

HANDBOOK
FOR THE CURRICULUM CHAIR OF
CWRS CYMRAEG CYMDEITHAS MADOG

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Introduction

The Curriculum Coordinator (curriculum@madog.org) of Cwrs Cymraeg Cymdeithas Madog (CCCM) is chosen because he or she is an experienced and respected teacher with strong organizational skills and curricular knowledge. Ideally, this individual is someone who has taught on several past CCCM courses and therefore has a thorough familiarity with both the curriculum and the routines of the course. The aim of this handbook is to describe the various responsibilities of the curriculum coordinator and to offer practical suggestions about carrying out certain tasks. Please note that a number of the items **require planning well in advance of the course**.

While the responsibilities of the curriculum coordinator are discussed in this manual, many of these responsibilities involve collaboration with the lead tutor, the local organizer, and CCCM president. One of the curriculum coordinator's most important tasks, therefore, is **regular and timely communication** with those individuals throughout the year. In particular, it is advisable to send copies of any significant communications to the CCCM president.

Before looking at the specific responsibilities of the curriculum coordinator, it may be helpful to review the sample schedules in the Appendix in order to see the general flow and routine of the week's activities.

1. Selection of lead tutor

⇒ (See Appendix for table of previous lead teachers)

The first task of the Curriculum Coordinator (henceforth CC) is to invite a lead tutor for the following year. This is best accomplished in August or September, allowing plenty of time for multiple invitations should that be necessary. A lead teacher is often invited back for three years in succession, and so can be invited for the following year during the course itself. The Lead Teacher of a given CCCM is chosen because he or she is an experienced and respected teacher with good organizational and people skills and a personality suitable for emceeding large group sessions. This individual is typically someone who has taught on several past CCCM courses and is therefore a familiar face to many coursegoers.

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2. Selection of tutors

⇒ (See Appendix for sample invitation to tutors and table of potential tutors.)

Typically, there are seven tutors on Cwrs Cymraeg Cymdeithas Madog (henceforth CCCM), including the lead teacher. Three of these are brought from Wales and four from North America.

The lead teacher and the Curriculum Coordinator together select the teaching staff for the upcoming course. Typically, the CC selects the North American tutors, and the lead teacher selects those to be brought from Wales. It is very important that the lead tutor should choose at least one tutor with the potential to become lead tutor in the future, so that the pool of potential lead tutors continues to develop over time. The lead teacher and the CC should consult each other on the list of individuals being considered, and they should come to an agreement on a slate of tutors. The lead teacher will then contact those to be brought from Wales and the CC will contact the proposed North American tutors. The definitive slate of tutors should be established by late November so that the names of tutors can be announced in publicity articles and on the CCCM website by appropriate representatives of CCCM. It is recommended that reserve candidates be identified in advance (one from Wales and one from North America), in case an emergency forces a tutor to withdraw.

Several considerations are important in selecting tutors:

There should be a tutor with musical experience who will serve as the choir director and coordinate music. He or she should be able to play the piano or find someone else to do so. In advance of the course, this tutor will need to select two or three pieces for the choir to sing, and will meet on a daily basis with the choir to rehearse pieces to be performed at the Noson Lawen. Often, the music choice has included a folk song, a modern song, and a hymn. The choir sings at the chapel service on the final Sunday morning of the course.

During the week of the course, this tutor leads group singing at various times, using the Cwrs Cymraeg songsheet (see separate document for songsheet). In advance of the course, he/she should review the songsheet Table of Contents and make additions to the songsheet as desired. However, any songs that are on the CM pronunciation CD should be kept. Any additions to the songsheet should be sent to the CC for photocopying at the same time as the student class materials.

The morning plenary sessions usually end with a few songs as time allows. It is recommended that group singing led by a tutor in the evening last for half an hour and take place at the end of the reception, after the folkdancing, after the film, and after the eisteddford. The evening group singing has been most successful when it follows an activity with a defined ending time, such as the film or the dancing.

There should be a tutor who is knowledgeable enough about Welsh folk dancing to lead a twmpath dawn. This tutor will need to bring along CDs of folk music appropriate for dancing.

It is desirable, when possible, for the teaching team to include people from both North Wales and South Wales.

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3. Communication with Tutors

⇒ (See Appendix for samples of each of the listed communications)

In addition to ongoing communication with the lead teacher, the CC sends out regular communications to the other tutors. It is recommended that the CC request a confirmation of receipt for each significant communication, in order to insure that critical information has been received.

In January, the CC sends out two items: 1) a welcome letter with general information about the course and 2) curricular guidelines which outline the teaching expectations for tutors. These documents are reviewed by the lead teacher and the Executive Committee before being sent out. The lead teacher and CC work together to assign each tutor to teach a particular class. *For the tutors of levels 1-3*, the CC will send a copy of the CCCM curriculum booklet for that level. These booklets can be found at the password-protected Board website. Each tutor will need to supplement the course booklet with additional activities of his or her choice (e.g. gwrando a deall exercises, texts for reading, etc.). *For levels 4-6*, many of the students at these levels are repeating a level, some more than once. Because of this, the tutors assigned to these levels are invited to design their own materials around the curriculum guidelines so that the students are presented with fresh materials each year. Each set of materials should include a table of contents (in most cases, the list from the curriculum guidelines would suit), a vocabulary section, and grammar charts suitable to that level's topics.

The CC will need to determine the date (usually 3 week before the course is to begin) by which all materials to be photocopied need to be submitted. (See Section 6, [Photocopying](#)).

In February/March, the CC sends out a draft schedule for the course (see additional info under [Schedule](#)).

In April, the CC sends out more detailed information re photocopying (see additional information under [Photocopying](#)).

In April, the CC will solicit audiovisual needs from tutors (see additional information under [Audiovisual Needs](#))

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4. Audiovisual Needs

Most tutors will use some type of audiovisual equipment (CD/cassette player, overhead projector, VHS/DVD player) at some point during the week. Find out what audiovisual equipment is available, at what cost, from the host college (cc CM president on this communication). A microphone is essential for the morning plenary, any afternoon plenary speakers, and the folk dancing.

Since equipment rental can be quite expensive, find out what equipment might be available from local organizing committee. Solicit audiovisual needs (with specification of when it will be needed) from the tutors, noting in communication that equipment may need to be shared. Arrange with local organizer for provision of equipment. In addition, establish with the local organizer how to access technical assistance in the college if needed.

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5. Insurance and travel

In addition to the costs of international travel, Cymdeithas Madog covers the costs of the premium for insurance to cover travel, personal effects, and accidents, for each of the tutors from Wales. It is usually purchased by the lead teacher at the same time as the airline tickets. The purpose is to provide coverage for them for cancellation, delays en route, loss or delay of their baggage and personal effects and any medical treatment required as a result of an emergency medical situation or an accident. Cymdeithas Madog reimburses these expenses for a minimum stay of twelve (12) nights and a maximum stay of seventeen (17) nights. If any tutor wishes to stay in North America longer than seventeen nights, and wants insurance, he/she must cover the difference in premium beyond the seventeen day period covered by Cymdeithas Madog.

The lead teacher should work with the tutors being brought from Wales to arrange their travel itineraries. Expenses need to be approved by the Board Liaison (liaison@madog.org) before tickets are purchased. The Board liaison is a member of the board who is available to the local organizers to answer questions and provide guidance as they organize the course. The Liaison also needs to be apprised of the details of tutor travel plans (e.g. flight numbers and times, hotel reservations etc.), and of the name and phone number of an emergency contact person for each tutor before their travel to the course begins.

