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MESSAGE FROM THE DEAN

# RESEARCH & LEARNING AT MCGILL CCE

DR. JUDITH POTTER – DEAN OF CONTINUING EDUCATION

As I write, the leaves on Mount Royal are turning brilliant orange, deep golden-yellow and rich crimson. The temperatures are dropping and the calendar tells me the year is winding down. But here at the Centre for Continuing Education, it's much more like spring. There's so much newness in the air, it's exhilarating. New students, staff and instructors. New initiatives and partnerships. New programs and courses. And of course our new marketing look, which I'm sure you've seen in newspapers and Metro ads, on our website, and in the relaunch of our newsletter.





We are obviously in a fruitful growth period. Over a year ago we made that clear in our Strategic Directions document, which lays out our roadmap through the 2012/13 academic year. A large part of this action plan is fuelled by qualitative research that we undertook to better understand our mission, as well as the changing needs of our clientele, instructors, staff and partners. Many of the changes you see at CCE are a direct result of this research.

This fall we unveiled six new programs in finance, supply-chain management and financial planning services. These programs – plus five new courses in project and quality management, investments and finance – illustrate how responsive we are to the evolving needs of our students and the organizations where they work.

In the feature Roundtable article, you can learn more about how our new Intensive Language and Culture programs have been such a success, attracting students from far and wide to McGill. A recent in-depth survey of these students provided a wealth of data on how cultural topics stimulate their language acquisition both inside and outside the classroom.

In conjunction with two CEGEPs, we have commenced a two-year research project to benefit high-tech employees who have acquired significant knowledge and skills through on-the-job experience but perhaps have little or no formal training. The results of this project will certainly feed into the curricula and assessments in our IT courses to help our instructors identify their students' existing skills and smooth the path to new or more rewarding IT jobs. The gains from this project will then be expanded to all CCE programs.

Our instructors lead the way in bringing new technologies, methodologies and up-to-the-minute topics into the classroom for stimulating projects and learning opportunities. Outside the classroom, the committed volunteers at the McGill Institute for Learning in Retirement's Community Outreach program are actively taking a little bit of CCE to seniors' residences to extend our geographical reach.

Finally, with one of our students working at the UN this fall and an instructor writing a novel in Germany, there's no lack of CCE news. Please get in touch with your news, comments and suggestions, and let us know how we can continue to transform our multi-faceted community and contribute to your ongoing success.

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PHOTO CREDIT: CLAUDIO CALLIGARIS

A ROUNDTABLE ON CCE'S NEW LANGUAGE  
AND CULTURE PROGRAMS

# LIVING THE LANGUAGE



Last fall, the Intensive French and English Language and Culture programs were unveiled, replacing traditional intensive language programs. We invited four people who are active in these programs to talk to us about them (left to right): Bruce Manson (English instructor), Cheryl Conroy (English instructor), Hervé de Fontenay (Director of English and French Language Programs at CCE and a French instructor), and Marie-Claude Beauchamp (Coordinator of the French Programs and a French instructor).

WHY DID YOU DECIDE TO PUT SO MUCH EMPHASIS ON CULTURAL TOPICS IN THE LANGUAGE CLASSROOM? **HDF:** There are many reasons. We got plenty of feedback from our students that the cultural dimension to language learning was extremely important to them. International students, who make up about 65% of the students in our intensive programs, come here to both learn the language and to “live the experience.” Internationally, the trend in language teaching is to expose students to more culture.

HOW DO YOU DEFINE CULTURE IN A LANGUAGE-CLASSROOM SETTING? **BM:** I would define culture in a general sense as a set of behaviours and a set of ideas that people acquire by being members of a given society. We’re lucky in our ESL classrooms that so many different countries and societies are represented. There’s a plethora of ideas of “how to be in the world” in terms of behaviour. **CC:** Bruce makes an important point about intercultural awareness. In our classroom activities, teachers encourage students to explore their own cultural identity. Increasing self-awareness of their own beliefs, values and customs can help students to bridge the cultural gap while exploring new cultural patterns here in Montreal. **MCB:** There are many different aspects to culture, including how it manifests itself in the form of cultural products such as literature, works of art and artifacts, social institutions and cultural events. In the language classroom, task-based activities related to cultural topics give the students an important opportunity to discover, discuss and reflect upon a variety of viewpoints in the culture of the target language, in the culture of their peers and in their own culture.

