

UNIVERSITY OF OXFORD

**FACULTY OF MEDIEVAL AND MODERN
LANGUAGES**



**Handbook for the Preliminary course in
Modern Greek 2009-10**

- ❖ **NOTE:** This edition is intended for those starting their course in October 2009. It is not intended to be a comprehensive guide to studying at Oxford, and you may want to refer also to the University and individual College Prospectuses, and to the Modern Languages Prospectus. A booklet describing your Final Honour School course will be made available to you in Trinity Term 2010.

The handbook is revised annually, and aims to be up to date to September in the year of issue. Comments and corrections should be addressed to the: Greek SF assistant in Modern Languages Faculty Office, 41Wellington Square.

Separate handbooks may also be available for the Joint courses involving Modern Languages with Classics, English, Modern History, Philosophy, and Middle Eastern Languages, or information may be found in the handbooks for the parent faculties of those disciplines.

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INTRODUCTION

SUB-FACULTIES

Modern Languages at Oxford is divided into eight ‘departments’ (called sub-faculties): French, German, Italian, Portuguese, Russian and Other Slavonic Languages, Spanish, Byzantine and Modern Greek, and Linguistics. Details of the sub-faculties and of the syllabus are given in this handbook.

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 might be 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; indeed, for some parts of your course you will almost certainly have tutorials with tutors from different colleges.

- ❖ **Your tutor (and indeed 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.**

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. One of the purposes of this handbook is to present a user-friendly version of the regulations relevant to your course. The *Examination Regulations* nevertheless remain the definitive text, and if you are in any doubt you should consult your tutor at an early stage. The courses appear complex partly because so many combinations are possible.

The first part of the Oxford 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 FHS course will be given in the FHS handbook in Trinity Term 2006.

SUB-FACULTY TEACHING STAFF

The Sub-Faculty of Byzantine and Modern Greek (the equivalent of a department at other universities) is part of the Faculty of Medieval and Modern Languages and is at present made up of the following teaching staff:

Professor Marc Lauxtermann (Exeter) [Bywater and Sotheby Professor of Byzantine and Modern Greek Language and Literature]

Dr Dimitris Papanikolaou (St Cross) [University Lecturer in Modern Greek Studies]

Mr. Kostas Skordyles (47 Wellington Square) [Language Instructor]

In practice, Professor Lauxtermann deals with the teaching in the Byzantine and early Modern Greek period as well as the teaching of Linguistics (including the History of Greek Language), Dr Papanikolaou is in charge of the literature and culture teaching on the Modern Greek side, and Mr. Skordyles carries out language teaching in Modern Greek as well as the teaching of History.

The following Faculty Research Fellows and Emeriti Professors are also attached to the Sub-Faculty:

Professor Elizabeth Jeffreys

Professor Peter Mackridge

Professor Michael Jeffreys

Dr Eleni Yannakakis

Dr Sarah Ekdawi

THE PRELIM COURSE

The Preliminary Examination consists of the following papers:

Language (Papers I and II)

Paper I

This consists of two parts:

- A. A passage of English for translation into Modern Greek.
- B. Filling in gaps in Greek sentences.

Paper II

This consists of two parts:

- A. A passage for translation from Modern Greek into English.
- B. Reading comprehension: questions will be asked and answered in English on two passages in Modern Greek.

These papers are designed to cover a range of different language exercises, each testing a different aspect of your ability to understand and use Modern Greek at a high level. Paper I tests your ability to produce written Greek, while Paper II tests your comprehension of written Greek. You will be taught grammar and given practice in all these exercises for a minimum of 3 hours per week in small-group classes. Those without A-level (or equivalent) in Modern Greek will be taught separately for most of this work and given intensive instruction and help to get their reading and writing abilities in the language up to the necessary level after three terms.

Literature and history (Papers III and IV)

These papers are intended (a) to cover the historical and cultural background to Greek literature during the twentieth century and (b) to introduce you to different literary genres and forms, and also to different types of literary analysis (study of the form, the content, and the historical and cultural context). You will have a minimum of two hours a week of lectures and classes on these topics in all three terms of your first year at Oxford. In specially arranged classes and tutorials, you will have to present written work on the literary and cultural texts, as well as the historical and cultural background.