Important note: In order to avoid any potential problems with US Immigration upon arrival in the United States, when tutors are asked the purpose of their visit they may say that they are attending a Celtic/Welsh conference, but **not** that they will be teaching at such a conference. Cymdeithas Madog has explored the possibility of acquiring work permits for its tutors from Wales, but learned that this raises such complications and expenses that it is far better to simply avoid the problem altogether.

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6. Course Schedule

⇒ *(See Appendix for sample schedule)*

The schedule is primarily the responsibility of the CC, in conjunction with the local organizer, lead teacher, and the president of CCM. The schedule should be drafted in November/December. Key factors to consider:

- 1) there should be a minimum of 4 hours and 15 minutes of class time each day
- 2) learning Welsh is the primary reason for the course, and so should take precedence over all other considerations
- 3) the timing and nature of the weekly field trip requires coordination with the local organizer; it varies greatly from year to year
- 4) ideally, the lunchtime lasts for an hour, in order to give sufficient time for the Board to meet
- 5) group singing in the evening is most successful when it follows an activity with a defined ending time, such as the film or the dancing. It is recommended that group singing led by a tutor last for half an hour and take place at the end of the reception, after the folkdancing, after the film, and after the eisteddfod.

The schedule varies according to the strengths and interests of those attending (both tutors and students) and the offerings of the local organizing committee.

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7. Photocopying

The CC is in charge of coordinating materials to be photocopied. The CC will need to determine the date (usually 3 week before the course is to begin) by which all materials to be photocopied need to be submitted. This date is absolutely firm, unless there are some extraordinary circumstances. Beyond the given date, tutors are responsible for their own photocopying, including the cost. In the past, there have been difficulties with tutors submitting their materials in a timely manner, so it is important to send e-mails on a regular basis to remind the tutors of this date.

In March/April, the CC and the president will need to update the CCM account at Kinko's for the names of the current president and curriculum coordinator. In the week following the given date for submitting materials, the CC should send, in bulk (in order to get the lowest price), all electronic materials to be photocopied by Kinko's. In choosing the paper type, 100% recycled paper should be chosen .

These materials should be sent to the Kinko's closest to the location of the course, or most convenient to the local organizer. In addition, the CC should send hard copies of any materials to be photocopied to that same Kinko's. The local organizer will be in charge of picking up photocopied materials. It will be important to establish with the local organizer where a central photocopier on campus is located, should last-minute copies need to be made.

The following items will be sent by the CC to Kinko's for photocopying:

- A student booklet for each level (submitted by tutor)
- Additional exercises for each level (submitted by tutor)
- Workshop materials (submitted by tutor)... this will include music for the choir
- Songsheet (CM songsheet, with any additions made by tutor in charge of music)
- Order of worship for Sunday service (submitted by tutor in charge of Sunday service) – should include copies of hymns unless enough copies of the Welsh cymanfa hymnbook are available
- Student certificates for each level (submitted by the CC)
- Student evaluation (submitted by the CC)
- Tutor evaluation (submitted by the CC)

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8. Student binders

Typically, student class materials have been placed in binders. It is important that students can easily insert and extract papers from the binders. For this purpose, Presstex Grip Binders (Punchless, Side Bound, 11" x 8.5") have worked well. They are available from BuyOnlineNow. Each cover should have a label with the level and "Cwrs Cymraeg Cymdeithas Madog." However, it is preferable not to put student names on the labels, as students may change levels during the first few days.

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9. Student Placement

On their registration form, students will have selected a level that they think is appropriate. It is the job of the CC, using the CC curriculum guidelines, to scan over the information to determine if the level seems appropriate. In particular, students who have chosen level 1 should have little/no experience. It was decided at the 2005 AGM that if the number of students in Level 1 exceeds 15, a second Level 1 class would be considered.

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10. Prizes and gifts

⇒ (See Appendix for sample of slate prize design)

The lead teacher will need to purchase prizes in Wales for the Eisteddfod winners. Typically we have given an engraved slate to the first-place winner at each of the three levels of competition. The slate should bear the Cymdeithas Madog logo and the name of the particular course (see Appendix for sample). The slates typically cost £13 or £14 each. For second and third-place winners at each level, possible gifts include a tea towel, a Welsh date-book or diary, or a small book (such as *The Pocket Guide to Welsh Literature*, *The Pocket Guide to Celtic Wales*, *The Pocket Guide to the History of Wales*, or books in the series *Pigion Bach* published by Gwasg Carreg Gwalch, which introduce *Y Mabinogion* or the work of a writer or poet such as Waldo Williams). The prizes for second and third place winners should not total more than about £20. In total, with three prizes at each of three levels, a total of nine prizes will be needed (for example, three slates and six books). It may be preferable to mail the slates to the local organizers in advance to prevent breakage in the handling of suitcases.

The lead teacher should arrange small prizes for the quiz winners if there is to be a Quiz Night. These prizes should not be expensive. Possible prizes include any small, inexpensive items such as balloons bearing a Welsh slogan, pencils and erasers (preferably bearing Welsh slogans or emblems), or refrigerator magnets from Wales.

The lead teacher should be sure to save receipts for all prizes to be awarded in order to seek reimbursement from the treasurer of Cymdeithas Madog (treasurer@madog.org).

In some years, the tutors (especially those coming from Wales) have been invited to stay in the private homes of the local organizers for one, two or even three nights before the course begins, especially when lodgings on the host campus are not yet ready upon their arrival. The hospitality extended by the local organizers has often included trips to local attractions. In such cases, the tutors have usually wished to offer small gifts of appreciation to their hosts. The lead teacher has often taken the initiative to plan in advance for such gifts and to share the cost with any other tutors who are similarly housed in private homes or treated to other special hospitality.

The position of the Board of Cymdeithas Madog is that any gifts given by the tutors should be purely voluntary and should be a private matter between the tutors and their local hosts. Tutors not receiving special hospitality should feel under no obligation to give any gifts, and the local organizers should not expect to receive any such gifts.

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11. Tour of facilities

On the Saturday or the Sunday morning before the course, the local organizer(s) will take the lead teacher and the CC on a tour of the classrooms, lecture halls for plenary sessions, auditorium or amphitheatre for the Noson Lawen and Eisteddfod, computer room for the course newspaper, and any other relevant facilities. If desired, all of the tutors may be invited along for this tour. At this time, classroom assignments are finalized for each tutor based on the size of the room, audiovisual needs, the number of students currently assigned to the class, etc.

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12. Preliminary tutor meeting

The lead teacher generally calls a meeting of the tutors on the Saturday or Sunday before the course begins. The CC should be invited to this meeting as well. At least 1.5 hours should be set aside for this meeting. The following topics are among those discussed:

- Identify the *tiwtor ar gael* who will be in charge of “study hall” or the language clinic. This can be a different tutor each day;
- Select the topics for the three levels of competition for the Eisteddfod if these were not already selected in advance, and assign a different tutor to adjudicate each of the three levels. Tutors should not adjudicate the level in which their own class will compete (i.e. the tutor who will teach dosbarth 1 may adjudicate the level 2 or 3 competition but not the level 1 competition).
- Identify two tutors who will be in charge of the Bwrdd Cymraeg at lunchtime each day. The Bwrdd Cymraeg is a designated table in the dining hall at which students who wish to speak only Welsh during the lunch period may sit to eat together. Typically a different tutor is assigned this task for each day of the course. The Bwrdd Cymraeg is identified by some visual symbol, usually a Welsh flag placed in the center of the table.

Generally tutors also have supper together during the week of the course in order to have a chance to interact about issues that arise. The lead teacher will facilitate such discussions.

