



AD3

MODULE DESCRIPTORS

**Cert HE
AN CÙRSA ADHARTAIS**

Responsible Partner



June 2007

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Module 1*(last revised 21/11/08)*

1. SUMMARY MODULE INFORMATION	
COURSE NAME	An Cùrsa Adhartais
TITLE OF MODULE	CA One
SITS MODULE CODE	UQ 507211
UHI SUBJECT NETWORK	Gaelic and Other Contemporary Languages
EXAM BOARD	Gaelic & Related Studies Scheme
SCQF LEVEL	7
SCOTCAT CREDIT POINTS	15
MODULE LEADER & CONTACT DETAILS	Murchadh MacLeòid Tel: 01471 888312 sm00mml@uhi.ac.uk
BRIEF DESCRIPTION OF MODULE	Language module covering various forms and structures of Gaelic. The vocabulary illustrates and reinforces structures.
PREREQUISITES OR CO-REQUISITES	Entry to level SCQF 7 of the Gaelic and Related Studies Scheme, which is at the discretion of the Centre. Successful completion of An Cùrsa Inntigidh, (Access to Gaelic Course), or demonstration of equivalent competence in Gaelic. Under normal circumstances, students will be required to start at module CA One and work sequentially to module CA Six. Modules cannot be selected at random.
PRIMARY MODES OF DELIVERY & SUPPORT	Blended-learning with online materials supported by group telephone tutorials, led by experienced language tutors.
ASSESSMENT	Oral 40% e.g. reading exercise and Written 60% (assessment paper comprising closed grammar exercises and one short open essay-style passage)
KEY LEARNING RESOURCES	Dedicated comprehensive Course resources developed for this Module.
ACCESS VIA LEARNING CENTRES?	All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. Access to appropriate ICT equipment would be required.
2. MODULE DESCRIPTOR	
AIMS	The aims of the module are to: <ul style="list-style-type: none"> • introduce students to the future tense of regular verbs and their relative forms; • introduce students to inverted infinitive structures involving direct objects; • introduce students to the use of the preposition 'ann' with possessive adjectives to form 'nam/nad' structures in non-abstract contexts; • develop the student's familiarity with new vocabulary to illustrate structures and reinforce structures already introduced.
INTENDED LEARNING OUTCOMES	On successful completion of this module students should be able to: <ol style="list-style-type: none"> 1. use the future tense of regular verbs and their relative forms; 2. use inverted infinitive structures involving direct objects; 3. use the preposition 'ann' with possessive adjectives to form 'nam/nad' structures in non-abstract contexts; 4. use new vocabulary to illustrate structures and reinforce structures already introduced.
INDICATIVE CONTENT	The Course introduces new language points contained in passages of

	<p>text which normally take the form of dialogues or monologues. Important language points from all texts previously studied are 'sewn into' each new passage so that there is ongoing reinforcement of taught language points. This module, taught over an eight week period, is subdivided into five sections, each comprising an item of text in print and reproduced on sound-file which operates as the basis for the study of the section.</p> <p>The study of each section begins with a set of oral exercise delivered via the recorded material and concentrating purely on the sound properties of the language in the text. Students carry out listen-and-repeat speech drills to develop skills in pronunciation and intonation. Each drill is a line from the passage they are to go on to analyse.</p> <p>They then move onto the part of the section which deals with analysis and comprehension. This is delivered in the written pages of the work-pack and comprises a version of the main text, explanatory notes discussing new language points contained within it and a variety of grammar based exercises with answers available.</p> <p>Students return to the recorded material for a second set of self-assessing oral exercises which require that they combine the language skills gained in the written work with the work done on pronunciation and reproducing speech in the earlier oral drills. Students are now required to think and give appropriate answers using a correct grammatical form, for example, in response to auditory prompts delivered by actors' voices. These exercises will usually take the form of realistic conversations where the success, authenticity and continuity of the conversation depends on the student supplying a correct answer. A repeat version of each exercise is done where students hear their own lines being delivered after having spoken them so that they have a means of self-assessment.</p> <p>The language of instruction in the recorded material is Gaelic at all times so that students enjoy the target language immersion experience central to modern language teaching methods.</p> <p>The module is supported by tutor-led telephone tutorials where language issues relating to the passages being studied can be raised. The most important function of the phone tutorial is to provide an experiential and social setting where students can interact with one another and take part in structured Gaelic conversations bringing into use as much as possible of the new language being taught in the Course.</p>
<p>MODES OF DELIVERY & SUPPORT FOR TEACHING & LEARNING</p>	<p>Telephone tutorials: preparation, attendance and revision - 32 hours Working through the recorded material and work-packs - 80 hours Reflection and self-directed study - 30 hours Preparation for and undertaking end of module assessment - <u>8 hours</u> 150 hours</p> <p><i>An Cùrsa Adhartais</i> will use the same delivery methods which have been successfully developed for <i>An Cùrsa Inntigidh</i>. Students will download Course materials with accompanying MP3 sound files. The weekly telephone tutorial will remain a key component of Course delivery. Further support will be provided at weekend schools, which will reinforce the weekly course work, and provide an opportunity to develop communicative skills in a supportive environment.</p>
<p>ASSESSMENT</p>	<p>Students are assessed in the four language skills, listening, speaking, reading and writing. Diagnostic assessment takes place on an on-going basis throughout the module, both written and oral, both semi-formally in</p>

	<p>exercises and informally during telephone tutorials. Summative assessment takes place at the end of the module.</p> <p>There will be 2 strands to the assessment of this module:</p> <ol style="list-style-type: none"> 1. Oral e.g. reading exercise 40% 2. Written (assessment paper comprising closed grammar exercises and one short open essay-style passage) 60% <p>Students must attain a minimum mark of 30% in both strands of the assessment and an average of 40% overall in order to pass the module.</p> <p>Individual students' progress will be monitored by their tutors and co-ordinated by the Course Leader.</p>
KEY LEARNING RESOURCES	<p>Dedicated resources developed for this course:</p> <p>Online access to the work-pack and sound files for the module, with the option to purchase the sound files in CD format. Worksheets for the phone tutorials are available online.</p> <p>A bulletin board to enable students to keep in touch with each other and discuss aspects of the course content.</p> <p><i>An Cùrsa Adhartais</i> will be hosted within UHI's virtual learning environment.</p> <p>Access to the College's library facilities is available to students attending weekend schools.</p> <p>Students also receive extension materials at these schools. These materials will also be made available via the internet to students not able to attend the schools.</p> <p>Some students may also have access to UHI learning centres as another learning resource.</p> <p>Students will have access to the UHI inter-loan library service.</p>
ADDITIONAL BACKGROUND INFORMATION	<p>This forms the first module of a distance-delivery alternative to <i>An Cùrsa Comais</i>.</p>
SPECIALIST RESOURCE REQUIREMENTS	<p>None</p>