Paper III: Modern Greek poetry and prose.

The syllabus consists of a selection of poems and short stories by a variety of authors. The following selection is prescribed for examination in 2010 (examination will be by compulsory commentary passages and a choice of essay questions):

1. Poetry

C.P. Cavafy

- "Perimenontas tous varvarous"
- "I polis"
- "Apoleipein o theos Antonion"
- "O ilios tou apogevmatos"
- "Igeimon ek Dytikis Livyis"
- "Thymisou, soma"
- "O Dareios"

- G. Seferis
Mythistorima, 8, 10, 12
 "O dikos mas ilios"
 "O vasilias tis Asinis"
 "Epi aspalathon"
- G. Ritsos
 "Archaio Theatro"
 "Peripou"
 "Oute I mythologia"
- M.Hadjilazarou
 "Etoutes tis lachtares tou Magiou..." (*Mais, Iounis kai Noembris*, 1944)
- A. Alexandrou
 "Frontise"
 "To machairi"
- M. Anagnostakis
 "Haris, 1944" (*Epoches*, 1945)
 "Sto paidi mou..."
 "Thessaloniki, Meres tou 1969 m.Ch. (O *stochos* (1970))"
- T. Patrikios
 "Ysterovoulia"
 "Istoria tou Oidipoda" (*Proairetiki stasi*, 1975)
- K. Dimoula
 "Passe-partout"
 "Kai to allo pou" (*Chaire pote*, 1988)
 "I efiveia tis lithis"
 "To spanio doro" (*I efiveia tis lithis*, 1994)
- K. Angelaki-Rooke
 "O tzitzikas"
 "Ston kourea"
 "Faidros '81" (*Enantios erotas*, 1982)
 "Ena gramma"
 "Monachiko" (*Epilogos aeras*, 1990)
- N. Gatsos
 "T'asteri tou voria"
 "Mana mou Ellas"
- D. Savvopoulos
 "Sti sygkentrosi tis EFEE"
 "Zeimpekiko"
 "Gennithika sti Saloniki"
- L.Poulios
 "Amerikan mpar stin Athina" (*Exi poiites*, 1971)
- J.Mastoraki
 ["O Doureios Ippos..."]
 "Ta pantrologimata"

2. Prose

- G. Vizyenos, "To monon tis zois tou taxeidion",
 A. Papadiamandis, "Oneiro sto kyma", 1900
 D. Chatzis, "O Detektiv" (*To telos tis mikris mas polis*, 1963)
 T. Gritsi-Milliex, "Thanatos to kalokairi" (*Anadromes*, 1982)
 K. Tachtsis, "O pateras mou kai ta papoutsia" (*Ta resta*, 1972)

- M. Chakkas, "O bindes" & "To nero" (*O bintes kai alles istories*, 1970)
 Y.Ioannou, "Voungari"
 T. Valtinos
 "O gypsos", 1970 (Dekaohto Keimena, 1970)
 "Ethismos sti nikotini" (Th. Valtinos, Chr. Milionis, D. Nollas,
 diigimata, 1984)
 "Piperies sti glastra", 1971 (*Tha vreite ta osta mou ypo vrochin*, 1992)
- M. Koumandareas, "To Roumanopoulo" (*I myrodia tous me kanei kai klaio*, 1996)

Paper IV: Twentieth-Century Greek Literature in context

The aim of this paper is to study a range of 20th century literary and cultural texts (a novel, a collection of short stories, a novella, a film) in their literary, cultural and historical context. This year we will study in detail the following [listed here in the translations available, followed by the original's details]:

- S. Doukas, *A Prisoner's of War Story*, University of Birmingham, 1997 [Στρατής Δούκας, *Ιστορία ενός αιχμαλώτου*]
 D. Chatzis, *The end of our Small Town*, Univ. of Birmingham 1995 [translation out of print; copies available in Oxford] [Δημήτρης Χατζής, *Το τέλος της μικρής μας πόλης*]
 C. Taktis, *The Third Wedding*, various editions [Κώστας Ταχτσής, *Το τρίτο στεφάνι*]
 P. Matesis, *The Daughter*, London, Arcadia, 2002 [Παύλος Μάτεσις, *Η μητέρα του σκύλου*]
 A. Kotzias, *The Jaguar*, Athens, Kedros [Αλέξανδρος Κοτζιάς, *Ιαγουάρος*]
 Theo Angelopoulos, *The Travelling Players* [Θεόδωρος Αγγελόπουλος, *Ο Θίασος*]

Candidates will be expected to have and be able to demonstrate such knowledge of the literary, intellectual, cultural and historical background as is necessary for the understanding of these texts. Compulsory passages for commentary will not be set in the examination. Angelopoulos's *O Θίασος* will be taught with an emphasis on the script, but aspects of the film will also be discussed. Candidates will be encouraged to make connections and comparisons between texts where appropriate, and, if possible, show knowledge of related historical and literary issues.

The texts studied refer to some of the most important historical events in recent Greek history; amongst them are the First World War and the 'National Schism'; the defeat of the Greek Army in the Greco-Turkish War (followed by the displacement of Greek populations in Asia Minor, also known as 'The Asia Minor Disaster') and its far-reaching political, social and cultural consequences; the Metaxas Dictatorship (1936-1941); the second World War, the German Occupation and the Civil War (1941-1949); the political instability of the postwar years and the persecution of communists; the Dictatorship of the Colonels (1967-1974). The aim of this paper is to study this historical period in parallel with the way literature and culture dealt with historical events, reproducing and/or affecting the historical narrative, supporting and/or dismantling ideological convictions, challenging and/or accepting 'official histories'.

The examination for this paper will comprise of three groups of questions; the candidates will be asked to elaborate on a) topics in 20th century history, esp. those dealt with in the texts discussed; b) the specific way the texts studied approach certain historical periods; c) the literary aspects of the texts discussed (including the filmic language of Angelopoulos's film). Lectures and classes on Greek History will help you prepare for this paper and participation

in them is mandatory. Special lectures and classes on each of the texts studied will also be offered. You may also find helpful the central Faculty lectures on Film form (Prelims only), even though the basic tools to approach Angelopoulos's film will be given in the relevant lecture on *Θίασος*.

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 important 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 in a monolingual dictionary that you have selected the word or phrase you need.

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 another 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 really 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 appears 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. (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. Planning the argument of your essay in short sentences may be a good idea. This will enable you to see where there is in fact a gap 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 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’re dealing with. However,

here are a few general hints:

1. Don't try to include everything in your essay. Learn to be selective as you practise the skill of writing a literary essay.
2. 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 in fact have a point of view, and that it is defensible. There's no rule against being controversial. You might have changed your mind by the end of term (or indeed by the end of the tutorial), but that doesn't matter.
3. 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.
4. 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 paraphrase of a scene or passage, or through a condensed rehearsal of a number of linked aspects of a novel or poem.
5. 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 detailed secondary reading.

C. Style

It is also not really possible to generalise too far about **style**. A few guidelines:

1. 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.
2. 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.
3. 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 very uninteresting.
4. If you find writing essays hard, you are not alone. Most people are not entirely pleased with what they first produce, and it is quite common to find that only in their final year do students begin to feel really satisfied with their essays.

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.

1. **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 four to six A4 sides for an average tutorial essay. Don't assume that the longer your essay is, the better it is.

2. **Quotations.** When you quote from a text, make sure you do it accurately. Don't make a vague stab at it. Always check! Giving page numbers, or line references, will help you to locate the quotation when you come to revision.

3. **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.

4. **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:

a) 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.

b) 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 simply to transcribe quantities of material without thinking it through.

c) If you do copy out 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.

d) 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).

Not to acknowledge that you have used another's ideas – even if you are merely paraphrasing what they have said – is **plagiarism**, a serious form of intellectual theft. Every time you use another's ideas, you must give them credit – even in your weekly essays.