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13. Morning plenary sessions

The lead teacher conducts the morning plenary sessions. The primary purpose of these sessions is for announcements to be made. At the Monday morning session, a number of things need to happen:

- The preliminary class rosters are read off to remind students of their class placements (sent to the students prior to the course). They are also given a deadline by which they should all have settled into a class where they will remain for the rest of the week. The deadline is usually sometime on Tuesday (e.g. lunchtime);
- Tutors are introduced and their classroom locations are announced;
- The concept of the Eisteddfod is briefly explained and the topics for the three levels are announced. Also announced are the deadline by which entries are to be submitted, and the name of the tutor to whom they should be given;
- The “language clinic” is described and its location announced. It should be made clear that students can go to the tutor in charge of the clinic for help with homework, but also for any general help on language matters such as pronunciation, or even simply to practice having a conversation;
- The workshops (gweithdai) are described to the students. Typically each tutor stands up and says a few words about the workshop he or she will lead. Explain the policy on whether people should pick one workshop and stick to it all week, or whether they may sample different ones if they choose. (This is further discussed in the section entitled “Gweithdai”).

The president of Cymdeithas Madog and the local organizers will generally also have announcements and introductions to make.

At morning plenary sessions, the lead teacher may wish to set aside a minute or two for some general language activity, e.g. “Proverb/Idiom of the day,” which can be written on the chalkboard and repeated several times by the students.

The evening activity needs to be described in some detail each morning so that students know what to expect. (For example, if a pub night is planned, it is not enough to simply announce that there will be a “pub night”; the lead teacher or other organizer of this event needs to explain what will take place, such as a trivia game or singing). If singing is to take place, remind students to bring their song sheets and/or hymnbooks.

Morning plenary sessions usually conclude with a song or two led by the tutor in charge of music. If any songsheets have not already been distributed at the Sunday evening reception, they can be passed around at the Monday morning plenary session.

On one day in the middle of the week of the course, group photographs (whole group, tutors, scholarship winners, CM Board) are taken directly after the morning break. Following that, the photographer will visit each class individually and take photos. Arrangements for these photos are announced at the morning plenary session the day before the photos and again on the morning of photo day. The photographer usually makes these announcements and any subsequent announcements regarding how individuals may purchase copies of the photos if they so desire.

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14. Afternoon plenary sessions

In 2007, a decision was made to replace the afternoon plenary sessions with workshops. The intent was to give a more engaging post-lunch activity to the students, as well as allowing more choice. Historically, it has been a challenge for the local organizer to find four engaging speakers for the plenary sessions. However, should the plenary sessions be restored, the notes below (in italics) can serve as a resource.

Three plenary sessions were kept:

- **Field trip day (just prior to the field trip)**, a presentation with an emphasis on the Welsh history of the area, organized by the local organizer in conjunction with the president and CC. The plenary speaker is typically introduced by the local organizer.
- **Saturday: question and answer session** in which students are invited to ask the tutors (usually limited to the three tutors brought from Wales) questions about current events in Welsh politics, education, the language movement, etc. Alternatively, the Q & A session may be held as an evening activity. No specific preparation is needed for this session.
- **Saturday: a ceremony of awarding certificates** in which each student will receive a certificate listing the skills/topics covered in his or her class during the week. The lead teacher will read off the students' names and have the students come forward to receive their certificates, though if desired, individual tutors may read the names of their own students.

If there are to be afternoon plenary sessions each day:

The afternoon plenary sessions generally last about 45 minutes. The afternoon plenary sessions usually take place on Monday, Tuesday, Thursday, Friday, and Saturday. (Traditionally Wednesday is the day of the course trip, so there may be no afternoon plenary session on Wednesday or on the day these events are scheduled, if different). The following are some of the possible events that may be arranged for an afternoon plenary session:

- *A **getting-to-know-you activity of some kind**. This would be appropriate for the Monday afternoon session, if no such activity is planned for the Sunday night reception.*
- ***Lectures or presentations on some aspect of Welsh culture, history, or politics:** Possible speakers/presenters may be drawn from the pool of tutors, the local Welsh society hosting the course, members of the local community, or even the students planning to attend—that is, any person with the necessary talents, interest, and willingness to put together a lecture or a presentation. These may range from the fairly formal, academic lecture, to a highly informal presentation or an audiovisual presentation (e.g. Powerpoint or slides). Arrangements should be made for someone to introduce speakers and to give them notice five minutes before the end of their allotted time. Presenters should be made to understand that the scheduling is tight and they should plan not to go over the allotted time. Typically, the presenter is introduced by the local organizer.*
- ***A Gymanfa ganu or Welsh folksong fest.** Generally the tutor in charge of music would be recruited to lead this session. Since students are each provided with a songsheet, and are encouraged to purchase or bring a Welsh hymnal to the course, no additional preparation is usually necessary.*

There may also be a small number of announcements to be made at afternoon plenary sessions, though an attempt should be made to handle all announcements in the morning sessions in order to leave the full afternoon session free for the lecture or presentation.

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15. Gweithdai

During the afternoons of the CCCM, each tutor will lead one workshop on a specified topic. Since 2007, each tutor has had a 45-minute duty-free period in the afternoon, taking place during the workshop session in which they are not teaching. Students may select workshops of their choice. The lead teacher and CC should decide in advance whether students are to be encouraged to pick workshops and stick with them all week, or whether they are allowed/encouraged to try different workshops during the week. (Cymdeithas Madog does not currently have a policy on this matter, and both approaches have been used in the past. It should however be made clear to students what the policy is for the year in question. Some of the workshops such as the choir may require that people attend every day even when this is optional for other workshops).

The following four workshops are an essential part of every CCCM:

- **Côr.** The choir may or may not be considered a workshop, depending on whether it meets at the same time as the other workshops, but the tutor in charge of the choir should not be expected to do another workshop in addition to the choir. The advantage of holding the choir at a different time is that students who wish to be in the choir are not thereby prevented from also attending other workshops. The choir rehearsals are used for learning and practicing several pieces that will be performed at the Noson Lawen at the end of the week.
- **Papur y Cwrs.** A course newspaper is assembled, photocopied, and distributed to all coursegoers by the end of the week of the course. For the newspaper, a computer room with printers and a scanner will be necessary. The people working on the newspaper will also need access to a camera (preferably a digital one). Contributions to the paper are invited not just from those who attend this workshop but also from any coursegoer who wishes to submit an article/anecdote/joke/crossword puzzle/horoscope etc. to the paper. The tutor in charge of the paper should monitor submissions for appropriateness, accuracy of Welsh if Welsh is used, etc. N.B. There are two articles which **must** appear in any issue of the course newspaper: (1) an article introducing and thanking the local organizers; (2) an article identifying the scholarship winners and thanking by name any organizations or individuals who helped subsidize scholarships in the year in question. Typically, the chair of the Scholarship Committee can be asked to write this article for the newspaper.
- **Grwp darllen i ddechreuwyd** (Beginning Reading) for interested students in levels 1, 2, 3.
- **Grwp darllen uwch** (Intermediate and Advanced Reading Group) for interested students in classes 4, 5, 6 and 7. In some years we have separated the intermediate readers (levels 4 and 5) from the advanced readers (levels 6 and 7).

In addition to the four essential workshops, there should be several workshops on other topics depending on the interests and abilities of the tutors. Some of these workshops must be conducted in English in order to be accessible to interested students of any level. Possible topics include (but are not limited to):

- *Highly recommended:* Background information on Wales: language history, geography, politics, education, history... each day focusing on a different topic
- Welsh discussion group (Levels 6, 7), held wholly in Welsh. Topics should provoke discussion but avoid controversial topics likely to generate genuine conflict.
- Word-building (the use of prefixes, roots, and suffixes to expand one's vocabulary)
- Welsh language software for learners
- Welsh pronunciation and/or speaking practice
- Folk dancing
- Welsh literature in English translation
- Current Welsh politics
- Welsh poetry
- Welsh websites
- Welsh or Celtic mythology
- Folksinging
- How to write cyghanedd

It is the responsibility of the lead teacher, in consultation with the CC and the individual tutors, to identify topics and leaders for the workshops.