SINCE MONTREAL IS OFTEN CONSIDERED A FRENCH-SPEAKING CITY, IS IT HARD TO ENTICE PEOPLE TO MONTREAL TO LEARN ENGLISH AND ABOUT ENGLISH CULTURE? **BM:** The students we have fall into many categories. Some people move to Montreal regardless of any linguistic issues. They’re just leaving their country of origin. This is the place they’ve chosen to live and upon arrival realize that learning two languages, to varying degrees, will be in their best interests. **CC:** In fact, a lot of them go on to take French courses after they take our English courses, and vice versa.

CONVERSELY, MCGILL HAS TRADITIONALLY BEEN KNOWN AS AN ENGLISH INSTITUTION. IS IT DIFFICULT TO BRING PEOPLE HERE TO LEARN FRENCH AND FRENCH CULTURE? **HDF:** There’s a very long tradition of teaching French at McGill, as well as innovation in language instruction. For example, McGill was the first school to open a summer French program in North America. Since McGill is renowned for the excellent quality of all its language programs, many people who want to learn French in Montreal find McGill to be a very appealing entry point. They also benefit from studying in one of the few truly bilingual cities in the world.

WITHIN THE LANGUAGE AND CULTURE PROGRAMS, YOU FEATURE CULTURAL DISCOVERY PROJECTS (*PROJETS DÉCOUVERTES CULTURELLES* IN THE FRENCH COURSES). WHAT ARE SOME EXAMPLES OF THESE PROJECTS? **MCB:** In the French program there are five levels, from beginner to advanced, with one CDP at each level. For the beginners there’s *Mon pays, ton pays* (My Country, Your Country) where we share information and facts about each other’s countries. In the second level, we discuss food in various world cultures. In Level 3 we compare Montreal to other cities. In Level 4 we look at social networks and media, and explore how these new realities are transforming our lives. In Level 5 we spotlight the performing arts.

WHAT ARE SOME TYPICAL STUDENT ASSIGNMENTS IN THE CDP SECTION OF THE COURSES?

**BM:** The CDP I use is called Exploring Spiritual Traditions. In groups of three or four, my students investigate different religions and spiritual traditions. They do background research, keep journals, then go to observe ceremonies and rituals, and afterwards ask questions. During the project they learn new vocabulary, and they also learn experientially – by exploring a new cultural reality. At the end they give a presentation on what they’ve learned. **CC:** The CDP in my advanced course is called The Personality of Cities: The Face of Montreal. In one of our first tasks, students blog about their hometown as if it were a person, which leads them to understand that each city has its own unique personality. At the McCord Museum, the students begin to learn more about Montreal’s culture while discussing historical images and objects. Later, students interview Montrealers to further investigate the cultural patterns of the city. This may take them to places like the Bell Centre, St. Viateur Bagel or the Jazz Festival. Their project goal is to produce a multimedia presentation about the “Face of Montreal” they’ve discovered.

WHEN DO YOU TEACH TRADITIONAL LANGUAGE TOPICS SUCH AS VOCABULARY AND GRAMMAR?

**CC:** Vocabulary enrichment and accurate grammatical usage are addressed in both the CDP section of our courses and in other classroom activities. **BM:** In my course the students have to submit a project diary on a weekly basis where they maintain a new vocabulary list, skill areas where they’ve improved, and reflections on their experiences. We have incorporated a lot of the nuts and bolts of ESL learning into the projects. **CC:** While working on their CDPs, students also learn about the non-verbal aspect of communication in North America such as appropriate gestures and eye contact. I encourage them to film their interviews with native speakers so they can do a self-evaluation of their non-verbal skills.