Module 2*(last revised 21/11/08)*

1. SUMMARY MODULE INFORMATION	
COURSE NAME	An Cùrsa Adhartais
TITLE OF MODULE	CA Two
SITS MODULE CODE	UQ507212
UHI SUBJECT NETWORK	Gaelic and Other Contemporary Languages
EXAM BOARD	Gaelic & Related Studies Scheme
SCQF LEVEL	7
SCOTCAT CREDIT POINTS	15
MODULE LEADER & CONTACT DETAILS	Murchadh MacLeòid Tel: 01471 888312 sm00mml@uhi.ac.uk
BRIEF DESCRIPTION OF MODULE	Language module covering various forms and structures of Gaelic and providing progression from Module CA One. The vocabulary illustrates and reinforces structures.
PREREQUISITES OR CO-REQUISITES	Successful completion of Module CA One.
PRIMARY MODES OF DELIVERY & SUPPORT	Blended-learning with online materials supported by group telephone tutorials, led by experienced language tutors.
ASSESSMENT	Oral 40% e.g. extempore conversation and Written 60% (assessment paper comprising closed grammar exercises and one short open essay-style passage)
KEY LEARNING RESOURCES	Dedicated comprehensive Course resources developed for this Module.
ACCESS VIA LEARNING CENTRES?	All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. Access to appropriate ICT equipment would be required.
2. MODULE DESCRIPTOR	
AIMS	The aims of the module are to: <ul style="list-style-type: none"> • develop the student's ability to use the future tense of irregular verbs and their relative forms; • develop the student's ability to use personal pronouns in the context of inverted infinitive structures; • develop the student's ability to use the 'nam/nad' structure in an abstract context and in relation to professions; • introduce new vocabulary to illustrate structures and reinforce structures already introduced.
INTENDED LEARNING OUTCOMES	On successful completion of this module students should be able to: <ol style="list-style-type: none"> 1. use the future tense of irregular verbs and their relative forms; 2. demonstrate the use of personal pronouns in the context of inverted infinitive structures; 3. demonstrate the use of the 'nam/nad' structure in an abstract context and in relation to professions; 4. use new vocabulary to illustrate structures and reinforce structures already introduced.
INDICATIVE CONTENT	The Course introduces new language points contained in passages of text which normally take the form of dialogues or monologues. Important language points from all texts previously studied are 'sewn into' each new passage so that there is ongoing reinforcement of taught language points. This module, taught over an eight week period, is subdivided into five sections, each comprising an item of text in print and reproduced on sound-file which operates as the basis for the study of the section. The study of each section begins with a set of oral exercise delivered via

	<p>the recorded material and concentrating purely on the sound properties of the language in the text. Students carry out listen-and-repeat speech drills to develop skills in pronunciation and intonation. Each drill is a line from the passage they are to go on to analyse.</p> <p>They then move onto the part of the section which deals with analysis and comprehension. This is delivered in the written pages of the work-pack and comprises a version of the main text, explanatory notes discussing new language points contained within it and a variety of grammar based exercises with answers available.</p> <p>Students return to the recorded material for a second set of self-assessing oral exercises which require that they combine the language skills gained in the written work with the work done on pronunciation and reproducing speech in the earlier oral drills. Students are now required to think and give appropriate answers using a correct grammatical form, for example, in response to auditory prompts delivered by actors' voices. These exercises will usually take the form of realistic conversations where the success, authenticity and continuity of the conversation depends on the student supplying a correct answer. A repeat version of each exercise is done where students hear their own lines being delivered after having spoken them so that they have a means of self-assessment.</p> <p>The language of instruction in the recorded material is Gaelic at all times so that students enjoy the target language immersion experience central to modern language teaching methods.</p> <p>The module is supported by tutor-led telephone tutorials where language issues relating to the passages being studied can be raised. The most important function of the phone tutorial is to provide an experiential and social setting where students can interact with one another and take part in structured Gaelic conversations bringing into use as much as possible of the new language being taught in the Course.</p>
<p>MODES OF DELIVERY & SUPPORT FOR TEACHING & LEARNING</p>	<p>Telephone tutorials: preparation, attendance and revision - 32 hours Working through the recorded material and work-packs - 80 hours Reflection and self-directed study - 30 hours Preparation for and undertaking end of module assessment - 8 hours</p> <p><i>An Cùrsa Adhartais</i> will use the same delivery methods which have been successfully developed for <i>An Cùrsa Inntigridh</i>. Students will download course materials with accompanying MP3 sound files. The weekly telephone tutorial will remain a key component of course delivery. Further support will be provided at three weekend schools, which will reinforce the weekly Course work, and provide an opportunity to develop communicative skills in a supportive environment.</p>
<p>ASSESSMENT</p>	<p>Students are assessed in the four language skills, listening, speaking, reading and writing. Diagnostic assessment takes place on an on-going basis throughout the module, both written and oral, both semi-formally in exercises and informally during telephone tutorials. Summative assessment takes place at the end of the module.</p> <p>There will be 2 strands to the assessment of this module:</p> <ol style="list-style-type: none"> 1. Oral e.g. extempore conversation 40% 2. Written (assessment paper comprising closed grammar exercises and one short open essay-style passage) 60%

	<p>Students must attain a minimum mark of 30% in both strands of the assessment and an average of 40% overall in order to pass the module.</p> <p>Individual students' progress will be monitored by their tutors and coordinated by the Course Leader.</p>
KEY LEARNING RESOURCES	<p>Dedicated resources developed for this Course:</p> <p>Online access to the work-pack and sound files for the module, with the option to purchase the sound files in CD format. Worksheets for the phone tutorials are also available online.</p> <p>A bulletin board to enable students to keep in touch with each other and discuss aspects of the course content.</p> <p><i>An Cùrsa Adhartais</i> will be hosted within UHI's virtual learning environment.</p> <p>Access to the College's library facilities is available to students attending weekend schools.</p> <p>Students also receive extension materials at these schools. These materials will also be made available via the internet to students not able to attend the schools.</p> <p>Some students may also have access to UHI learning centres as another learning resource.</p> <p>Students will have access to the UHI inter-loan library service.</p>
ADDITIONAL BACKGROUND INFORMATION	<p>This forms the second module of a distance-delivery alternative to An Cùrsa Comais.</p>
SPECIALIST RESOURCE REQUIREMENTS	<p>None</p>