PLAGIARISM

The following are the Faculty's agreed guidelines on **plagiarism**. They are particularly directed towards Finalists but have relevance to you from the start of your undergraduate career.

1. *What is plagiarism?* 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. Other likely temptations include online essay banks, study guides, encyclopaedias, websites and essays by your fellow students. Please note that since plagiarism consists in the theft of someone else's *ideas*, you would still be committing it even if you put them in your own *words* (paraphrase). The only way to avoid plagiarism in the use of others' ideas is to *acknowledge your use of them*.
2. *Why should you avoid plagiarism?* It is an elementary point of intellectual and moral hygiene not to pass off the thoughts of others as your own. Most importantly, since the point of university study is to learn to know and speak your own mind, you should for your own sake not let others do your thinking for you. In this respect, it is essential to get into good habits early on. There are also penalties for being found out. The

Proctors, the university officers in charge of student discipline, regard plagiarism in examinations as a serious form of cheating for which offenders can expect to receive severe penalties. For obvious reasons, problems with plagiarism occur most commonly in coursework essays which are submitted for assessment, rather than in traditional examinations. Since there is no coursework element in the Preliminary Examination, this unlikely to affect you in the 1st-year course. But your tutors will regard plagiarism in your tutorial essays as a breach of trust, and are likely to take a dim view of it and you if they catch you at it.

3. *Does this mean that I can't use any critics?* No. Your essays will often quite properly 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 as your own, material produced by others, which is what constitutes plagiarism.
4. *How do I avoid giving the appearance of plagiarism?* If you employ good working habits in preparing your tutorial essays and (later on in your course) extended essays, there is little danger that you will be accused of plagiarism unjustifiably. When you are *doing the reading for your essay*, observe the rules outlined above in the section on **presentation of essays**. 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 own thoughts, 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 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.
5. *Does every statement in my essay have to be backed up by references?* No. First of all, there are of course your own views. These will be visible as your own precisely because they lack references. Secondly, you do *not* need to give references for things that are common knowledge, i.e. for facts that can be found in numerous places and are likely to be known by a lot of people (e. g. 'Beethoven was born in 1770', 'The Enlightenment was a intellectual movement of the late 17th- and 18th centuries'). You *do* need to document facts that are not generally known and ideas that are interpretations of facts.

LECTURES

A **Modern Languages lecture list** is available on the web and is printed each term, and 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. Nearly all University lectures are 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 will be available to you at college and 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 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.

You will be asked to fill in questionnaires about each series of lectures you attend: the lecturer should hand these out, and further copies are available in the Taylorian Library. They are also available for submission online on the modern languages website. Please fill these in – the forms are passed on to the lecturer concerned, and the feedback is extremely helpful.

TUTORIALS

Your work will usually be focused around **tutorials and seminars in small groups**, and you will be expected to bring to the tutorial/seminar 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. Much language but also some literature work falls into this category.

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 would 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.

UNIVERSITY RESOURCES

THE FACULTY OFFICES

The **Modern Languages Faculty Reception** at 41 Wellington Square is open Monday to Friday 08.30 - 18.00 and is *not* closed for lunch.

The **Modern Languages Faculty Office** at 41 Wellington Square is open Monday to Friday 09.00 - 17.00 (closed 13.00 - 14.00) except for short closed periods at Christmas and Easter.

Ms Helen Rennie is the Administrator and Secretary to the Board
Ms Nicola Gard is the Assistant to the Administrator
Mrs Jane Taylor is the Lecture List administrator
Mrs Doris Clifton is the Examinations Officer
Ms Bénédicte Adriaens is the Year Abroad Officer

THE TAYLOR INSTITUTION

The University of Oxford's main 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, and Slavonic, languages and

literatures. Since the foundation of the Faculty of Medieval and Modern Languages in 1902, much of the University's teaching, research and debate associated with Modern Languages has taken place in the 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 around 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 from Oxford and elsewhere; on the same site, the building's late 1920s extension houses the **Modern Languages Faculty Library** which is for undergraduate use, for Western European languages; and, nearby, in 47 Wellington Square, the **Slavonic and Modern Greek Library**, which is for both undergraduate and research level studies (the same building also has 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 (including a collection of Modern Greek films). 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, as well as Modern Greek, are held at 47 Wellington Square.