HOW MUCH TIME DO STUDENTS SPEND ON THE CDPs?

**HDF:** The CDPs require around 15 hours of class time, so over six weeks and 150 hours that represents 10-15% of their course work. However, many students are so excited about these projects that they put in a lot of extra hours!

IT SOUNDS LIKE THEY’RE LEARNING LIFE SKILLS TOO, WHICH THEY WOULDN’T HAVE LEARNED IN A TYPICAL LANGUAGE CLASSROOM. **CC:** Absolutely. They really do need to express themselves when it comes time to collaborate or resolve conflicts. As well, critical thinking is very important in these courses. **HDF:** These are important areas that we cannot really go into when we just teach language. These programs create many opportunities for critical thinking and for students to go deeper into new areas of learning.

**MCB:** Pedagogically, we want to put our students into cultural situations where they have to “live the language.” **BM:** And it’s an approach that really works and that the students truly enjoy. While improving students’ language skills, these programs open up new horizons for them.

PHOTO CREDIT: FRANK MANLEY



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A PROFILE OF FOUR CCE INSTRUCTORS  
BRINGING THE WORLD INTO THE CLASSROOM

# NEW METHODS TO MOTIVATE STUDENTS AND ENHANCE LEARNING



## 1. USING SKYPE AND YOUTUBE TO BREAK DOWN WALLS

Imagine studying the topic of travel in a Language and Culture class and being able to have a real-time online demonstration from someone on the other side of the world. Lorraine Inglis does just that with her students, courtesy of Skype and the new high-tech classrooms on the 12th floor of 688 Sherbrooke Street West.

“With much of the modern technology we can knock down the four walls of the classroom to bring the outside world in,” says Inglis, who teaches in the Intensive English Language and Culture (IELC) program. “There are many new learning possibilities with wired classrooms – laptop hook-ups, built-in projectors, whiteboard screens and microphones.”

Using Skype, Inglis and her students recently called Egypt and spoke to a PhD student about his country and its food. “He

was thrilled about meeting our class and had examples of Egyptian foodstuffs and even showed us his Subway cup with Arabic script on it. The students were divided into groups and took turns asking him questions about culture and travel. It was an exhilarating experience for them.”

Inglis also uses YouTube videos and image-filled PowerPoints as part of her teaching methods. “Many of my students are visually oriented so the technology really helps them ‘see’ the concepts I’m teaching. For example, I project drawings with hidden images to teach them prepositions of place. They work collaboratively to discover these images: ‘Look at the top, look in the middle, look on the right, etc.’ They really get engaged.”

Inglis likes using such technology in the classroom since “today’s students really relate

to it.” However, while it may be easy to capture students’ attention with high-tech bells and whistles, she is very clear about her ultimate goal of creating an environment that targets as many learning styles as possible using both traditional and contemporary teaching methodologies and tools. “Technology is certainly powerful when used appropriately,” she says. “I use it in some activities to further motivate my students and keep them actively involved in their learning.”

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ILLUSTRATION: BJORN RUNE LIE/IKON IMAGES

## 2. REAL-WORLD FUNDRAISING PROJECT AIDS HAITI

When a massive earthquake and multiple aftershocks struck Haiti on January 12 of this year, many of the country's towns and cities were levelled. Approximately 230,000 people died, while many more were injured, displaced or left homeless. International charities were quick to respond. A new Montreal-based charity – KANPE (pronounced *kahn-pay*) – was founded with the goal of rebuilding Haitian towns.

Fundamentals of Fundraising lecturer Rosalind Franklin was quick to react too. "I called as soon as I saw a newspaper article about KANPE," she says. "They have a great team of Quebec-based volunteers and an international board of directors. Since they would like to get Quebec youth more involved in their charity, I saw this as an excellent fit for my fundraising students because so much of their classwork has a real-world focus."