Module 3*(last revised 21/11/08)*

1. SUMMARY MODULE INFORMATION	
COURSE NAME	An Cùrsa Adhartais
TITLE OF MODULE	CA Three
SITS MODULE CODE	UQ507213
UHI SUBJECT NETWORK	Gaelic and Other Contemporary Languages
EXAM BOARD	Gaelic & Related Studies Scheme
SCQF LEVEL	7
SCOTCAT CREDIT POINTS	15
MODULE LEADER & CONTACT DETAILS	Murchadh MacLeòid Tel: 01471 888312 sm00mml@uhi.ac.uk
BRIEF DESCRIPTION OF MODULE	Language module covering various forms and structures of Gaelic and providing progression from Module CA Two. The vocabulary illustrates and reinforces structures.
PREREQUISITES OR CO-REQUISITES	Successful completion of Module CA Two.
PRIMARY MODES OF DELIVERY & SUPPORT	Blended-learning with online materials supported by group telephone tutorials, led by experienced language tutors.
ASSESSMENT	Oral 40% e.g. prepared monologue and Written 60% (assessment paper comprising closed grammar exercises and one short open essay-style passage)
KEY LEARNING RESOURCES	Dedicated comprehensive Course resources developed for this Module.
ACCESS VIA LEARNING CENTRES?	All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. Access to appropriate ICT equipment would be required.
2. MODULE DESCRIPTOR	
AIMS	The aims of the module are to: <ul style="list-style-type: none"> • develop the student's ability to use the perfect tense to recall past events; • develop the student's ability to use the pluperfect and future perfect tense; • introduce a range of supporting language structures to enable students to express abilities or compulsion and the various way to say 'because'; • develop the student's ability to use past participles of a verb; • introduce the counting system when referring to people; • expand the student's portfolio of prepositional pronouns; • develop the student's ability to use compound prepositions combined with personal pronouns; • introduce new vocabulary to illustrate structures and reinforce structures already introduced.
INTENDED LEARNING OUTCOMES	On successful completion of this module students should be able to: <ol style="list-style-type: none"> 1. use the perfect tense to recall past events; 2. use the pluperfect and future perfect tense; 3. use a range of supporting language structures to express abilities or compulsion and the various ways to say 'because'; 4. use past participles of a verb; 5. use the counting system when referring to people; 6. demonstrate the use of a wider range of prepositional pronouns; 7. use compound prepositions combined with personal pronouns; 8. use new vocabulary to illustrate structures and reinforce structures already introduced.

<p>INDICATIVE CONTENT</p>	<p>The Course introduces new language points contained in passages of text which normally take the form of dialogues or monologues. Important language points from all texts previously studied are 'sewn into' each new passage so that there is ongoing reinforcement of taught language points. This module, taught over an eight week period, is subdivided into four sections, each comprising an item of text in print and reproduced on sound-file which operates as the basis for the study of the section.</p> <p>The study of each section begins with a set of oral exercise delivered via the recorded material and concentrating purely on the sound properties of the language in the text. Students carry out listen-and-repeat speech drills to develop skills in pronunciation and intonation. Each drill is a line from the passage they are to go on to analyse.</p> <p>They then move onto the part of the section which deals with analysis and comprehension. This is delivered in the written pages of the work-pack and comprises a version of the main text, explanatory notes discussing new language points contained within it and a variety of grammar based exercises with answers available.</p> <p>Students return to the recorded material for a second set of self-assessing oral exercises which require that they combine the language skills gained in the written work with the work done on pronunciation and reproducing speech in the earlier oral drills. Students are now required to think and give appropriate answers using a correct grammatical form, for example, in response to auditory prompts delivered by actors' voices. These exercises will usually take the form of realistic conversations where the success, authenticity and continuity of the conversation depends on the student supplying a correct answer. A repeat version of each exercise is done where students hear their own lines being delivered after having spoken them so that they have a means of self-assessment.</p> <p>The language of instruction in the recorded material is Gaelic at all times so that students enjoy the target language immersion experience central to modern language teaching methods.</p> <p>The module is supported by tutor-led telephone tutorials where language issues relating to the passages being studied can be raised. The most important function of the phone tutorial is to provide an experiential and social setting where students can interact with one another and take part in structured Gaelic conversations bringing into use as much as possible of the new language being taught in the Course.</p>
<p>MODES OF DELIVERY & SUPPORT FOR TEACHING & LEARNING</p>	<p>Telephone tutorials: Preparation, attendance and revision - 32 hours Working through the recorded material and work-packs - 80 hours Reflection and Self-directed study - 30 hours Preparation for and undertaking end of module assessment - 8 hours</p> <p><i>An Cùrsa Adhartais</i> will use the same delivery methods which have been successfully developed for <i>An Cùrsa Inntigidh</i>. Students will download course materials with accompanying MP3 sound files. The weekly telephone tutorial will remain a key component of course delivery. Further support will be provided at three weekend schools, which will reinforce the weekly course work, and provide an opportunity to develop communicative skills in a supportive environment.</p>
<p>ASSESSMENT</p>	<p>Students are assessed in the four language skills, listening, speaking, reading and writing. Diagnostic assessment takes place on an on-going basis throughout the module, both written and oral, both semi-formally in</p>

	<p>exercises and informally during telephone tutorials. Summative assessment takes place at the end of the module.</p> <p>There will be 2 strands to the assessment of this module:</p> <ol style="list-style-type: none"> 1. Oral e.g. prepared monologue 40% 2. Written (assessment paper comprising closed grammar exercises and one short open essay-style passage) 60% <p>Students must attain a minimum mark of 30% in both strands of the assessment and an average of 40% overall in order to pass the module.</p> <p>Individual students' progress will be monitored by their tutors and co-ordinated by the Course Leader.</p>
KEY LEARNING RESOURCES	<p>Dedicated resources developed for this Course:</p> <p>Online access to the work-pack and sound files for the module, with the option to purchase the sound files in CD format. Worksheets for the phone tutorials are also available online.</p> <p>A bulletin board to enable students to keep in touch with each other and discuss aspects of the course content.</p> <p><i>An Cùrsa Adhartais</i> will be hosted within UHI's virtual learning environment.</p> <p>Access to the College's library facilities is available to students attending weekend schools. Students also receive extension materials at these schools. These materials will also be made available via the internet to students not able to attend the schools.</p> <p>Some students may also have access to UHI learning centres as another learning resource.</p> <p>Students will have access to the UHI inter-loan library service.</p>
ADDITIONAL BACKGROUND INFORMATION	<p>This forms the third module of a distance-delivery alternative to <i>An Cùrsa Comais</i>.</p>
SPECIALIST RESOURCE REQUIREMENTS	<p>None</p>