The **Main Taylor Institution Library** has an excellent international reputation which is based on the remarkable content and range of stock as well as on the quality of the personalised service to readers. Although primarily intended to serve the needs of academics and researchers, undergraduates are welcome to use this Library.

On production of a valid University Card, registered undergraduates may borrow up to 5 items for 2 weeks in term-time only. Items must not be taken out of Oxford. 2 renewals may be requested by e-mail (renewals@taylib.ox.ac.uk). After 14 days, books may be reserved by other readers and must be returned to the Library if requested. Whilst fines are not imposed, payment will be requested for replacement of any books which are lost, damaged or defaced (students should be aware that all outstanding debts within the University need to be settled before permission to graduate is given).

Opening hours are:

1 October – 30 June:	weekdays 9 a.m. – 7 p.m., Saturdays 9 am. – 1 p.m.
1 July – 30 September:	weekdays 9* a.m. – 5 p.m., Saturdays 9* am – 1 p.m.

The **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 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,

* *Reduced staff service before 10.a.m. and 1 – 2 p.m.*

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 borrow able). There is also a short-loan 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 6 can be audio-visual). Books may be borrowed for two weeks, and newspapers, sound cassettes and videos for one week. They may be renewed once only, and this may be done online (information on how to do this is available from the issue Desk) or requested by e-mail (to library@mlfl.ox.ac.uk). The library charges fines on overdue books, at 10p per item per day (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). Vacation borrowing is possible for all items other than periodicals, for the whole of any vacation, and these may be taken out of Oxford. 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. – 6 p.m., Saturdays 9 a.m. – 1 p.m.
Ninth week:	weekdays 9 a.m. – 6 p.m.
Christmas & Easter Vacations:	weekdays 9 a.m. – 1 p.m., 2 p.m. – 5.30 p.m.
Long (Summer) Vacation:	weekdays 9 a.m. – 1 p.m., 2 p.m. – 5 p.m.

The **Slavonic and Modern Greek Library** (at 47 Wellington Square) is one of the most comprehensive and user-friendly resources for the study of Russian language and literature 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 Library holds audio material and current 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 9 items for two weeks in term time and 6 items during the vacation. Whilst fines are not imposed, 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).

Opening hours are:

Full Term:	weekdays 9 a.m. – 6 p.m., Saturdays 9 a.m. – 1 p.m.
Christmas & Easter Vacations, & Long Vacation to 30 June, & from 1 October:	weekdays 9.30 a.m. – 1 p.m., 2 p.m. – 5 p.m., Sat. 9.30 a.m. – 1 p.m.
1 July –30 September:	weekdays 10 a.m. – 1 p.m., 2 p.m. – 5 p.m., Sat. 10 a.m. – 1 p.m.

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

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, OLIS. For further information on Oxford's libraries, see: <http://www.ox.ac.uk/libraries/>

You must show your University card to enter the Bodleian and the three sections of the Taylorian Library.

LANGUAGE CENTRE

The **Language Centre**, situated at 12 Woodstock Road, provides language learning resources for the University as a whole as well as courses in nine languages at a wide variety of levels intended primarily for study and research. The Language Centre Library and Study Area have rooms equipped with audio and video and a computer-based language-learning area with e-mail and access to the World Wide Web. Materials of relevance to Modern Languages students include dictionaries, grammars and other reference works, a small selection of newspapers and magazines in French, Spanish, German and Italian, live satellite television in fourteen languages, daily recordings of news programmes in seven European/Middle Eastern languages, documentary and cinema films on video, and specially compiled theme-based videos. Various thematic clippings files containing articles from popular journals and newspapers have been compiled by the Modern Languages Instructors in French, German, Italian, Modern Greek, Portuguese, Spanish and Russian. There are also complete language courses, listening comprehension materials such as interviews and documentaries, literature and pronunciation materials, and computer-based materials. *Please note that the Library does not lend out books or other materials.* Tapes and transcripts of previous aural comprehension examinations in the Final Honour School are available for use in the Language Library. Special video/listening comprehension packs are also available for practising the skills required in the FHS oral examinations. The Language Centre web site provides links to many useful foreign languages sites: www.lang.ox.ac.uk.