For example, an early assignment in Franklin's class could be to track down and interview the manager of street fundraisers, those brightly clad, clipboard-toting young people who approach pedestrians at busy downtown intersections or outside Metro stations in support of worthy causes like Doctors Without Borders or AIDS charities.

Back in the classroom, Franklin's students get to use actual donor-prospecting software, courtesy of Metasoft Systems Inc. For the past four years, Metasoft has partnered with the course, providing the software so students can get up to speed with the same fundraising tools used by so many charitable organizations. "It's great experience for them," Franklin says.

And all this class work will feed nicely into the KANPE project. "By the end of the semester my students will have developed a fundraising plan to raise awareness and better engage youth in KANPE activities. This will give them a solid grounding in fundraising and non-profit organizations, while supporting a very worthy and timely cause. What they learn in my course also prepares them well for later work in a charitable organization or as a volunteer."

### QUOTE

**"By the end of the semester my students will have developed a fundraising plan to raise awareness and better engage youth in KANPE activities."**

## 3. FROM SCISSORS AND GLUE TO WEBCT AND MOVIE MAKER

When Julia Mercuri-Albisi started teaching English as a Second Language (ESL) 25 years ago, scissors and glue were among the popular technologies used by teachers to assemble handouts and by students to prepare some assignments. Today, Mercuri-Albisi is more likely to use the "glue" of WebCT to bring her teaching materials, reference documents, Web-page links and student assignments together, and her students are more likely to use software than scissors to crop images and lay out their projects.

For the past two years Mercuri-Albisi has assigned students in one of her courses a multimedia project that she calls Digital Storyboard. Each student has to create a multi-faceted story based on a real event in his or her life, and assemble it using Windows Movie Maker. Combining photographs, narration and music may seem odd in a language class, yet Mercuri-Albisi's been amazed at the collaborative efforts her students undertake – communicating and problem-solving – to bring their projects to fruition.

While Mercuri-Albisi emphasizes that her "teaching approach and methodologies have probably not changed a great deal over the years," she's sure that her use of multiple technologies accelerates learning by motivating students and also saving them time. "In the past they might have spent a lot of time transcribing lessons or deciphering handwriting; now they can consult all the course materials on the class WebCT site. This allows them to focus more on what I'm saying and what their fellow students are saying."

Other technologies she uses include Camtasia to video-record team presentations for later review and feedback, and digital voice recorders for oral exams to eliminate a great deal of subjectivity in student assessments. And while Mercuri-Albisi may have moved on from her Scotch Tape and Liquid Paper days, she still knows how to make the best use of the time-tested blackboard. "Chalk is good," she says, laughing. "If the power ever goes out in my classroom, chalk never lets me down!"

CONTINUED ON PAGE 8.



ILLUSTRATION: BJORN RUNE LIE/KON IMAGES



## 4. GETTING TO THE BOTTOM OF CONTEMPORARY BUSINESS ISSUES

CONTINUED FROM PAGE 7. When the Deepwater Horizon oil rig exploded, burned and sank in the Gulf of Mexico in April, it caused one of the U.S.'s worst environmental disasters. It also unleashed a torrent of ink, round-the-clock news updates, blogs, tweets and live under-water camera footage. Where, in all of this coverage and commentary, was the truth of what happened? How did BP's statements match up with those of independent observers? Was it just an engineering issue? Was the CEO properly advised by his PR people?

These are just some of the questions Louis Fortier raises in his graduate-level Ethics in Public Relations course. A typical assignment would have his students analyze such an event from different perspectives – say, through coverage in *The New York Times* and a British publication such as *The Guardian* or *The Economist*. Working in small groups, they carefully review high-profile stories to better understand the ethical matters at play.

"I use the case study as my core methodology," says Fortier, a former communications and public affairs executive in the pulp-and-paper industry as well as at the Canadian Space Agency. "We look at ethical issues in today's business world, examining topics like sexual harassment, sustainability in resource management, and the behaviour of companies like BAE, BP, Green Giant and Monsanto."