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16. Gweithgareddau'r Nos and the Sunday service

⇒ (See separate document for samples of Sunday service)

In conjunction with the CC, the lead teacher identifies an evening activity for each night of the course (Monday through Saturday) except the day of the afternoon-evening trip to a point of interest in the area (traditionally Wednesday, though subject to change as needed). A different tutor will be in charge of each of the evening activities (except the Reception and a Q & A session), as well as the Sunday service on the final Sunday of the course. Some typical evening activities have included:

- **Reception.** The course opens on Sunday night with a reception arranged by the local organizers, often in conjunction with a local Welsh society. Refreshments are served (such as wine and cheese). At this event, the lead teacher and the president of Cymdeithas Madog usually say a few words of welcome, introduce the teaching team, and make any preliminary announcements. The tutor who is leading the singing distributes the songsheets and leads singing for about half an hour.
- **Sunday service.** Typically, this 45-minute service has been made up of a variety of hymns, readings, prayers, and a “Gair Bach” (short homily). The “Gair Bach” has been delivered bilingually by a tutor or a level 6 student. Involving as many students as possible in leading the readings and prayers is the ideal. The choir has typically sung a hymn in this service. The hymns chosen for the service will need to be copied ahead of time and attached to the order of service.
- **Twmpath dawns/Folk dancing.** Since this has been a good icebreaker in past years, it works well early in the week. It could be followed up by a half hour of singing.
- **Cwis/Quiz.** A trivia quiz, or other types of games which students play in teams. Often held in a local pub or restaurant.
- **Gymanfa Ganu, Singalong, or Karaoke.** It may be held in a local pub or restaurant.
- **Film night.** If a film night is to be scheduled, the lead teacher will select an appropriate and fairly recent movie in Welsh with English subtitles, and arrange with the CC or other appointed board member for the conversion of the videotape to the American format. One company which has proved successful for film conversion is Video Lab in Sacramento, www.videolab.tv. The movie will need to be selected well in advance of the course (i.e. in January or so) to leave time for mailing the film to the designee in North America and for having the format converted. In many years, the film selected has been the new film released by S4C over Christmastime. Through the help of people like Cefin Campbell, in past years we have been able to get permission to use this film for free, and have even been able to arrange for a special subtitled version. It may also be helpful for the lead teacher to prepare a handout giving background information, a vocabulary list, etc. to be distributed to the students.
- **A Question and Answer session** may be done either as an evening activity, or as an afternoon plenary session (q.v.).

On Saturday night either the Noson Lawen, the Eisteddfod, or both are held. If these two events are separated, one is to be held on Friday night and the other on Saturday. Typically a banquet is held on Friday or Saturday night as well. The banquet is usually emceed by the Board of Cymdeithas Madog rather than by the lead teacher.

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17. Eisteddfod

The lead teacher is in charge of organizing the Eisteddfod to be held on the Friday or Saturday evening of the course. The CCCM Eisteddfod offers three levels of competition:

- Level 1 Competition, for students in class levels 1 and 2. The topic at this level in previous courses has usually been to write a postcard or an email home from the course.
- Level 2 Competition, for students in classes 3, 4 and 5. The topic should reflect the course name or the geographical setting of the course in some way. For example, in 2002 the CCCM course name was “Y Cwrs ar y Paith,” and the writing competition at level 2 was to write a diary of Laura Ingalls Wilder of “Little House on the Prairie” fame.
- Level 3 Competition, for students in classes 5+ and 6. The topic should reflect the course name or geographical setting and be fairly open-ended. Topics in recent years have included “Y Paith,” “Y Bont,” “Y Llongddrylliad,” and “Cymdogion.” Typically students have been allowed to write either poetry or prose, as they choose, although the lead teacher may specify one or the other if desired. Since the 2003 course, we have selected and announced the topic for competition level 3 well in advance of the course (in April), in order to give students at this level more time to work on their entries and to encourage more of them to participate.

At the preliminary tutors’ meeting, the topics for the three levels are selected. (However, see note above regarding the topic for the level 3 competition). These topics are announced at the Monday morning plenary session. The lead teacher should be prepared to give a bit of explanation about how an eisteddfod works (e.g. on the use of a ffugenw or nom de plume) and may wish to specify lengths of entries with a minimum number of words for the competitions at levels 2 and 3. (Entries for the level 3 competition have had a minimum length of 350 words). At this time the deadline should also be announced along with the name of the tutor who will collect entries.

At the Eisteddfod, the tutors will enter the room dressed as druids (white bedsheets and towels work quite well), accompanied by solemn music played on the piano (particularly “Rhyfelgyrch Capten Morgan,” page 50 in *Songs of the Dragon*). Usually each tutor wears or carries a sign with an amusing name on it. One of the tutors will serve as the Archdruid and will preside over the ceremony. The Archdruid may be the lead teacher or another tutor whom he or she has appointed to this position. The three tutors who served as adjudicators of the three levels of competition will announce the results, briefly and positively discussing the various entries and, optionally, reading a selection from the winning entries. Winners are invited to come forward to receive their prizes. After the “chaining” of the bard or winner of the level 3 competition, the ceremony closes as the druids process out of the hall accompanied by music.

Students entering the contest are advised to submit their written entries to a person whom the lead teacher designates. Students are encouraged to submit their entries **in duplicate** when possible. If a student cannot submit in duplicate, the lead teacher will be responsible for making photocopies. Then, one copy of each entry will be given to the lead teacher (for distribution to the adjudicators) and one copy will be given to the CC or another designated representative of the board of Cymdeithas Madog responsible for publication of winning entries on the website.

The adjudicating tutors should also annotate the copies they read, making grammatical corrections, stylistic suggestions, etc. At the end of the evening, the CC (or board designee) will put out all entries (marked by judges), except the winning entries, to be collected by students. The winning student at each level will be asked to incorporate the corrections, as well as to provide an English translation, before the winning pieces are posted on the CM website. It is important to note the actual winners that correspond to the noms de plumes.

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18. Noson Lawen

The lead teacher is in charge of organizing the Noson Lawen held near the end of the week (Friday or Saturday evening). The lead teacher typically emcees the Noson Lawen. Early in the week, he or she should make an announcement (which will need to be repeated several times during the week) inviting interested students to perform (sing, dance, recite, tell jokes, play a musical instrument, perform a skit, etc.) at the Noson Lawen. Those intending to perform are asked to notify the lead teacher in advance by some specified time (such as Friday at lunch time) so that he or she can organize the program. Performers must be asked to keep their performances to no more than five minutes (or less in the case of a large number of entries). It is also understood that each class will perform a skit or provide some other kind of entertainment, also to be limited to no more than five minutes. (The class skits are the responsibility of the students, not the tutors, who may or may not participate in the skit). The Noson Lawen always concludes with a performance of two or three songs by the choir, and the singing of “Hen Wlad fy Nhadau” by the entire group. The entire program should last no more than two hours.

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19. Taflenni Gwerthuso

(See Appendix for samples)

Taflenni gwerthuso are distributed both to students and tutors in an ongoing effort to improve the offerings of Cwrs Cymraeg Cymdeithas Madog. It has worked well for tutors to finish class a few minutes early on Saturday morning to give time for students to fill out the taflenni gwerthuso, designating a student to collect the taflenni and give them to the CC. Therefore, the taflenni should be given to the tutors on Friday, with instructions for them to be distributed to their students as described on Saturday morning. The taflenni gwerthuso for the tutors can also be given out at this time.