Module 4*(last revised 21/11/08)*

1. SUMMARY MODULE INFORMATION	
COURSE NAME	An Cùrsa Adhartais
TITLE OF MODULE	CA Four
SITS MODULE CODE	UQ507214
UHI SUBJECT NETWORK	Gaelic and Other Contemporary Languages
EXAM BOARD	Gaelic & Related Studies Scheme
SCQF LEVEL	7
SCOTCAT CREDIT POINTS	15
MODULE LEADER & CONTACT DETAILS	Murchadh MacLeòid Tel: 01471 888312 sm00mml@uhi.ac.uk
BRIEF DESCRIPTION OF MODULE	Language module covering various forms and structures of Gaelic and providing progression from Module CA Three. The vocabulary illustrates and reinforces structures.
PREREQUISITES OR CO-REQUISITES	Successful completion of Module CA Three.
PRIMARY MODES OF DELIVERY & SUPPORT	Blended-learning with online materials supported by group telephone tutorials, led by experienced language tutors.
ASSESSMENT	Oral 40% e.g. extempore conversation and Written 60% (assessment paper comprising closed grammar exercises and one short open essay-style passage)
KEY LEARNING RESOURCES	Dedicated comprehensive Course resources developed for this Module.
ACCESS VIA LEARNING CENTRES?	All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. Access to appropriate ICT equipment would be required.
2. MODULE DESCRIPTOR	
AIMS	The aims of the module are to: <ul style="list-style-type: none"> • develop the student's ability to use the conditional tense of the verb 'to be' and its relative forms; • develop the student's ability to use the conditional tense of regular verbs and their relative forms; • develop the student's ability to use the conditional tense of two irregular verbs and their relative forms; • develop the student's ability to use the emphatic structure 'S ann/ Chan ann; • extend the student's repertoire of simple prepositions and their prepositional pronoun forms; • develop the student's ability to use prepositions as objects in question formats; • introduce new vocabulary to illustrate structures and reinforce structures already introduced.
INTENDED LEARNING OUTCOMES	On successful completion of this module students should be able to: <ol style="list-style-type: none"> 1. use the conditional tense of the verb 'to be' and its relative forms; 2. use the conditional tense of regular verbs and their relative forms; 3. use the conditional tense of two irregular verbs and their relative forms. 4. use the emphatic structure 'S ann/ Chan ann. 5. demonstrate a wider repertoire of simple prepositions and their prepositional pronoun forms. 6. use prepositions as objects in question formats. 7. use new vocabulary to illustrate structures and reinforce structures already introduced

INDICATIVE CONTENT	<p>The Course introduces new language points contained in passages of text which normally take the form of dialogues or monologues. Important language points from all texts previously studied are 'sewn into' each new passage so that there is ongoing reinforcement of taught language points. This module, taught over an eight week period, is subdivided into four sections, each comprising an item of text in print and reproduced on sound-file which operates as the basis for the study of the section.</p> <p>The study of each section begins with a set of oral exercise delivered via the recorded material and concentrating purely on the sound properties of the language in the text. Students carry out listen-and-repeat speech drills to develop skills in pronunciation and intonation. Each drill is a line from the passage they are to go on to analyse.</p> <p>They then move onto the part of the section which deals with analysis and comprehension. This is delivered in the written pages of the work-pack and comprises a version of the main text, explanatory notes discussing new language points contained within it and a variety of grammar based exercises with answers available.</p> <p>Students return to the recorded material for a second set of self-assessing oral exercises which require that they combine the language skills gained in the written work with the work done on pronunciation and reproducing speech in the earlier oral drills. Students are now required to think and give appropriate answers using a correct grammatical form, for example, in response to auditory prompts delivered by actors' voices. These exercises will usually take the form of realistic conversations where the success, authenticity and continuity of the conversation depends on the student supplying a correct answer. A repeat version of each exercise is done where students hear their own lines being delivered after having spoken them so that they have a means of self-assessment.</p> <p>The language of instruction in the recorded material is Gaelic at all times so that students enjoy the target language immersion experience central to modern language teaching methods.</p> <p>The module is supported by tutor-led telephone tutorials where language issues relating to the passages being studied can be raised. The most important function of the phone tutorial is to provide an experiential and social setting where students can interact with one another and take part in structured Gaelic conversations bringing into use as much as possible of the new language being taught in the Course.</p>
MODES OF DELIVERY & SUPPORT FOR TEACHING & LEARNING	<p>Telephone tutorials: preparation, attendance and revision - 32 hours Working through the recorded material and work-packs - 80 hours Reflection and self-directed study - 30 hours Preparation for and undertaking end of module assessment - 8 hours</p> <p><i>An Cùrsa Adhartais</i> will use the same delivery methods which have been successfully developed for <i>An Cùrsa Inntigidh</i>. Students will download course materials with accompanying MP3 sound files. The weekly telephone tutorial will remain a key component of course delivery. Further support will be provided at three weekend schools, which will reinforce the weekly course work, and provide an opportunity to develop communicative skills in a supportive environment.</p>
ASSESSMENT	<p>Students are assessed in the four language skills, listening, speaking, reading and writing. Diagnostic assessment takes place on an on-going basis throughout the module, both written and oral, both semi-formally in</p>

	<p>exercises and informally during telephone tutorials. Summative assessment takes place at the end of the module.</p> <p>There will be 2 strands to the assessment of this module:</p> <ol style="list-style-type: none"> 1. Oral e.g. extempore conversation 40% 2. Written (assessment paper comprising closed grammar exercises and one short open essay-style passage) 60% <p>Students must attain a minimum mark of 30% in both strands of the assessment and an average of 40% overall in order to pass the module.</p> <p>Individual students' progress will be monitored by their tutors and co-ordinated by the Course Leader.</p>
KEY LEARNING RESOURCES	<p>Dedicated resources developed for this Course:</p> <p>Online access to the work-pack and sound files for the module, with the option to purchase the sound files in CD format. Worksheets for the phone tutorials are also available online.</p> <p>A bulletin board to enable students to keep in touch with each other and discuss aspects of the course content.</p> <p><i>An Cùrsa Adhartais</i> will be hosted within UHI's virtual learning environment.</p> <p>Access to the College's library facilities is available to students attending weekend schools.</p> <p>Students also receive extension materials at these schools. These materials will also be made available via the internet to students not able to attend the schools.</p> <p>Some students may also have access to UHI learning centres as another learning resource.</p> <p>Students will have access to the UHI inter-loan library service.</p>
ADDITIONAL BACKGROUND INFORMATION	<p>This forms the fourth module of a distance-delivery alternative to An Cùrsa Comais.</p>
SPECIALIST RESOURCE REQUIREMENTS	<p>None</p>