Once the students have done their analysis and made their presentation, Fortier opens it up for discussion:

"How did you arrive at your position?" For him, the conclusion is not as important as the analytical process and how his students support their arguments. "I try to create a real-world environment in my classes where, like their managers, I won't tell them how to work, but I'm very interested in their thinking processes and the factors they take into account along the way."

This openness is all part of Fortier's educational philosophy to enhance learning. "I don't want to have any walls between me and my students. I see my relationship with them as a compact where I enter the classroom with a sense of humility that allows us to learn from each other. This creates an environment of intellectual receptivity that you can't attain with an *ex cathedra* approach."

PHOTO CREDIT: 2010 U.S. COAST GUARD / GETTY IMAGES

## INSTRUCTOR TRAINING AND WORKSHOPS

EACH TERM, INSTRUCTOR SERVICES AND EDUCATIONAL TECHNOLOGIES (ISET) OFFER A NUMBER OF IN-CLASS AND ONLINE WORKSHOPS FOR INSTRUCTORS ON THE MOST POPULAR TEACHING APPLICATIONS AND RESOURCES AVAILABLE AT CCE. THIS FALL'S LINEUP INCLUDES:

myCourses (Overview) Orientation  
for New Hires  
DECEMBER 14 & 15

FOR MORE INFORMATION, CONTACT ISET OR GO TO:  
[www.mcgill.ca/conted/instructors/teaching/training/](http://www.mcgill.ca/conted/instructors/teaching/training/)

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## McGILL CCE RESEARCH HIGHLIGHTS

### STUDENT SURVEY SAYS McGILL CCE “DEMOCRATIZES EDUCATION”

Did you know that our students are “driven, confident, fun and smart”? We’ve known that all along, but it’s nice to see it officially in the key findings of a recent report on McGill CCE. Other interesting information, gathered by an independent research firm, is presented below.

Overall, students are satisfied with most aspects of their CCE experience, giving us a mark of 80/100, and 90% of those surveyed said they would recommend CCE to others. More than half said it would benefit their careers.

On the demographic front, 75% of students reside in the Montreal area. On average they are in their early to mid-30s (low 70s for McGill Institute for Learning in Retirement [MILR] students). Women outnumber men, and 25% (37% for MILR) of CCE students are graduates of McGill.

The main reason students come to CCE is for its international reach and excellence. As well, CCE is recognized as having practical and credit course offerings, as well as rigorous standards. Most students choose CCE for specific programs and courses (27%) and McGill’s reputation (25%). Our location and recommendations from friends and colleagues also ranked high among respondents.

Based on the research findings, CCE then worked with orangetango, a Montreal design agency, to create a new visual identity and an advertising campaign. The theme of the campaign is “For What You’ve Got in Mind,” which directly responds to students’ needs. A sample ad appears on this page.

## WHAT’S NEXT?

CAREER AND PROFESSIONAL  
DEVELOPMENT

ENGLISH AND FRENCH  
LANGUAGE PROGRAMS

TRANSLATION AND WRITTEN  
COMMUNICATION

PERSONAL AND CULTURAL  
ENRICHMENT

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## MILR OUTREACH PROGRAM TAKES THE ARTS TO THE PEOPLE

### BRINGING STIMULATING PROGRAMMING TO SENIORS' RESIDENCES

“When are you coming back?” When Harry Shapiro and other MILR volunteers take their art, music and theatre presentations and performances on the road, that’s a typical question they hear. What better testimonial to the effectiveness of MILR’s Community Outreach program? Over the past 10 years, MILR volunteers have taken a little bit of McGill to sites all over the island of Montreal, the South Shore and even as far away as Lennoxville.