All students must register at the Language Centre and participate in an orientation and induction visit in order to use the Language Library. Individual induction tours are given daily at 10 a.m. and 2 p.m. The Centre is open as follows: Term: Weeks 1-8: Monday - Thursday 9.30 a.m. - 8 p.m., Friday 9.30 a.m.- 6.30 p.m., Saturday 10 a.m. - 1 p.m.; Weeks 0 and 9: Monday - Friday 9.30 a.m. - 6.30 p.m.; Christmas and Easter Vacation: Monday - Friday 9.30 a.m. - 1 p.m. and 2 p.m. - 5.30 p.m. Summer Vacation: Monday - Friday 8.30 a.m. - 4.30 p.m.

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 weekly during term at the Phoenix cinema in Walton Street 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. The video subscription is £20 for the academic year. More information is on their website: www.mfo.ac.uk.

PORTUGUESE CENTRE

The **Portuguese Centre** – *Centro de Língua Portuguesa*, located at 11 Bevington Road is a Portuguese 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 between 9.30 and 5.00 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)86880) or email clpic-oxford@modern-languages.ox.ac.uk. A University card is needed for direct access to Bevington Road.

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** should be available to you in your college computer room or at the computers in the Taylor Institution Library. The following are generally good starting points:

The Modern Languages Home Page:

www.mod-langs.ox.ac.uk

The Taylorian Home Page:

www.taylib.ox.ac.uk

The Modern Languages Faculty Library Home Page:

www.mlfl.ox.ac.uk

The Language Centre Home Page:

www.lang.ox.ac.uk

Further websites are available from the librarian of the Language Centre.

Most colleges have a computer room, with word-processing and other software, printer, and connections to the University 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.

THE PRELIMINARY EXAMINATION

The *descriptors* and *examining conventions* given below are the marking guidelines used by examiners in recent Preliminary Examinations. They are given here for guidance; both the descriptors and conventions are updated every year, and will be updated for the examination in Trinity Term 2010.

DESCRIPTORS FOR PRELIMS 2008-09

Unseen translation into English

Mark	Result	Comprehension	English
85-100	High Distinction	Exceptional performance; few or no problems of comprehension except in cases of difficult vocabulary.	Exceptional performance. Sensitive to register. Written in natural and idiomatic English.
70-84	Distinction	Isolated problems of comprehension which do not impair the overall understanding of the passage.	Some parts may be slightly wooden, but in general written in a fluent and appropriate style.
55-69	Pass	Good overall understanding of the passage, with some misreading or errors.	Reads smoothly, despite some infelicities.
40-54	Pass	Understands much of the passage, but difficulty with some common words and structures.	Awkward, literal English, gaps.
30-39	Fail	Largely misunderstands the passage.	Partly incoherent. Significant parts of the passage rendered incomprehensibly.
0-29	Low Fail	Totally or almost totally misunderstands the passage.	Totally or almost totally inadequate English.

Prose Composition and language exercises

Mark	Result	Grammar and structures	Vocabulary
85-100	High Distinction	Exceptional performance. High level of accuracy, and ability to handle a range of complex structures.	Exceptional lexical range and sense of nuance.
70-84	Distinction	High level of accuracy, though there may be some errors in more complex structures.	Wide-ranging, precise and appropriate in most contexts.
55-69	Pass	Few basic errors. In most cases complex structures are used correctly.	Generally adequate and accurate for most circumstances. Some use of paraphrase.
40-54	Pass	Frequent basic errors, but adequate grammatical knowledge displayed.	Comprehensibility hampered by basic gaps in vocabulary. Invented words or extensive inaccurate paraphrase.
30-39	Fail	Inadequate grammatical knowledge displayed. Almost all complex structures inaccurately handled and very frequent mistakes in even basic forms.	Inadequate. Basic levels of communication are not achieved.
0-29	Low Fail	Gravely inadequate knowledge of grammar.	Gravely inadequate knowledge.