Module 5*(last revised 21/11/08)*

1. SUMMARY MODULE INFORMATION	
COURSE NAME	An Cùrsa Adhartais
TITLE OF MODULE	CA Five
SITS MODULE CODE	UQ507215
UHI SUBJECT NETWORK	Gaelic and Other Contemporary Languages
EXAM BOARD	Gaelic & Related Studies Scheme
SCQF LEVEL	7
SCOTCAT CREDIT POINTS	15
MODULE LEADER & CONTACT DETAILS	Murchadh MacLeòid Tel: 01471 888312 sm00mml@uhi.ac.uk
BRIEF DESCRIPTION OF MODULE	Language module covering various forms and structures of Gaelic and providing progression from Module CA Four. The vocabulary illustrates and reinforces structures.
PREREQUISITES OR CO-REQUISITES	Successful completion of Module CA Four.
PRIMARY MODES OF DELIVERY & SUPPORT	Blended-learning with online materials supported by group telephone tutorials, led by experienced language tutors.
ASSESSMENT	Oral 40% e.g. unrehearsed monologue and Written 60% (assessment paper comprising closed grammar exercises and one short open essay-style passage)
KEY LEARNING RESOURCES	Dedicated comprehensive Course resources developed for this Module.
ACCESS VIA LEARNING CENTRES?	All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. Access to appropriate ICT equipment would be required.
2. MODULE DESCRIPTOR	
AIMS	<p>The aims of the module are to:</p> <ul style="list-style-type: none"> • introduce the conditional tense of the most common irregular verbs; • introduce the expression of imminent events using the 'gu bhith' structure; • extend the student's repertoire of simple prepositions and their prepositional pronoun forms; • introduce the use of subordinating conjunctions; • introduce the study of formal registers using impersonal passive forms of the verb 'to be' in all its tenses and relative forms; • introduce the linking of relative clauses based on prepositional phrases; • develop the expression of habitual practices using the form 'B' àbhaist'; • extend the use of formal registers using the passive form with 'ga' forms. • introduce new vocabulary to illustrate structures and reinforce structures already introduced.
INTENDED LEARNING OUTCOMES	<p>On successful completion of this module students should be able to:</p> <ol style="list-style-type: none"> 1. use the conditional tense of the most common irregular verbs; 2. express imminent events using the 'gu bhith' structure; 3. demonstrate an extended repertoire of simple prepositions and their prepositional pronoun forms; 4. use subordinating conjunctions; 5. use formal registers using impersonal passive forms of the verb 'to be' in all its tenses and relative forms;

	<ol style="list-style-type: none"> 6. link relative clauses based on prepositional phrases; 7. express habitual practices using the form 'B' àbhaist'. 8. use formal registers using the passive form with 'ga' forms; 9. use new vocabulary to illustrate structures and reinforce structures already introduced.
<p>INDICATIVE CONTENT</p>	<p>The Course introduces new language points contained in passages of text which normally take the form of dialogues or monologues. Important language points from all texts previously studied are 'sewn into' each new passage so that there is ongoing reinforcement of taught language points. This module, taught over an eight week period, is subdivided into four sections, each comprising an item of text in print and reproduced on sound-file which operates as the basis for the study of the section.</p> <p>The study of each section begins with a set of oral exercise delivered via the recorded material and concentrating purely on the sound properties of the language in the text. Students carry out listen-and-repeat speech drills to develop skills in pronunciation and intonation. Each drill is a line from the passage they are to go on to analyse.</p> <p>They then move onto the part of the section which deals with analysis and comprehension. This is delivered in the written pages of the work-pack and comprises a version of the main text, explanatory notes discussing new language points contained within it and a variety of grammar based exercises with answers available.</p> <p>Students return to the recorded material for a second set of self-assessing oral exercises which require that they combine the language skills gained in the written work with the work done on pronunciation and reproducing speech in the earlier oral drills. Students are now required to think and give appropriate answers using a correct grammatical form, for example, in response to auditory prompts delivered by actors' voices. These exercises will usually take the form of realistic conversations where the success, authenticity and continuity of the conversation depends on the student supplying a correct answer. A repeat version of each exercise is done where students hear their own lines being delivered after having spoken them so that they have a means of self-assessment.</p> <p>The language of instruction in the recorded material is Gaelic at all times so that students enjoy the target language immersion experience central to modern language teaching methods.</p> <p>The module is supported by tutor-led telephone tutorials where language issues relating to the passages being studied can be raised. The most important function of the phone tutorial is to provide an experiential and social setting where students can interact with one another and take part in structured Gaelic conversations bringing into use as much as possible of the new language being taught in the Course.</p>
<p>MODES OF DELIVERY & SUPPORT FOR TEACING & LEARNING</p>	<p>Telephone tutorials: preparation, attendance and revision - 32 hours Working through the recorded material and work-packs - 80 hours Reflection and self-directed study - 30 hours Preparation for and undertaking end of module assessment - 8 hours</p> <p><i>An Cùrsa Adhartais</i> will use the same delivery methods which have been successfully developed for <i>An Cùrsa Inntigidh</i>. Students will download course materials with accompanying MP3 sound files. The weekly telephone tutorial will remain a key component of course delivery. Further support will be provided at three weekend schools,</p>

	which will reinforce the weekly course work, and provide an opportunity to develop communicative skills in a supportive environment.
ASSESSMENT	<p>Students are assessed in the four language skills, listening, speaking, reading and writing. Diagnostic assessment takes place on an on-going basis throughout the module, both written and oral, both semi-formally in exercises and informally during telephone tutorials. Summative assessment takes place at the end of the module.</p> <p>There will be 2 strands to the assessment of this module:</p> <p>1. Oral e.g. unrehearsed monologue 40%</p> <p>2. Written (assessment paper comprising closed grammar exercises and one short open essay-style passage) 60%</p> <p>Students must attain a minimum mark of 30% in both strands of the assessment and an average of 40% overall in order to pass the module.</p> <p>Individual students' progress will be monitored by their tutors and co-ordinated by the Course Leader.</p>
KEY LEARNING RESOURCES	<p>Dedicated resources developed for this Course: Online access to the work-pack and sound files for the module, with the option to purchase the sound files in CD format. Worksheets for the phone tutorials are also available online.</p> <p>A bulletin board to enable students to keep in touch with each other and discuss aspects of the course content.</p> <p><i>An Cùrsa Adhartais</i> will be hosted within UHI's virtual learning environment.</p> <p>Access to the College's library facilities is available to students attending weekend schools.</p> <p>Students also receive extension materials at these schools. These materials will also be made available via the internet to students not able to attend the schools.</p> <p>Some students may also have access to UHI learning centres as another learning resource.</p> <p>Students will have access to the UHI inter-loan library service.</p>
ADDITIONAL BACKGROUND INFORMATION	This forms the fifth module of a distance-delivery alternative to <i>An Cùrsa Comais</i> .
SPECIALIST RESOURCE REQUIREMENTS	None