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20. Student Certificates

⇒ (See Appendix for sample templates)

Student certificates will be sent for color photocopying to Kinko’s at the same time as the other curriculum materials. Using the supplied template, the CC updates the name, location, and date of the course. The student name space will be left blank when sent to Kinko’s. Sarah Stevenson, as the designer of the template, is available to respond to any design questions that arise. It is the plan of the Publicity Committee to redesign the certificate template every 4-5 years. The current template was designed in 2006.

A slightly heavier paper stock, appropriate for certificates, may be chosen. However, it shouldn’t be as heavy as card stock, which is quite expensive. 5 extra certificates should be ordered in addition to the number registered for each class. This will allow for changes in class placement. After Tuesday noon (when all students should have chosen their final class placement), the CC will arrange to have three people on the Board (with good penmanship) to write in the student names and return the certificates to the CC by Friday noon. The certificates should then be given to the tutors Friday afternoon, allowing them time to sign the certificates before they are given out Saturday afternoon. Emphasize to the tutors that they will need to bring the certificates with them for the plenary sessions Saturday afternoon.

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21. Approximate Timeline of the Curriculum Coordinator's Duties

August

- Invite lead teacher

September/October

- In consultation with the lead teacher, select and invite a total of seven (7) tutors, three (3) to be brought from Wales and four (4) from North America.

November/December

- Work with lead teacher in assigning each tutor to teach a level.
- Draft the cwrs schedule, in conjunction with the local organizer (particularly in reference to the field trip)
- Work with lead teacher to identify topics and tutors for gweithdai (afternoon workshops).
- Once the music tutor has been chosen, send the Table of Contents for the songsheet to him/her. She/He is welcome to use the songsheet as it is or to add songs as desired; additions to the songsheet would be submitted at the same time as other materials to be photocopied.
- Draft general welcome letter and curriculum guidelines, using past examples

January/February

- Send draft welcome letter and curriculum guidelines to Executive Committee, CCCM president, and lead teacher for feedback.
- January: Finalize and send welcome letter and curriculum guidelines to tutors. (see Appendix)
- February: Send draft schedule to tutors. (see Appendix)
- As registrations are received, place in appropriate classes (ongoing until registration closes)
- Confirm the selection of a Welsh language film for Movie Night with the lead teacher, and make arrangements for conversion to North American format. Video Lab in Sacramento, www.videolab.tv. is one possibility for film conversion.

March/April

- Send photocopying guidelines to tutors. (see Appendix)
- Work with the lead teacher to select the topic for the level 3 competition at the Eisteddfod so that it can be published in advance on the CM website and/or other relevant CM publications. Contact the webmaster with the topic and e-mail to the course list.
- Confirm the preliminary tutor meeting for the Saturday or Sunday before the course begins (scheduled by lead tutor).
- Be in contact with the tutors to make sure that preparations are proceeding in a timely way and to answer any questions that might arise.
- Find out what audiovisual equipment is available, at what cost, from the host college (cc CM president on this communication). In addition, find out what equipment might be available from local organizing committee. Solicit audiovisual needs (CD/cassette player, overhead projector, VHS/DVD player) from the tutors, noting in communication that equipment may need to be shared. Arrange with local organizer for provision of equipment. A microphone will be needed for the morning plenary, the folk dancing, and any afternoon plenary sessions.
- With president, establish names to be put on Cymdeithas Madog account at Kinko's: president, curriculum coordinator, local organizer.

May/June

- Review taflenni gwerthuso for students and tutors and modify as necessary
- Write report for CCCM Annual General Meeting
- After registration is closed: arrange with president of CCCM for ordering of student binders (see section 7, Student Binders)

July

- Early July Confirm your list of students with the registrar.
- Early July By class, e-mail the following attachments to students: 1) letter which includes initial placement information and eisteddfod description 2) draft schedule for the course (see Appendix). Check with registrar for any students who do not use e-mail, and mail hard copies of information to them.
- After the given date by which materials to be photocopied were to be submitted, send electronic materials and hard copies to Kinko's for copying.
- Send class lists to tutors, noting that class placements change during the first day and a half and that Cymdeithas Madog uses a student self-placement system.

During the course

- Friday or Saturday morning before the course (if possible) Arrive, in order to organize materials from Kinko's and give materials directly to tutors
- Tuesday afternoon: confirm final class lists with tutors. Distribute certificates and class lists to 3 designated Board members to fill in names.
- Friday: give student taflenni gwerthuso to tutors. The tutors can finish class a few minutes early on Saturday morning to give time for students to fill out the taflenni gwerthuso, designating a student to collect the taflenni and give them to the CC. Also, give the tutors their own taflen wethuso to fill out and return to the CC.
- Friday: collect student certificates from Board members who have written in the student names, and give to tutors for their signatures. Remind the tutors to bring certificates to plenary sessions on Saturday.
- Eisteddfod: at the *end* of the evening (so that the winners have already been announced), put out all entries (marked by judges), except the winning entries, to be collected by students. Make sure that you keep one copy of each of the winning entries and confirm the names of the actual winners that correspond to the noms de plumes.

After the course

- After the course: tabulate the results of the taflenni gwerthuso and distribute those results to the tutors and Board.
- After the course: Contact the winners of the eisteddfod, and request that they send their corrected winning entry, with a translation, to the webmaster for placement on the CM website.
- After the course: Send course film and short description of the film to Bob Roser, film librarian:
1203 Harbour Drive, Stafford, VA 22554 (540) 659-1879 roscym@adelphia.net
- After the course: Update the tutor lists in the Appendix (pp. 19-21).
- After the course: review handbook and e-mail any recommended changes to the president.

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Cymdeithas Madog



Y Wobr Gyntaf
Lefel Pump Estynedig a Chwech

Cwrs y Llynnoedd Mawr, Kenosha 2003

David Roberts
1 Llwynypia Terrace
Llwynypia
Tonypandy
Y Rhondda
CF40 2JD

01443 432348

PAST LEAD TUTORS
Last update August 2007

For current contact information, contact Sarah Stevenson, aquafortis@gmail.com or Steve Morris, steve.tycoch@ntlworld.com.

(in reverse chronological order)

Mark Stonelake	University of Swansea
Steve Morris	University of Swansea
Paul Birt	University of Ottawa
Emyr Davies	CBAC
Heini Gruffudd	University of Swansea
Cefin Campbell	

POTENTIAL LEAD TUTORS
Last update August 2007

Chris Reynolds	University of Swansea
Elwyn Hughes*	University of Bangor
Hefina Phillips	
Annette Evans	
Eleri Hughes	
Maldwyn Pate	

*Elwyn is well-established as an excellent choice for a course tutor. However, he has indicated that he doesn't wish to be a tutor on a regular basis, and his response to an invitation would depend on the location of the course, the other tutors on the team, and his own circumstances at the time.

Guidelines for inviting tutors to teach at Cwrs Cymraeg:

- Keep the long-term picture in mind, and expand our tutor pool by inviting new tutors. It is best, however (when possible), to invite no more than one new North American tutor on a course.
- Communicate with the lead tutor as to what strengths the Welsh tutors bring, remembering the need for different tutors to call the twmpath, to direct the choir, and to lead the Sunday service. (The Sunday service may also be led by a student in level 6 or 7 who could conduct the service bilingually).