Recently, Outreach chairman Shapiro gave a talk on the life of George Gershwin at the Westmount One residence, combining biographical information, videos, and of course Gershwin’s memorable music. Shapiro draws on his vast musical knowledge as well as his experience giving similar presentations regularly in Florida and on cruise ships.

This fall, fellow volunteers René Welter and Morty Ellis will present on other musical themes, including classical music. More contemporary areas to explore might even include ABBA, the Swedish pop legends. Other Outreach participants such as Ann Weinstein and her Golden Stagers take musicals and drama to people who may not have the means or mobility to make it downtown for the regular programming.

The most popular of these one-hour programs are definitely the arts-based ones. “Whether we cover art, music or theatre, our audiences love it,” says Shapiro. “We call it ‘edu-tainment,’ as it’s a lighter approach than our typical MILR format. It really helps us connect with a new audience, and we often reconnect with past MILR members this way too.”

Shapiro, his fellow Outreach programmers and coordinator Gloria Harding have big plans to take the McGill and MILR experience to more residences, and they are only limited by the number of volunteers. “The demand is growing, and of course the senior population is expanding, so there are many opportunities for us. A top priority now is to find francophone volunteers to help us make inroads into primarily French-speaking residences.”



**SERVING A COMMUNICATIONS INTERNSHIP  
AT THE MISSION OF CANADA**

## **FROM 688 SHERBROOKE ST. WEST TO THE UNITED NATIONS**

BY LILIANE PIN

New York City, September 2010: As I stood in line waiting to get my official United Nations pass, I couldn't stop wondering about the journey ahead. What's in store for me as I become an official member of the UN community for the rest of this year? There are so many crucial issues on the UN's agenda: world peace and security, third-world development, human rights, humanitarian affairs and international law; and so many on Canada's agenda: Millennium Development Goals Summit, General Assembly, Biodiversity Summit, and the Security Council vote.

How did I get here? Since graduating with a B.A. in Communications in 2008, I have worked full time as a communication coordinator for a law organization. In the evenings, McGill CCE has been an important destination as I pursue graduate studies. On the Department of Foreign Affairs' website I learned about an internship at the Permanent Mission of Canada to the United Nations. Instantly, I knew I would apply for that highly coveted position.

After seeing the posting, I decided to switch programs from a Graduate Diploma in Management with Entrepreneurship Concentration to a Public Relations Concentration. The Public Relations courses I've taken in this program have given me a solid understanding of media and press relations, and have also helped me put these concepts into practice, which has been excellent preparation for my UN duties.

Outside of CCE, I worked hard to polish my resumé in accordance with the internship's requirements. My plan was to win the posting and start it in the fall session, as it's the most interesting time of the year at the UN. Planning ahead, I also want to tailor my work experience so that I can apply for an MBA once I complete my CCE diploma.

Although this exhilarating experience does not count for credits in my program, I strongly believe it will be exceedingly valuable in my personal and professional lives. Working for the world's largest multilateral organization is a rare experience and it will surely deepen my knowledge of international affairs.

My thoughts return to my new UN pass and the worlds it will open for me. As well as working full time at the Mission of Canada, I will be participating in as many UN events as possible. And of course New York is a fabulous city, so its many charms and thrilling shows beckon. These will be four very action-packed months!

PHOTO CREDIT: GREG KESSLER

## RAC 'EM UP: CMS RESEARCHES CORE IT COMPETENCIES

ASSESSING JOB-RELATED SKILLS TO INCREASE EMPLOYMENT OPPORTUNITIES

How do you get the knowledge and skills gained from years of on-the-job high-tech experience recognized, especially if you have little or even no formal education in that area? A new project at Career and Management Studies (CMS) aims to answer that timely question.

According to *The Montreal Gazette* and the Conference Board of Canada, there is a large deficit of skilled information technology (IT) workers. Over the next five years, *The Gazette* estimates that 60,000 new IT professionals will be needed in the Montreal area alone, while the Conference Board estimates a shortfall of approximately 150,000 information and communications technology workers across Canada.

