting the Faculty Board and individual tutors to any needs as necessary. However, the Faculty Board also recognises its duty to aid college tutors in this area, and to facilitate the coordination of provision by different bodies within the university.

General advice about provision for students with disabilities can be found on the University's Disability Office website at <http://www.admin.ox.ac.uk/eop/disab>

INFORMATION ON THE PRELIMINARY EXAMINATION

All students take the same compulsory papers in the Preliminary Examination, according to the language(s) studied. For the full scheme see:

http://www.admin.ox.ac.uk/examregs/10-29ab_S_R_P_E_for_Modern_Languages.shtml

Details of papers for individual languages are given in the separate language handbooks, also available online:

http://www.mod-langs.ox.ac.uk/current_undergrad.php#6

For marking descriptors and conventions, please see:

http://www.mod-langs.ox.ac.uk/guides/conventions/prelim/prelim_descriptors.pdf

http://www.mod-langs.ox.ac.uk/guides/conventions/prelim/prelim_conventions.pdf

INFORMATION ON THE FINAL HONOUR SCHOOL

For the full scheme of FHS papers see the Examination Regulations or online:

http://www.admin.ox.ac.uk/examregs/11-30al_S_R_H_S_OF_MODERN_LANGUAGES.shtml

Details of papers for individual languages are given in the separate language handbooks, also available online:

http://www.mod-langs.ox.ac.uk/current_undergrad.php#6

For marking descriptors, oral descriptors, and conventions, please see:

http://www.mod-langs.ox.ac.uk/guides/conventions/fhs/fhs_guidelines.pdf

http://www.mod-langs.ox.ac.uk/guides/conventions/prelim/oral_descriptors.pdf

http://www.mod-langs.ox.ac.uk/guides/conventions/fhs/fhs_conventions.pdf

If you have any questions about the regulations and other matters, you should ask your College Tutor.

THE YEAR ABROAD

All students are required to spend a year of residence in an appropriate country or countries during their time in Oxford. The year abroad is considered by the Modern Languages Faculty Board to be both academically desirable and integral to the course. The year abroad is normally spent in the third year, although students taking the Joint School of European and Middle Eastern Languages, and those taking Russian Course B (*ab initio* Russian) go in their second year. You are required to spend a period of not less than 24 weeks abroad.

The objectives of the Year Abroad are for students to:

Improve their language skills in a variety of practical contexts

Acquire first-hand knowledge of the culture of the target language(s)

Develop the ability to cope independently in the target language(s)

You will be required to agree with your tutor, in advance of your year abroad, on an appropriate course of study to be followed during that period. This will be designed according to your own particular needs and interests and may consist, for example, in the preparation of an extended essay, in the completion of further work relating to a paper already begun, or in the preparation of work for a paper to be taken on your return. You will be required to complete a 'Year Abroad Agreement form' (http://www.mod-langs.ox.ac.uk/year_abroad_agreement_form.pdf) in the Trinity Term of your second year in order to confirm that your college tutor approves of your plans, and that you have agreed to a suitable course of work to be undertaken during the year.

You should discuss options for your year abroad with your College Tutor and also, if you wish, with the relevant Sub-Faculty year abroad officer. Sub-Faculties will arrange information sessions on appropriate opportunities and you can obtain further information about these from your College Tutor as well as the 'Year Abroad Database' (<https://babel.mml.ox.ac.uk/internal/yroad/>). You may also contact your College Tutor for advice or help with any difficulties arising during your Year Abroad and College Tutors will refer to the appropriate Sub-Faculty or Faculty Year Abroad Officer if necessary.

At the start of the Michaelmas Term of your final year, you will be asked to complete an online report on your experiences, which will be entered into the Database to be available to future students making arrangements for their year abroad.

If you choose to go to France, Austria, Germany or Switzerland, Italy, Spain, Portugal or Latin America, you may apply to be an English-language assistant in a local school: you make the application to the British Council under your tutor's guidance in the first term of your second year. Alternatively, you can apply to follow a course at a university or organise employment in the country concerned, as long as it has the approval of your college. British Council assistantships and certain university links benefit from Erasmus status, which means that you receive a modest placement grant, and in addition, if your attachment is for 7 months or more, your tuition fees to Oxford (and, in the case of a university placement, to the foreign institution) are currently waived for that year. Please note therefore that 6 month British Council assistantships are not covered by the tuition fee waiver, so you are strongly advised to apply for a longer attachment where possible.