NORTH AMERICAN WELSH TEACHERS *with Cwrs Cymraeg Teaching Experience* Last update August 2007

NAME	E-MAIL	ADDRESS	CITY, STATE	PHONE NUMBER
Birt, Paul	pwbirt@uottawa.ca	410 Chemin Boucher	Aylmer, PQ, Canada J9H5C9	819/682-2993 w(613)562-5800
Diaz, Marta	mdiaz@butler.edu	5350 E. St. Joseph St.	Indianapolis, IN 46219	317/352-1268
Evans, Annette	annetteevans@sympatico.ca	230 Queen's Quay West #2219	Toronto, ON M5J 2Y7	416/506-1533
*Manzanilla, Diana	dianadream@hotmail.com			415-671-5972
Phillips, Hefina	HefinaP@aol.com	2063 Worthington Drive	Oakville, ON L6L 1E2	
Rehbach, Meredith	84MAR@alumni.williams.edu	68 Liberty Street	Bristol, VT 05443	802/453-4743
Rottet, Kevin	krottet@indiana.edu	2811 David Dr.	Bloomington, IN 47401	812/339-2606

N.B. Alun Hughes wishes to be permanently removed from our list.

* Lefel 1 only; contact Meredith Rehbach, 84MAR@alumni.williams.edu for further details.

POTENTIAL NORTH AMERICAN WELSH TEACHERS *without Cwrs Cymraeg Teaching Experience* Last update August 2007

* = recommended by Meredith Rehbach (past CC) for invitation

Richard Phillips has experience calling at a twmpath dawn.

The following, who may arise for consideration as tutors on the course, are ***not recommended***, for a variety of reasons: Chris Grooms, Winston Evans, John Good

NAME	ADDRESS	CITY, STATE	PHONE	EMAIL
Baker, Gail	13616, Polk St.,	Omaha, NE, 68137-4123	402/ 894-1824	kgbaker@aol.com
Blyn-Ladrew, Roslyn	715 Williams Hall, Penn Language Center, Univ. of Penn	Philadelphia, PA 19104		RoslynB-L@comcast.net rblyn@sas.upenn.edu
Davies, Martha			413/534-7978	
*Evans, Deian	230 Queen's Quay West #2219	Toronto, ON M5J 2Y7	416/506-1533	
Jilg, Timothy	See bio below	Rio Grande, OH		
*Knowles, Anne	550 Route 125	Cornwall, VT 05753	802/462-3890	aknowles@middlebury.edu
Owens, Elis	Welsh League of AZ			
Phillips, Richard	P.O. Box 241	Sully, IA 50521	641/990-3344	phillr@netins.net
Samuel, Gaynor	ask Jenny Hubbard Young			
Stowe, Sian	contact Holly Pratt			
Trosset, Carol	ask Jenny Hubbard Young			

TIMOTHY JILG

Born in Memphis, grew up in Warren, Ohio

Graduated summa cum laude from Kent State University in 1995 with BA in Literature and Linguistics

1995 Moved to Wales spent a year doing an intensive Welsh course

1997 Graduated with honours from the Centre for Language and Communication Research, UCW Cardiff -- dissertation on adult learners of Welsh Language.

Moved to West Wales to surround himself with Welsh speakers and start doctorate via the Welsh Dept at UCW Cardiff

2004 PhD on the Welsh Language in North Wales, written in Welsh

For five years, simultaneous with his PhD, taught Welsh to adults for both Ceredigion County Council and the American Office at Trinity College Carmarthen.

Director of Madog Center at Rio Grande 2005-Dec. 2006.

SIAN STOWE

- info from Holly Pratt e-mail, 3-3-05

Sian is not an actual teacher (with teaching degrees), I don't think. I don't have too much experience with her as a teacher except she did make a great tape for me once so I could learn something yn Gymraeg, as I am an ear-minded rather than an eye-minded learner. She is currently president of our local Welsh Society. She's definitely good with people, tactful, resourceful, a good organizer and hard worker. She runs a B&B. Before that she was a pastoral counselor at hospital (I believe her formal credentials are in that field), and before that she was raising her 4 kids. She's been in the US about 25 years, having come over when her husband's job came here (she's Welsh and he's English).

DEIAN EVANS

- Husband to Annette
- Pastor of Welsh church in Toronto
- Tutor to student doing Welsh A and O levels

ANNE KNOWLES

- Professor of geography at Middlebury College
- Taught geography through the medium of Welsh at Aberystwyth University
- Has researched and published on the topic of Welsh immigration to Ohio

Sample invitation: tutor

Annwyl _____,

Ysgrifennaf atoch fel cadeirydd Pwyllgor Cwricwlwm Cwrs Cymraeg Cymdeithas Madog. Ar ran Cymdeithas Madog, mae'n bleser gennyf eich gwahodd i fod yn diwtor ar Gwrs Cymraeg Cymdeithas Madog 2007, 22-29 Mis Gorffennaf, 2007. Mi fydd y cwrs yn Albany, prifddinas Efrog Newydd. Ein telerau ar gyfer Cwrs Cymraeg yw \$800 am yr wythnos; dyn ni'n talu hefyd am gost hedfan.

Hoffwn eich gwahodd i ymweld â www.madog.org am fwy o wybodaeth am y cwrs a Chymdeithas Madog.

Peidiwch â phetruso gofyn os oes cwestiynau; edrychaf ymlaen at glywed oddi wrthyich.

Yn gywir,
Meredith Rehbach
Cadeirydd, Pwyllgor Cwricwlwm Cwrs Cymraeg Cymdeithas Madog



January 2007

Annwyl Gyfeillion,

It is my pleasure to welcome you to the teaching staff of Cwrs Cymraeg 2007, “Cwrs Cymraeg yr Ymerodraeth,” sponsored by Cymdeithas Madog (the Welsh Studies Institute in North America). This will be the thirtieth annual residential Welsh language course organized by Cymdeithas Madog.

General Background. Cymdeithas Madog is a non-profit organization governed by a board of directors and a president. I invite you to visit our website (<http://www.madog.org>) for current information about our organization. Cymdeithas Madog was established to provide a week-long intensive study experience for those who want to learn Welsh in North America. Our course attracts people of all ages and walks of life. Many of them are interested in Welsh because of their own Welsh ethnic background; others come out of an interest in the Celtic languages or in LCTLs (Less Commonly Taught Languages). Since its early days, Cwrs Cymraeg has grown tremendously, both in size and quality. It is now recognized, both in North America and Wales, as being the foremost language course of its kind in North America. The quality of our course is largely dependent on the teaching staff, so it gives me great delight to welcome you to the staff for 2007.

Cwrs Cymraeg 2007 will be held in Albany, New York on the campus of Sage College from Sunday, July 22 until Sunday, July 29, 2007. Sage College is located in the University Heights area of the state's capitol. Albany is rich in history and culture, and is home to the largest state museum in the US. The campus itself boasts 15 acres of green lawn, traditional red-brick buildings and the "charm of a small college." The lead teacher will be Steve Morris of Swansea, Wales. Steve has been on staff at many previous cyrsiau, and is therefore a familiar face to many coursegoers who have enjoyed his warmth, sense of humor, and excellence as a teacher. The other tutors on the 2007 course will be Diana Manzanilla, Kevin, Rottet, Hefina Phillips, Annette Evans, Elwyn Hughes, and Chris Reynolds. As usual, this slate of tutors represents a mixture of long-time Cwrs Cymraeg tutors and newer faces. We extend a particularly warm welcome to Diana and Chris as they teach on Cwrs Cymraeg for the first time.