“Since there are few formal skills assessments for many IT positions, it makes it difficult for some individuals to advance in their careers even though they may have acquired substantial expertise at work,” says Dr. Carmen Sicilia, Director of CMS. “That can also make it difficult to properly assess and stream such workers in continuing education programs and courses, because their technical knowledge may never have been formally recognized.”

In a two-year project funded by the Ministère de l'Éducation, du Loisir et du Sport (MELS), McGill's CMS IT instructors in two programs – the Certificate in Systems Analysis and Design, and the Diploma in Internet Business Technology – will evaluate their courses from the Recognition of Acquired Competencies (RAC) perspective. Two area CEGEPs – John Abbott College and Champlain College – are also involved in this RAC project.

The three major aims of the RAC-based research are to clearly identify what learning outcomes or skills a learner can expect to acquire from each course, to develop the appropriate assessment tools to evaluate those learning outcomes, and to test the effectiveness of the assessment tools.

Given the wide range of IT activities – from setting up a physical network or building a server, to analyzing software programs – it's no surprise that the CMS IT instructors will likely propose a wide variety of competency-testing tools. “We want to ensure that the assessment methods are appropriate for each learning outcome. Depending on the course, there could be a conventional test, physical activity, a demonstration, an oral presentation, a portfolio or a combination of these,” says Sicilia.

The ultimate goal of the RAC project is a lofty one – and a perfect fit for McGill CCE. It aims to increase educational opportunities for people such as the un- or underemployed as well as new immigrants. CMS's RAC project will help identify what knowledge and skills such individuals have and what they're lacking, in order to make their path in continuing education – and in the workplace – a lot smoother and more rewarding.

And once the IT project is completed, Sicilia says that “the long-term goal is to learn from this pilot project and evaluate the effectiveness of the assessment tools so that we can adapt them for other programs.” The RAC project kicks off this fall. Stay tuned for updates.

## VIEW FROM BAVARIA

MCGILL CCE INSTRUCTOR WORKING ON HIS FOURTH NOVEL

ÉRIC DUPONT, A LECTURER IN THE TRANSLATION STUDIES UNIT SINCE 2003 AND A NOVELIST, WAS SELECTED BY THE UNION DES ÉCRIVAINES ET ÉCRIVAINS QUÉBÉCOIS TO PARTICIPATE IN THE FIRST WRITER-IN-RESIDENCE PROGRAM ESTABLISHED BETWEEN QUEBEC AND THE GERMAN STATE OF BAVARIA. HE WILL RESUME TEACHING AT MCGILL CCE IN JANUARY 2011.

WHERE ARE YOU STAYING AND HOW'S YOUR WRITING COMING ALONG? The historic Villa Waldberta is located near Munich and welcomes artists and writers from around the world. This fall we're an eclectic bunch: a German historian, an Italian multimedia artist, a Turkish painter and another writer. I am working on my fourth novel, which I hope will be published next year.



IS YOUR NOVEL SET IN GERMANY? A good part is set in Königsberg during the Second World War and in Berlin in 1994. The action takes place during the last days of East Prussia in January 1945. A young Berlin woman, who's passionate about singing and classical music, serves as a nurse in the Königsberg Hospital. In the final days of the war she witnesses the Soviet troops brutally overrunning the city. Another part takes place in Canada.

AS A NOVELIST, WHAT CREATIVE APPROACHES TO TRANSLATION DO YOU ENCOURAGE IN YOUR STUDENTS? I explain that every text has its own voice, its particular accent, and that they need to recognize these characteristics and reproduce them in the target text if an equivalent exists. In Translation II, I ask my students to describe the author of the source text. Who is that person? What music does he/she like? Which words will he/she never say? Did he/she go to college? How can we get a clear picture of this person using only the text we have in front of us? Once we answer questions like these, I tell students that translating, much like acting, is about being someone else. But like most actors, you

never really are someone else; you remain yourself. In the end, they have to express the original text in French as if they were the author they described.