The Italian sub-faculty has Erasmus links with Bologna, Siena, and Verona universities, and another link with Pavia. German has links with Bonn University for up to five Oxford students. Modern Greek has Erasmus links with the universities of Thessaloniki and Crete. French has Erasmus places at the Paris IV-Sorbonne (6 – 9 places) and Sciences-Po (1 place). For ways of spending the year abroad in Russia, the Czech Republic or Poland, see the language-specific handbooks.

If you are studying two languages (and not splitting your year abroad), you are also encouraged to spend as much time as possible in a country in which your 'other' language is spoken (e.g. a good part of a long vacation), and it is possible to attend summer schools in the relevant countries: your tutors will be able to give guidance. Funds may be available from your college to help you finance such a course. If you want to spend your year abroad in a country outside the European Union, you are strongly advised to consult the Foreign and Commonwealth Office website (www.fco.gov.uk) for information.

Some financial support is available from the Faculty. Consult the information on the Faculty website regarding eligibility and applications for a Year Abroad Grant, as well as the Travel Hardship Fund (http://www.mod-langs.ox.ac.uk/current_undergrad.php#5).

The Faculty has a code of practice on exemption from the Year Abroad which is available on the Faculty website. Exemptions are allowed only in exceptional circumstances.

Further information is available on the Faculty website:
http://www.mod-langs.ox.ac.uk/current_undergrad.php#5

PRESENTATION OF EXTENDED ESSAYS AND SPECIAL SUBJECT PORTFOLIOS

When writing essays, you need to take care not only over the content but also over the written presentation - especially the use of quotations, references, footnotes and bibliographies. Your presentation should above all be clear, reader-friendly, and consistent. We recommend the conventions set out below.

While the presentation of your tutorial essays will depend on your tutor's advice, it is good to get into the habit of proper academic presentation.

Extended Essays and **Special Subject Portfolio Essays** should be presented according to the conventions below.

The **CONVENTIONS** most commonly used in academic articles and books published in the UK are those of the Modern Humanities Research Association, set out in the MHRA Style Guide, which can be downloaded from:

<http://www.mhra.org.uk/Publications/Books/StyleGuide/download.shtml>

The main points to observe are these:

Titles of books must always be italicised, e.g. *David Copperfield*. Titles of poems, short stories, essays, or articles which are published not separately but as parts of books or journals, should be in roman type and (preferably single) inverted commas, e.g. 'Sailing to Byzantium', 'How the Elephant got his Trunk', 'The Truth of Masks'.

BIBLIOGRAPHY: at the end of an essay, primary texts may be listed in chronological order, but items of secondary literature should be listed alphabetically by author's surname.

Books should be listed like this (it is now common practice to give not only the place of publication but also the publisher):

Simpson, James, *Goethe and Patriarchy: Faust and the Fates of Desire* (Oxford: Legenda, 1998)

Contributions to books like this:

Forster, Leonard, 'Faust and the Sin of Sloth', in *The Discontinuous Tradition: Studies in German Literature in Honour of E.L. Stahl*, ed. by P.F. Ganz (Oxford: Clarendon Press, 1971), pp. 54-66

Journal articles like this:

Holmes, T.M., 'Homage and Revolt in Goethe's *Tasso*', *Modern Language Review*, 65 (1970), 813-19

QUOTATIONS: short quotations (30 words or fewer) should be continuous with your own text, separated from it only by quotation marks. They should never be italicized. Thus:

Dickens describes Louis XVI and Marie Antoinette as ‘a king with a large jaw and a queen with a fair face’.

Longer quotations should be free-standing and therefore do not need quotation marks, but may be indented e.g.:

Dickens describes crime in eighteenth-century England as follows:

Daring burglaries by armed men, and highway robberies, took place in the capital itself every night; families were publicly cautioned not to go out of town without removing their furniture to upholsterers’ warehouses for security; the highwayman in the dark was a City tradesman in the light.¹

- 1 Charles Dickens, *A Tale of Two Cities*, ed. by Andrew Sanders (Oxford: Oxford University Press, 1988), p. 3.