Arrangements. Each regular tutor will receive a stipend of \$800, and in addition, Cymdeithas Madog will pay for your roundtrip airfare in economy class or coach. It will also cover other reasonable travel expenses. Stipends are usually paid in US dollars. Once you have arranged a tentative travel itinerary including a price, please check with the Board liaison (liaison@madog.org) for final approval of your arrangements. This year's liaison is Bill Roberts. He will also need from you the name and phone number of a relative or friend whom we should contact in case of an emergency, and we must have this information in hand before you begin traveling to the course. For the tutors coming from Wales and Canada, travel insurance should also be arranged along with the purchase of your plane ticket, in consultation with the Board Liaison. Teachers from Wales are generally paid their stipend in cash during the week of the course.

Members of the teaching staff will meet during the late morning or early afternoon of Sunday, July 22 before the course officially starts at suppertime on Sunday evening. In order to be available for this meeting, we strongly recommend that all tutors arrive no later than Saturday, July 21 in order to settle in to the residence hall. Some of you, particularly those travelling from Wales, may want to arrive earlier in order to acclimatize and recover from the time change. A \$20 per diem allowance is given to each tutor for a maximum of two days before the commencement of the course. **Please note:** in order to avoid any potential complications with Immigration if you are traveling from outside the United States, when asked the purpose of your visit you should say that you are attending a Celtic/Welsh conference, but please do **not** say that you will be teaching at such a conference.

Teaching assignments: Cwrs Cymraeg currently consists of seven different levels of instruction, ranging from absolute beginners to very advanced learners. The teaching assignments in 2007 will be as follows: Diana, level 1; Annette, level 2; Kevin, level 3; Chris, level 4; Elwyn, level 5; Hefina, level 5+; Steve, level 6. During the week of the course, there are approximately four hours and fifteen minutes of classroom teaching per day in addition to workshops, plenary sessions and evening events. You will find the curriculum guidelines for the course as a separate attachment.

Tutor responsibilities. For four afternoons during the week of the course, each tutor will be responsible for leading a 45-minute-long workshop for anywhere from five to fifteen people. Coursegoers are invited to attend the workshop of their choice, and we strive to offer a variety of topics in both Welsh and English, to accommodate coursegoers from the various levels of instruction. The lead teacher will contact you regarding your workshop interests, so please give some thought to possible themes for your workshop. Possible topics include Welsh poetry; Welsh folksongs; Welsh websites; folk dancing; Welsh literature in English translation; Welsh culture and history. This list is not exhaustive, and if you have a different idea for your workshop please feel free to propose it to the lead teacher.

The evening activities on the course usually include Welsh folk dancing, a Welsh movie night, a quiz night, a game night, a fieldtrip by bus to visit a point of interest in the area, a Noson Lawen, and an Eisteddfod in which we award winners of our own writing competition. Teachers are expected to take part in all scheduled events in order to assist the organisers of the events as needed and to provide a model of participation for the students.

On behalf of Cymdeithas Madog, I would like to express our sincere thanks for your willingness to share your time and talents with us. I believe you will find the experience very rewarding. Please feel free to contact me if you have any questions. If your availability should change for any reason, please let me know as soon as possible so that we can make arrangements for a replacement tutor.

I look forward to a great Cwrs in Albany in 2007!

Yn ddiffuant,
Meredith Rehbach

Meredith Rehbach, Cwrs Cymraeg Curriculum Coordinator
68 Liberty Street
Bristol, VT 05443
(802) 453-4743
email: 84MAR@alumni.williams.edu or curriculum@madog.org



Cwrs Cymraeg Curriculum
Tutor Guidelines

Curriculum materials

On the last two pages of this document, you will find the curriculum guidelines for all levels of instruction. Please note not only what is assigned to your level, but also what is taught in the classes preceding your level. For levels 1-3, Cymdeithas Madog offers a curriculum booklet which covers the basics that students are expected to learn during the week of the Cwrs. It is understood that all of these materials are to be for Cymdeithas Madog internal use only, and any other uses would require permission from the Cymdeithas Madog Board. Booklets will be sent in a separate e-mail.

We recognize that the booklets may need to be adapted to the style and personality of the individual tutor. Therefore, we invite tutors to construct a set of materials for their class, using as much or as little of the provided booklet as they wish. If you decide to revise the booklet, it is important that you cover all of the topics listed in the curriculum guidelines for your level and that you maintain more or less the same order of presentation of topics.

For levels 4-6, many of the students at these levels are repeating a level, some more than once. Because of this, the tutors assigned to these levels are invited to design their own materials around the curriculum guidelines so that the students are presented with fresh materials each year. Each set of materials should include a table of contents (in most cases, the list from the curriculum guidelines would suit), a vocabulary section, and grammar charts suitable to your topics.

Photocopying

As the date for the course comes closer, I will be sending detailed information about sending your master copies to be photocopied. **Cymdeithas Madog will cover the expenses of up to (and no more than) 75 copy-ready masters per student per class, including both pages in the student booklet and loose papers for additional exercises.** It should present no problem for each tutor to remain well under this total, but if you expect to have special needs that will exceed this figure, please do not hesitate to contact me.

The student binders allow for easy insertion of papers as needed and have a 5/8- inch capacity. Please keep in mind that the paper size will be 8.5 inches by 11 inches, and that the booklet pages will be double-sided, needing an inside margin of at least 1.5 inches. Please doubleside as much as possible, both to save paper and to ensure that the student binders can easily hold the papers. You can set up an automatic doublesiding process in Word by going to Page Setup ⇒ Pages ⇒ Mirror Margins.

PLEASE NOTE You will need to send all materials for photocopying to me by July 6 in order to have Cymdeithas Madog take responsibility for the photocopying. This date is absolutely firm, unless there are some extraordinary circumstances. Beyond the July 6th date, you are responsible for your own photocopying, including the cost. In the past, there have been difficulties with tutors submitting their materials in a timely manner, so you will receive communication from me on a regular basis to remind you of this date.

Classroom instruction

As you plan your instruction, please keep in mind that actually speaking the language is the greatest need of our North American students because it's the one thing most of them can't do where they live. Consequently, it's of the utmost importance that the emphasis in the classroom is on speaking, making ample use of pair and/or small group work for maximum engagement.

**Description of the different levels of instruction for
Cwrs Cymraeg Cymdeithas Madog
(as listed on website)**

LEVEL 1

- Pronunciation
- Greeting and saying goodbye
- Describing yourself
- Asking basic questions
- Talking about someone else (Mae e / Mae hi'n...)
- Talking about the weather
- Talking about the journey (Roedd hi'n....)
- Liking and wanting
- Expressing ownership (Mae ... gyda fi.)
- Saying what you have done (Dw i wedi...)

LEVEL TWO

- Review giving details about yourself (Dw i'n byw... gweithio...)
- Interests (Dw i'n hoffi...)
- The past (Es i... Gwelais i...)
- Sequential events (Ar ôl i fi...)
- Discussing health / ill health (Mae gyda fi / arna I)
- Expressing necessity (Rhaid i fi...)
- Telling time (Mae hi'n...)
- Using ers ('since') (Ers pryd dych chi'n...?)
- Asking for something (Gaf i...?)

LEVEL 3

- Review / getting to know the class (Enw, byw, gweithio,teulu, diddordebau...)
- Reviewing the past (Es i... Gwnes i...Gwelais i...)
- Describing in the past (Ro'n i... Roedd e/hi...)
- Describing someone's appearance (Mae e'n dew...)
- The future of 'bod' (to be) (Bydda i... Fyddwch chi...?)
- Discussing future plans (Os ewch chi i..., ... gwelwch chi ...)
- Asking someone to do something (Wnewch chi...?)
- Commands (Cerwch! Peidiwch...!)
- Saying what you should do (Dylwn i...)