Commentaries

Mark	Result	Criteria
85-100	High Distinction	Exceptional performance. The passage is discussed thoroughly both as a whole and in detail, with a sound grasp of the interdependence of formal and thematic aspects, and with appropriate reference to background or context. Commentaries have structure and are written in lucid English and with some elegance of style, using technical terms where appropriate.
70-84	Distinction	Commentaries have most of the qualities of the higher band, but fail to meet one or more of the relevant criteria.
55-69	Pass	Commentaries show a good understanding of the passage and its context and capably analyse its main aspects. They may suffer at points from lack of focus or organisation, and some aspects or parts of the passage may not receive adequate attention, but on the whole they show a sound understanding of the passage and analyse it cogently.
40-54	Pass	Commentaries fall short of a thorough understanding of the passage and knowledge of its context but nevertheless comment helpfully on some of its aspects. Overall, they are bitty or partial, perhaps failing to recognise the background or context of the passage accurately or misunderstanding aspects which are analysed. Rushed, unfinished or badly organised work which nevertheless shows signs of ability may fall into this band. May give the impression of being little more than a list of points.
30-39	Fail	Work shows inadequate knowledge of the context or background of the passage and fails to give a cogent analysis of more than a small part of it. Commentaries may fall into this category if they consistently misread the passage.
0-29	Low Fail	Totally or almost totally irrelevant and superficial work, which shows no or almost no understanding of the material, and no or almost no knowledge of context and background.

Essays in Literature and Further Topics

Mark	Result	Criteria
85-100	High Distinction	Work which consistently exceeds expectations, not only addressing the question directly but also showing detailed knowledge of the texts or issues involved, and also (where appropriate) understanding of the broader intellectual, historical or aesthetic contexts. Essays make a coherent argument and draw pertinent conclusions. They are written in lucid English and with some elegance of style. Length will not be rewarded for its own sake, but essays of this standard will cover a good range of relevant issues.
70-84	Distinction	Work which sticks to the question and shows a good detailed knowledge of the texts or issues involved. Essays have a coherent structure and clear, well-defended conclusions. An essay which is in some respects flawed but which demonstrates unusual insight or flair may be put in this band.
55-69	Pass	Work showing good understanding of the question and of relevant material. May suffer at points from lack of focus or organisation, but on the whole addresses the title directly with a sound knowledge of the texts and issues involved.
40-54	Pass	Shows a respectable knowledge of relevant texts or issues, but fails to answer the question in a persuasive or fully coherent manner. Rushed, unfinished or badly organised work which nevertheless shows signs of knowledge and ability may fall into this band.
30-39	Fail	Largely irrelevant material which only superficially addresses the question and shows inadequate knowledge of relevant texts or issues.
0-29	Low Fail	Totally or almost totally irrelevant and superficial work, which shows very little or no understanding of the material.

MARKING AND EXAMINING CONVENTIONS

Revised marking and examining conventions for the Preliminary Examination in Modern Languages and Associated Joint Schools 2008

1. Range and sense of marks:

The range of marks which can be given to any question or section is 0-100.

The range of marks which can be given to complete papers is 0(=NS)-100.

Moderators should be ready to use the full range of marks. Thus marks in excess of 90 should not be reserved for an unattainable ideal, but should be given to papers that represent the best that could be expected from candidates at this stage of their studies. The mark given to a paper may be raised on a second reading.

The mark of NS is awarded to complete papers with a mark of 0, or which are deemed by the Moderators to contain work which is so thoroughly poor or inappropriate as to be unacceptable. A mark of NS on a paper automatically entails the failure of the candidate in the complete subject (as defined below). The award of NS to a paper would be appropriate in the case of, among other things, a serious failure to obey rubrics. Candidates taking Paper VI in Latin or Ancient Greek who fail to translate adequately from one of the prescribed texts will be marked NS on that paper, and will consequently fail in the Literature subject.