Module 6*(last revised 21/11/08)*

1. SUMMARY MODULE INFORMATION	
COURSE NAME	An Cùrsa Adhartais
TITLE OF MODULE	CA Six
SITS MODULE CODE	UQ507216
UHI SUBJECT NETWORK	Gaelic and Other Contemporary Languages
EXAM BOARD	Gaelic & Related Studies Scheme
SCQF LEVEL	7
SCOTCAT CREDIT POINTS	15
MODULE LEADER & CONTACT DETAILS	Murchadh MacLeòid Tel: 01471 888312 sm00mml@uhi.ac.uk
BRIEF DESCRIPTION OF MODULE	Language module covering various forms and structures of Gaelic and providing progression from Module CA Five. The vocabulary illustrates and reinforces structures.
PREREQUISITES OR CO-REQUISITES	Successful completion of Module CA Five.
PRIMARY MODES OF DELIVERY & SUPPORT	Blended-learning with online materials supported by group telephone tutorials, led by experienced language tutors.
ASSESSMENT	Oral 40% e.g. two short oral presentations: one in formal register; one in informal register and Written 60% (assessment paper comprising closed grammar exercises and one short open essay-style passage)
KEY LEARNING RESOURCES	Dedicated comprehensive Course resources developed for this Module.
ACCESS VIA LEARNING CENTRES?	All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. Access to appropriate ICT equipment would be required.
2. MODULE DESCRIPTOR	
AIMS	The aims of the module are to <ul style="list-style-type: none"> • develop the student's ability to express finite tenses in their passive structures, based on the verb 'to be' in all its tenses and relative forms; • develop the student's use of the above structures with personal pronouns; • introduce supplementary phrases to enable students to express compulsion. • further extend the student's repertoire of simple prepositions and their prepositional pronoun forms; • introduce new vocabulary to illustrate structures and reinforce structures already introduced.
INTENDED LEARNING OUTCOMES	On successful completion of this module students should be able to: <ol style="list-style-type: none"> 1. express finite tenses in their passive structures, based on the verb 'to be' in all its tenses and relative forms; 2. use the above structures with personal pronouns; 3. use supplementary phrases to express compulsion. 4. demonstrate a wider repertoire of simple prepositions and their prepositional pronoun forms; 5. use new vocabulary to illustrate structures and reinforce structures already introduced.
INDICATIVE CONTENT	The Course introduces new language points contained in passages of text which normally take the form of dialogues or monologues. Important language points from all texts previously studied are 'sewn into' each new passage so that there is ongoing reinforcement of taught language points. This module, taught over an eight week period, is subdivided into four sections, each comprising an item of text in print and reproduced on sound-file which operates as the basis for the study of the section.

	<p>The study of each section begins with a set of oral exercise delivered via the recorded material and concentrating purely on the sound properties of the language in the text. Students carry out listen-and-repeat speech drills to develop skills in pronunciation and intonation. Each drill is a line from the passage they are to go on to analyse.</p> <p>They then move onto the part of the section which deals with analysis and comprehension. This is delivered in the written pages of the work-pack and comprises a version of the main text, explanatory notes discussing new language points contained within it and a variety of grammar based exercises with answers available.</p> <p>Students return to the recorded material for a second set of self-assessing oral exercises which require that they combine the language skills gained in the written work with the work done on pronunciation and reproducing speech in the earlier oral drills. Students are now required to think and give appropriate answers using a correct grammatical form, for example, in response to auditory prompts delivered by actors' voices. These exercises will usually take the form of realistic conversations where the success, authenticity and continuity of the conversation depends on the student supplying a correct answer. A repeat version of each exercise is done where students hear their own lines being delivered after having spoken them so that they have a means of self-assessment.</p> <p>The language of instruction in the recorded material is Gaelic at all times so that students enjoy the target language immersion experience central to modern language teaching methods.</p> <p>The module is supported by tutor-led telephone tutorials where language issues relating to the passages being studied can be raised. The most important function of the phone tutorial is to provide an experiential and social setting where students can interact with one another and take part in structured Gaelic conversations bringing into use as much as possible of the new language being taught in the Course.</p>
<p>MODES OF DELIVERY & SUPPORT FOR LEARNING & TEACHING</p>	<p>Telephone tutorials: preparation, attendance and revision - 32 hours Working through the recorded material and work-packs - 80 hours Reflection and self-directed study - 30 hours Preparation for and undertaking end of module assessment - 8 hours</p> <p><i>An Cùrsa Adhartais</i> will use the same delivery methods which have been successfully developed for <i>An Cùrsa Inntigidh</i>. Students will download course materials with accompanying MP3 sound files. The weekly telephone tutorial will remain a key component of course delivery. Further support will be provided at three weekend schools, which will reinforce the weekly course work, and provide an opportunity to develop communicative skills in a supportive environment.</p>
<p>ASSESSMENT</p>	<p>Students are assessed in the four language skills, listening, speaking, reading and writing. Diagnostic assessment takes place on an on-going basis throughout the module, both written and oral, both semi-formally in exercises and informally during telephone tutorials. Summative assessment takes place at the end of the module.</p> <p>There will be 2 strands to the assessment of this module:</p> <p>1. Oral e.g. two short oral presentations: one in formal register; one in informal register 40%</p>

	<p>2. Written (assessment paper comprising closed grammar exercises and one short open essay-style passage) 60%</p> <p>Students must attain a minimum mark of 30% in both strands of the assessment and an average of 40% overall in order to pass the module.</p> <p>Individual students' progress will be monitored by their tutors and co-ordinated by the Course Leader.</p>
KEY LEARNING RESOURCES	<p>Dedicated resources developed for this Course:</p> <p>Online access to the work-pack and sound files for the module, with the option to purchase the sound files in CD format. Worksheets for the phone tutorials are also available online.</p> <p>A bulletin board to enable students to keep in touch with each other and discuss aspects of the Course content.</p> <p><i>An Cùrsa Adhartais</i> will be hosted within UHI's virtual learning environment.</p> <p>Access to the College's library facilities is available to students attending weekend schools. Students also receive extension materials at these schools. These materials will also be made available via the internet to students not able to attend the schools.</p> <p>Some students may also have access to UHI learning centres as another learning resource.</p> <p>Students will have access to the UHI inter-loan library service.</p>
ADDITIONAL BACKGROUND INFORMATION	<p>This forms the sixth module of a distance-delivery alternative to <i>An Cùrsa Comais</i>.</p>
SPECIALIST RESOURCE REQUIREMENTS	<p>None</p>