WHAT DO YOU MISS MOST ABOUT MONTREAL? So many things! The sound of the wind in the leaves on the Plateau. The excitement of conversations at Beijing, a Chinese restaurant on De La Gauchetière. Honking geese flying south on an autumn day. Hearing the fireworks from a distance, and my sister's laughter. I miss teaching at CCE too. I thought I wouldn't because the classes are a lot of work, but I do miss them.

PHOTO CREDIT: ÉRIC DUPONT

## EFLP PROGRAMS WIN NATIONAL AWARD

The Canadian Association for University Continuing Education (CAUCE-AEPUC) recently honoured two EFLP programs with the 2010 CAUCE Award of Program Excellence: the McGill Certificate of Proficiency – English for Professional Communication, and the McGill Certificate of Proficiency – French for Professional Communication. These innovative programs were launched five years ago and enable students to master English and French oral and written skills necessary to function effectively in professional environments. ▼

## STUDENTS WIN COMMUNICATIONS AWARDS

McGill CCE students Alexa Azran and Florence Petit-Gagnon won the 2010 Prix Paul-Dumont-Frenette. Awarded annually by the SQPRP (Société québécoise des professionnels en relations publiques) to the student team that submits the best communication plan, the prize was presented in May. The prize includes a \$2,000 scholarship and a one-year membership in SQPRP. Launched in 1981, the Prix Paul-Dumont-Frenette is open to Quebec students in a public relations or communications program. ▼

## NEW FINANCE PROGRAM LEADS TO PROFESSIONAL DESIGNATION

This fall, McGill CCE's Financial Planning Services program will provide students with the training needed to work as a planner. It will help them analyze and assess a client's financial situation and recommend financial services that comply with provincial guidelines. This graduate-level program meets the personal financial program requirements of the Institut québécois de planification financière (IQPF) and will prepare qualified individuals to pursue a career as a financial planner and allow them to use the professional title of Financial Planner (F.Pl.). ▼

## MONTREALERS, DO YOU KNOW YOUR RIGHTS AND RESPONSIBILITIES?

Translation Studies certainly does. It's at the forefront of an impressive project to render the *Montréal Charter of Rights and Responsibilities* into several international languages. Originally published in French and English by the City of Montreal in 2005, this unique charter was translated into Spanish by students supervised by Dr. Daniel Zamorano in 2008. Next, Dr. James Archibald, Director of Translation Studies, was instrumental in having graduate students at the Université Libanaise in Beirut produce an Arabic version. Now, Translation Studies graduate Ernest Leong is working on translating the charter into Mandarin. ▼

## INTENSIVE SUMMER COURSES FOR TEACHERS FROM CHINA

In July and August some EFLP English instructors were kept busy teaching 47 English teachers who travelled here from China. Twenty-seven teachers from the School of Foreign Languages at Southwest Jiaotong University in Chengdu and 20 teachers from Nanjing University of Finance and Economics spent three weeks attending specialized ESL training and professional development courses. Teaching such a large contingent of Chinese English instructors was a very successful first for McGill CCE and covered areas such as collaborative teaching and learning and integrating culture in a language class. ▼

## CCE TEACHER AND STUDENT TRANSLATE NEW ARGENTINIAN PLAYS

Publisher Libros del Rojas of Buenos Aires has recently printed two new plays translated by Translation Studies' Dr. Daniel Zamorano and student Oleh Replansky. Working closely for over a month, Zamorano and Replansky collaborated to render Mariana Eva Perez's *Peaje* into English as *Toll* and Natalia Carmen Casielles' *Sueño con Cebollas* into English as *Onion Dream*. Publication in the *Premio Germán Rozenmacher de Nueva Dramaturgia* was not a given, since all submissions were judged by some of the best playwrights in Latin America. ▼

## YOUR INPUT IS ALWAYS WELCOME!

To submit  
comments or story ideas,  
please contact:  
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