2. Distinction:

An average of 70 or over, for a complete subject or group of subjects as defined below. The work of candidates with an average of 68 or 69 must be re-read, the work of candidates with an average of less than 68 may be re-read at the Moderators' discretion. A candidate may be awarded one or two distinctions. Distinctions are awarded in the following subjects and groups of subjects:

- a) Language and Literature (excluding Further Topics) in the modern languages, Latin and/or Greek;
- b) Further Topics in French or German;
- c) Linguistics
- d) Russian Course B

A Candidate may be awarded a distinction in one subject or group of subjects irrespective of whether s/he has achieved a total pass in his/her other subject or group of subjects.

3. Fail:

In any one subject:

- a) an average of less than 40 over the papers of the subject, OR
- b) a mark of NS in any paper in that subject.

Candidates failing in any subject resit all papers in the subject, except that candidates failing in Linguistics or in Further Topics in French or German resit only those papers for which they have been awarded a mark of less than 40.

4. Subjects:

The subjects (or parts) of the Preliminary Examination are constituted as follows (Examination Regulations 2003, p. 88):

- a) in any modern language, papers I and II, with the additional oral requirement for French, constitute the Language subject, and papers III and IV constitute the Literature subject;
- b) In Latin and Ancient Greek, Paper V constitutes the Language subject, and Papers VI and VII constitute the Literature subject;
- c) in French and German, papers XI, XII, and XIII constitute the Further Topics subject;
- d) in Linguistics, papers VIII, IX and X constitute a single subject;
- e) in Russian course B (ab initio), papers BI and BII constitute subject (a), while B III (= dictation, aural comprehension) and the oral test constitute subject (b).

5. Double marking and fail sheets.

A paper initially awarded marks of less than 40 must be double-marked when the initial mark would cause the candidate to fail the subject of which the paper is part. A fail sheet must be completed for all subjects with confirmed marks of less than 40.

6. Short weight and rubric infringement.

- (a) Resolution of short-weight is a matter for the discretion of the Moderators in each language or subject. The maximum deduction which may be imposed is equal to the value of the unanswered question or questions. All instances of such answers should be considered by the Moderators for a language or subject on a case-by-case basis.
- (b) Where there is an infringement of rubrics, the Moderators in each language or subject should decide on the appropriate penalty on a case-by-case basis.

STUDENT SUPPORT

HELP

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 appointed two **Confidential Advisers**, Dr Annette Volting and Dr Stephen Parkinson, who can give advice to its members and may be able to resolve the problem. 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 rôle 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.

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.

DISABILITY

The Modern Languages Faculty is committed to ensuring that **disabled students** are not treated less favourably than other students, and to providing reasonable adjustment to provision where disabled students might otherwise be at a substantial disadvantage. For students who have declared a disability on entry to the University, the Faculty will have been informed if any special arrangements have to be made. Students who think that adjustments in Faculty teaching, learning facilities or assessment may need to be made should raise the matter first with their college tutor, who will ensure that the appropriate people in the Faculty are informed. Details of accessibility to the different premises of the Faculties are available from the Faculty Administration (enquiries@mod-langs.ox.ac.uk). General advice about provision for students with disabilities at Oxford University and how best to ensure that all appropriate bodies are informed can be found on the University's Disability Services website at www.admin.ox.ac.uk/eop.

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>).

The University's Complaints and Appeals template may be downloaded in Word  or PDF  versions for inclusion in student handbooks.

- ❖ **WHEN DRAWING UP THIS HANDBOOK WE HAVE TRIED TO BE AS ACCURATE AND CLEAR AS POSSIBLE, BUT REMEMBER THAT IT IS ONLY AN INFORMAL GUIDE. THE REVISED EDITION OF THE UNIVERSITY'S *EXAMINATION REGULATIONS* WILL BE THE OFFICIAL AUTHORITATIVE SOURCE OF INFORMATION AND 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.**