Module 7*(last revised 21/11/08)*

1. SUMMARY MODULE INFORMATION	
COURSE NAME	An Cùrsa Adhartais
TITLE OF MODULE	Bun-fhiosrachadh mu Ghàidhealtachd na h-Alba (air astar)
SITS MODULE CODE	UQ507186
UHI SUBJECT NETWORK	Gaelic and Other Contemporary Languages
EXAM BOARD	Gaelic & Related Studies Scheme
SCQF LEVEL	7
SCOTCAT CREDIT POINTS	15
MODULE LEADER & CONTACT DETAILS	Gavin Parsons Tel: 01471 888241 sm00gp@uhi.ac.uk
BRIEF DESCRIPTION OF MODULE	The main purpose of this module is to provide students with a broad-based multi-disciplinary view of the Scottish Gaidhealtachd/Highlands and Islands and, by applying the basic methodologies of various disciplines such as history, geography and geology, to enable students to gain a greater understanding of the area.
PREREQUISITES OR CO-REQUISITES	Access to this module is at the discretion of the centre/institution.
PRIMARY MODES OF DELIVERY & SUPPORT	Classroom delivery or, for distance learning students, blended-learning with online materials supported by group telephone tutorials and online discussion fora, led by experienced tutors.
ASSESSMENT	Individual Written Project and Oral Presentation 60% Short answer questions or essays 40%
KEY LEARNING RESOURCES	Learning and other support materials have been developed to cover Themes 1-4, and are available on the UHI virtual learning environment. For campus-based students, individual centres will be encouraged to supplement learning and teaching resources with materials and local sources for each theme in order to develop a better understanding of the area. Distance students will be provided with a study pack which will provide them with a better understanding of a particular area within the Highlands and Islands.
ACCESS VIA LEARNING CENTRES	Materials could be accessed by campus based students via learning centres or, for distance students, via SMO. Access to appropriate ICT equipment would be required.
2. MODULE DESCRIPTOR	
AIMS	<p>The main purpose of this module is to provide students with a broad-based multi-disciplinary view of the Scottish Gaidhealtachd/Highlands and Islands and, by applying the basic methodologies of various disciplines such as history, geography and geology, to enable students to gain a greater understanding of the area.</p> <p>The module is designed to enable students to:</p> <ul style="list-style-type: none"> • develop an appreciation of the diverse nature of Highland and Island communities from a variety of perspectives; • develop a basic understanding of historical, geological, geographical and environmental factors which have shaped communities within the Highlands and Islands; • raise awareness of some of the key social, economic, educational and political institutions and issues affecting the Highlands and Islands; • develop an understanding of the relationship between identity and place; • develop a better understanding of a specific community through undertaking an interdisciplinary case study and applying the lessons of the course work.

	The module will prepare students for SCQF Level 8 modules within the Gaelic and Related Studies Scheme.
INTENDED LEARNING OUTCOMES	<p>On completion of the module students should be able to:</p> <ol style="list-style-type: none"> 1. identify and explain the main historical, social, cultural and economic differences between various areas of the Highlands and Islands; 2. identify the main factors, including the historical, geological, geographic and environmental, which have shaped the Highlands and Islands; 3. identify the role of the main social, educational, political and economic institutions within the contemporary Highlands and Islands; 4. demonstrate an awareness of political, social, environmental and economic issues which are of central importance to the Highlands and Islands today; 5. demonstrate an understanding of those influences which contribute to maintaining and generating a sense of identity and place within the Highlands and Islands; 6. apply the knowledge and understanding gained from the module to the selection and undertaking of a project on some aspect of a specific area. <p>Language Learning Outcomes:</p> <p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • demonstrate that their Gaelic vocabulary extends to the requirements of this module regarding terminology and concepts; • demonstrate that they have the requisite oral communication skills in Gaelic to discuss current issues within the Highlands and Islands; • demonstrate that their language capabilities in Gaelic are sufficient to cope with content delivered through the medium of Gaelic.
INDICATIVE CONTENT	<p>The module content is organised as follows:</p> <p>Introduction – To cover overview of module and introduction of disciplines to be covered.</p> <p>Theme 1 - History and Archaeology</p> <ol style="list-style-type: none"> i) Founding Peoples - Historical & Archaeological evidence; ii) The Loss of the Highlands and Islands autonomy to the Scottish State; iii) Clanship and Its Destruction; iv) The Emergence of the Modern Highlands and Islands <p>Theme 2 - The Physical Environment</p> <ol style="list-style-type: none"> i) Geology and land formation; ii) Environmental issues within the Highlands and Islands; iii) Structures for Sustainable Environmental Development <p>Theme 3 - The Cultural Environment</p> <ol style="list-style-type: none"> i) Gaelic - past, present and future prospects; ii) Ethnology and cultural geography of the Highlands and Islands; iii) Traditional cultures; iv) Cultural representations. <p>Theme 4 - Decision Making - Political, Social and Economic Development</p> <ol style="list-style-type: none"> i) Governance - National and local decision-making; ii) Economic and Regional Development Structures - HIE, LECs, etc. <p>Theme 5 - Area Study (Individual Project)</p>

	<p>For campus based students a detailed interdisciplinary study of an area within the Highlands and Islands. For distance students a detailed interdisciplinary study of an appropriate area which is to be chosen in consultation with the tutor.</p>
<p>READING LIST</p>	<p>Core Reading Armit, I. (1996) <i>The archaeology of Skye and the Western Isles</i>, Edinburgh, Edinburgh University Press Hunter, J., (2000) <i>The Making of the Crofting Community</i> Edinburgh, John Donald MacKinnon, K., (1991) <i>Gaelic: A Past and Future Prospect</i>, Edinburgh, Saltire Stiùbhart, D.U, (2005) <i>Rìoghachd nan Eilean</i>, Clò Hallaig, Dùn Blathain</p> <p>Recommended Reading Magnusson, M. and Smout T.C. (1993) <i>Scotland Since Prehistory: Natural Change and Human Impact</i>, Scottish Cultural Press Storey, J. (1996) <i>Cultural studies and the study of popular culture: theories and methods</i>, Edinburgh, Edinburgh University Press</p> <p><u>Reports for reference (See relevant web-sites below)</u></p> <p><u>Useful WWW Sites</u> <i>Scottish Parliament Website</i> (http://www.scottish.parliament.uk/) <i>Scottish Executive</i> (http://www.scotland.gov.uk/) <i>Highland Council</i> (http://www.highland.gov.uk/) <i>Comhairle nan Eilean Siar</i> (http://www.w-isles.gov.uk/wichome.htm) <i>Highlands and Islands Enterprise</i> (http://www.hie.co.uk/) <i>On-line gateway to the Highlands and Islands</i> (http://www.hi-ways.org) <i>Bòrd na Gàidhlig</i> (http://www.bord-na-gaidhlig.org.uk/) <i>Sabhal Mòr Ostaig</i> (http://www.smo.uhi.ac.uk/) <i>Gaelic census statistics</i> (http://www.gro-scotland.gov.uk/)</p> <p>(The above list will be updated so as to take advantage of new publications.)</p>
<p>MODES OF DELIVERY & SUPPORT FOR TEACHING & LEARNING</p>	<p>It is proposed that a multi-disciplinary approach be adopted in delivery of the various components/themes within the module, while an interdisciplinary approach is required for the Area Study Project.</p> <p>Learning and other support materials have been developed to cover Themes 1-4, and are available on the UHI virtual learning environment. Individual centres will be encouraged to supplement learning and teaching resources with materials and local sources for each theme in order to develop a better understanding of the local area.</p> <p>Oral communication skills will be developed within Themes 1 and 4, with students participating in debates, discussion groups and group telephone tutorials as appropriate.</p> <p>The Area Study Project develops research skills, with a guide produced to support both staff and students. This is also available on the UHI virtual learning environment. A support package of material relating to a specific area will be available to distance students to assist with this activity.</p> <p>For campus based delivery, the module will be delivered from week 12 of Semester 1 and for the duration of Semester 2. Part-time distance delivery will be within a 12 week period.</p>