Quotations from poems should NOT be centred, but set slightly to the right of the margin, thus:

Truth-loving Persians do not dwell upon
The trivial skirmish fought at Marathon.

REFERENCES: When you give the sources of quotations, you should normally use footnotes and (as it is not now part of a list) put the author’s forename first and give the page number, e.g.

Barker Fairley, *A Study of Goethe* (Oxford: Clarendon Press, 1947), p. 93.

If you quote several times from the same book (normally a primary text), second and subsequent quotations can be included in the text, to save the reader from constantly glancing down to the footnotes. If you quote only from one work, page references should be enough; if you need to make clear which of several works you are quoting from, a very short form of the title can accompany the page reference, e.g.:

Hans Castorp describes death as ‘eine große Macht’ (*Zauberberg*, p. 748) or (Z, p. 748).

When referring to secondary sources, you can give an abbreviated reference (e.g. Fairley, p. 37) in a footnote, provided the reader can find full details of the work in your bibliography.

Footnotes should be used to show the sources of quotations and of factual information other than the obvious. (Thus, the fact that Louis XIV was King of France from 1643 to 1715 does not need a reference, but detailed information about, say, Racine’s activity as dramatist and court historian does need a reference to show where you got it from.) Don’t use footnotes for afterthoughts or additional remarks. If a remark is necessary, put it in your main text; if it is not necessary, don’t say it at all.

If you have quotations in a language which some of your readers may not understand - for example, if you are writing for examiners in the Joint School of English and Modern Languages and want to quote in a language other than French - you may put the translation of the quotation into a footnote. Otherwise, use footnotes for references only.

Remember that inadequate footnote references may incur the suspicion of plagiarism. Consult the Faculty's official guidelines on plagiarism (above, p.9), and, if you are in any doubt, ask your tutor for advice.

SUBMISSION OF EXTENDED ESSAYS AND SPECIAL SUBJECT PORTFOLIO ESSAYS

All essays should be word-processed or typed using double spacing on one side only of A4 paper. The typeface size should be not less than 11-point. Pages should be numbered consecutively. Please leave a margin of approximately 1.5 inches on the left-hand edge of the page.

Extended essays should be held securely in a cover; ring-binding or other secure soft-binding is acceptable. As the examination is anonymous, **you must not include your name**, but you must include your candidate number and the name of the Final Honour School for which you are entering. Special Subject portfolio essays should be held securely in a cover or placed in a folder, with a cover sheet giving the title of the Special Subject, your candidate number, and the titles of the essays. Each essay should also have on its front page the number and title of the Special Subject, and your candidate number.

ACADEMIC CALENDAR FOR FINAL HONOUR SCHOOL YEAR 2011-2012

	MICHAELMAS FULL TERM BEGINS
Michaelmas Term 2 nd Week Wednesday, by noon	Deadline for request for approval of essay title for Paper XIV. Submission of proposals to: Chairman of the Board, c/o Mrs D. Clifton, 41 Wellington Square, Oxford OX1 2JF
Michaelmas Term 4 th Week Friday, by noon	Examination Entries to be completed (self-registration) <i>Please note that your College is responsible for distribution and submission of these forms and may therefore impose a different (earlier) deadline.</i>
	MICHAELMAS FULL TERM ENDS
	HILARY FULL TERM BEGINS
Hilary Term 5 th Week Friday 10 am – 1 pm	Collection of ‘Take-Away’ Question Papers XII (Method C) from the Examination Schools, High St.
Hilary Term 9 th Week Friday, by noon	Deadline for submission of Paper XII Special Subjects (method B & C) and Paper XIV Essay Two typed copies to the Chairman of Examiners, Honour School of Modern Languages, Examination Schools, Oxford (see full regulations for details).
	HILARY FULL TERM ENDS
	TRINITY FULL TERM BEGINS
Trinity Term 0 th Week 5 th Week Monday	ORAL EXAMINATIONS, Examination Schools EXAMINATIONS BEGIN, Ewert House
	TRINITY FULL TERM ENDS