	<p>The main teaching and learning approaches will be:</p> <ul style="list-style-type: none"> • Lectures for campus-based students, or for distance students, on-line learning and teaching materials will provide a general framework for each theme within the module; • Seminars within each theme will provide a forum for discussing topics developed in the lectures and in discussing current issues. Group telephone tutorials will be utilised for students studying at a distance. • An on-line forum, within the UHI's VLE, will be utilised for discussion of topics within Themes 1 - 4. • Researching and accessing information on the UHI Intranet, World Wide Web, and journals for each theme; • An area study (Theme 5) of a community within the Highlands and Islands, in the case of campus based students or an appropriate area in the case of distance students, to be undertaken and assessed through individual project work (Self-directed work, with tutor support). <p>For campus delivery, the notional study and class contact time will be divided as follows:</p> <table data-bbox="592 779 1190 898"> <tr> <td>Class contact time</td> <td>24 hours.</td> </tr> <tr> <td>Area study/enquiry</td> <td>66 hours</td> </tr> <tr> <td>Self-directed learning</td> <td>60 hours</td> </tr> <tr> <td></td> <td>Total 150 hours.</td> </tr> </table> <p>For distance learning students, the teaching/learning and self-directed study will be divided as follows:</p> <table data-bbox="592 1021 1458 1205"> <tr> <td>Teaching (phone tutorials, discussion fora, etc.)</td> <td>20 hours</td> </tr> <tr> <td colspan="2">(8 hours of tutorials on Themes 1 - 4, with one tutorial a week on language related input - 12 hours)</td> </tr> <tr> <td>Individual work (private reading etc.)</td> <td><u>130 hours</u></td> </tr> <tr> <td></td> <td>Total: 150 hours</td> </tr> </table>	Class contact time	24 hours.	Area study/enquiry	66 hours	Self-directed learning	60 hours		Total 150 hours.	Teaching (phone tutorials, discussion fora, etc.)	20 hours	(8 hours of tutorials on Themes 1 - 4, with one tutorial a week on language related input - 12 hours)		Individual work (private reading etc.)	<u>130 hours</u>		Total: 150 hours
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Individual work (private reading etc.)	<u>130 hours</u>																
	Total: 150 hours																
ASSESSMENT	<p>1. Three short essays (250 words) from a list of questions from Themes 1 - 4 to be completed in students' own time 40%</p> <p>2. Individual Written Project and Oral Presentation 60% (To be completed towards the end of the module)</p> <p>Note - Within the 60% allocated to the written project, weighting is 40/60 in respect of the oral/written presentation.</p> <p>Students must attain a minimum mark of 30% in both assessments and an average of 40% overall in order to pass the module.</p>																
KEY LEARNING RESOURCES	<p>For distance learning students multi-media materials will be available to support the delivery of this module and to assist students during self-directed study. For campus based students participating institutions will be encouraged to devise /adapt their own materials for the local input.</p> <p>Staff and students will require access to WWW and to be provided with licensed access to SCRAN on-line resources.</p> <p>Other: SCRAN & National Museums of Scotland Resources: Gaidheil Alba - Multi-media CD-ROM; The Vikings CD-ROM</p> <p><u>Theme 2</u> Geological Survey Maps</p>																
ADDITIONAL BACKGROUND INFORMATION	This forms the seventh module of a distance-delivery alternative to the Cùrsa Comais.																
SPECIALIST RESOURCE REQUIREMENTS	None																

Module 8

(last revised 21/11/08)

1. SUMMARY MODULE INFORMATION	
COURSE NAME	An Cùrsa Adhartais
TITLE OF MODULE	Nuadh Litreachas: Sgilean Sgrùdaidh is Cruthachail
SITS MODULE CODE	UQ507171
UHI SUBJECT NETWORK	Gaelic and Other Contemporary Languages
EXAM BOARD	Gaelic & Related Studies Scheme
SCQF LEVEL	7
SCOTCAT CREDIT POINTS	15
MODULE LEADER & CONTACT DETAILS	Dr. Richard Cox Tel: 01471 888313 sm00rc@uhi.ac.uk
BRIEF DESCRIPTION OF MODULE	To introduce students to different genres of modern Gaelic literature and to encourage them to develop their critical and creative skills.
PREREQUISITES OR CO-REQUISITES	Access to this module is at the discretion of the centre/institution.
PRIMARY MODES OF DELIVERY & SUPPORT	Classroom delivery or blended-learning with online materials supported by group telephone tutorials and online discussion fora, led by experienced tutors.
ASSESSMENT	Two pieces of creative writing in different genres 50% 1000 word essay on an aspect of the course 50%
KEY LEARNING RESOURCES	For distance learning students, online learning materials and one set text.
ACCESS VIA LEARNING CENTRES?	Materials could be accessed by on-campus students via learning centres, via on-line by distance students. Access to appropriate ICT equipment would be required.
2. MODULE DESCRIPTOR	
AIMS	<ul style="list-style-type: none"> • To provide opportunities for students to apply close-reading skills to a range of modern Gaelic literature in order to: <ol style="list-style-type: none"> a) develop an awareness of common genres and styles; b) develop students' ability to discuss and evaluate a set range of modern Gaelic literature, including prose, poetry and drama. • To provide students with opportunities to produce convincing critical judgements of the literature reviewed. • To expand students' vocabulary and command of language registers, structures and styles. • To develop students' creative writing skills in two genres.
INTENDED LEARNING OUTCOMES	<p>On completion of this module students should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate familiarity with appropriate conventions and processes of literary criticism; 2. apply close-reading skills to a range of modern Gaelic literature; 3. produce convincing critical judgements demonstrating appropriate use of language skills; 4. produce a portfolio of creative work in at least two genres. <p>Language Learning Outcomes</p> <p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> • demonstrate that their Gaelic vocabulary extends to the requirements of this module regarding terminology and concepts; • demonstrate that their language capabilities in Gaelic are sufficient to handle the ideas and concepts at the requisite level; • demonstrate that they have the requisite communication skills in Gaelic to produce creative work in at least two genres.
INDICATIVE CONTENT	The module content is organised as follows:

	<p>2. <u>Coursework</u></p> <p>Folio of coursework consisting of two pieces of creative writing in different genres (each worth 25% of the total mark). Students must attain a minimum mark of 30% in the examination and 30% in the folio of creative writing and an average of 40% overall in order to pass the module.</p> <p>Students must submit two pieces of creative writing for the folio or will be deemed to have failed this component of the module.</p>
KEY LEARNING RESOURCES	Access to reading materials. Appropriate IT equipment.
ADDITIONAL BACKGROUND INFORMATION	This forms the eighth module of a distance-delivery alternative to An Cùrsa Comais.
SPECIALIST RESOURCE REQUIREMENTS	None