LEVEL 4

- Review / Asking questions
- Review of 'wedi' (Dych chi wedi... erioed?)
- Review of using 'ar' 'i' and 'gyda' (Mae pen tost gyda fi... Rhaid i fi fynd...)
- Saying what you prefer and what your main interest is (Mae'n well gyda fi... Dw i wrth fy modd yn...)
- Expressing an opinion (Dw i'n meddwl ei fod e'n...)
- Using the conditional (Baswn i... Taswn i...)
- Saying what you would like (Hoffwn i...)
- Saying where you were born and raised (Ces i fy ngeni yn...)
- Using the passive (Cafodd e ei ladd)

LEVEL 5

- Review / getting to know people
- Describing a place / area (Mae hi'n ardal wledig)
- Discussing size, distance etc. (Pa mor bell yw hi...)
- Giving directions (Ewch ar hyd y ffordd... Cymerwch y tro cyntaf...)
- Comparing (Equative) (Mae e mor dal â hi)
- Comparing (Comparative) (Mae e'n dalach na hi)
- Comparing (Superlative) (Fe yw'r talaf)
- Congratulating someone (Llongyfarchiadau ar...)
- Discussing the news (Lladdwyd y dyn)

LEVEL 6

The content of level 5+ varies from year to year depending on the needs and skills of the particular group of students, and the individual instructor. The following list of activities is representative of the kinds of things that are often covered at this level.

- Making inquiries
- Responsive forms for answering questions
- Describing someone else
- Discussing money and debts
- Using prepositions
- Talking about future plans
- Discussing the news
- Using the passive
- Expressing opinions and conjectures
- Understanding the news & conversations

LEVEL 7

The content of level 6 varies from year to year. The tutor for this level selects a fairly broad literary or cultural theme around which readings, discussions and exercises are selected. Students at this level are able to express themselves entirely in Welsh and this level is taught using Welsh only.

AMSERLEN / *Schedule*
CWRS CYMRAEG CYMDEITHAS MADOG 2007
“CWRS YR YMERODRAETH”
Sage College, Albany, New York
July 22-29, 2007

<i>Yr amserlen i...</i>	<i>The schedule for...</i>
Dydd Llun 23 Gorffennaf	Monday July 23
Dydd Mawrth 24 Gorffennaf	Tuesday July 24
Dydd Iau 26 Gorffennaf	Thursday July 26
Dydd Gwener 27 Gorffennaf	Friday July 27

Pryd?	Beth?	Ble?
7:00-8:00	Brecwast / <i>Breakfast</i>	Campus Center (CC) Cafeteria
8:30-9:00	Dosbarth ar y cyd / <i>Plenary session</i>	CC 224
9:00-10:45	Dosbarth / <i>Class</i>	CC and West Hall
10:45-11:05	Coffi, Te / <i>Coffee, tea</i>	CC 224 (outside classroom)
11:05-12:30	Dosbarth / <i>Class</i>	CC and West Hall
12:30-1:30	Cinio / <i>Lunch</i>	CC 224 (outside classroom)
1:30-2:15	Gweithdai / <i>Workshops (dewis allan o 5)</i>	CC, West Hall, and Froman Hall
2:30-4:00	Dosbarth / <i>Class</i>	CC and West Hall
4:00-4:30	Coffi, Te / <i>Coffee, tea</i>	CC 224 (outside room)
4:30-5:15	Gweithdai / <i>Workshops (dewis allan o 4)</i>	CC, West Hall, and Froman Hall
5:15-6:15	Swper / <i>Dinner</i>	<i>CC Cafeteria</i>
6:30-7:15	Tiwtor ar gael / <i>Study hall</i>	<i>CC 104</i>
7:30-9:30	Gweithgaredd y nos / <i>Evening activity</i>	
	Nos Lun: Twmpath dawns / <i>Folk dancing</i> Canu/ <i>Singalong</i>	Gymnasium
	Nos Fawrth: Noson Gwis / <i>Quiz night</i>	The Fountain
	Nos Iau: Ffilm Cymraeg/ <i>Welsh film</i> Canu/ <i>Singalong</i>	Opalka Gallery
	Nos Wener: Eisteddfod / <i>Eisteddfod</i> Canu/ <i>Singalong</i>	CC 224

Dydd Sul 22 Gorffennaf 2007 (Sunday, July 22)

Pryd?	Beth?	Ble?
12:00-4:30	Cofrestru / <i>Registration</i>	CC 105
5:15-6:15	Swper / <i>Dinner</i>	CC Cafeteria
7:00-9:00	Derbyniad a Chanu / <i>Reception and Singalong</i>	CC 105 (patio)

Dydd Mercher 25 Gorffennaf 2007 (Wednesday, July 25)

Pryd?	Beth?	Ble?
7:00-8:00	Brecwast / <i>Breakfast</i>	CC Cafeteria
8:30-9:00	Dosbarth ar y cyd / <i>Plenary session</i>	CC 224
9:00-10:45	Dosbarth / <i>Class</i>	CC and West Hall
10:45-11:05	Coffi, Te / <i>Coffee, tea</i>	CC 224 (outside room)
11:05-12:30	Dosbarth / <i>Class</i>	CC and West Hall
12:30-1:30	Cinio / <i>Lunch</i>	CC 224 (outside classroom)
1:30-2:30	Dosbarth ar y cyd/Plenary session <i>Garrett Riggs, Slate Valley Museum North Wales in New York and Vermont: the Migration and Cultural Impact of Quarrymen in the Slate Valley</i>	CC 224
3:00-5:00	Gwibdaith / <i>Daytrip</i>	Aqua Ducks tour of Albany
5:00-6:30	Swper / <i>Dinner</i>	Picnic on Sage College grounds
7:00-8:00	Noson Gêmau / <i>Games Night</i> (Welsh Scrabble, Bingo, Hangman, etc.)	CC 224

Dydd Sadwrn 28 Gorffennaf 2007 (Saturday, July 28)

Pryd?	Beth?	Ble?
7:00-8:00	Brecwast / <i>Breakfast</i>	CC Cafeteria
8:30-9:00	Dosbarth ar y cyd / <i>Plenary session</i>	CC 224
9:00-10:45	Dosbarth / <i>Class</i>	CC and West Hall
10:45-11:05	Coffi, Te / <i>Coffee, tea</i>	CC 224 (outside room)
11:05-12:30	Dosbarth / <i>Class</i>	CC and West Hall
12:30-1:30	Cinio / <i>Lunch</i>	CC 224 (outside classroom)
1:30-2:00	Cyflwyno tystysgrifau / <i>Awarding certificates</i>	CC 224
2:00-2:45	Dosbarth ar y cyd / <i>Plenary session</i> Holi'r Tiwtoriaid/ <i>Tutor Q&A</i>	CC 224
2:45-3:15	Côr / <i>Choir</i>	CC 224
3:15-5:00	<i>Time for preparing skits</i>	CC and West Hall
7:00-9:00	Noson Lawen	CC 224

Dydd Sul 29 Gorffennaf 2007 (Sunday, July 29)

Pryd?	Beth?	Ble?
7:00-8:00	Brecwast / <i>Breakfast</i>	CC Cafeteria
9:00-10:00	Gwasanaeth / <i>Chapel service</i>	CC 224
8:00-12:00	Gadael y stafelloedd / <i>Dorm Check Out</i>	CC 105
1:30	Gadael/ <i>Departure</i>	

Gweithdai/ *Workshops*

1:30-2:15	Enw'r Gweithdy/Name of Workshop	Lefel/Level	Tutor/Tutor
	Ymarfer ynganu efo caneuon gwerin/ <i>Practicing pronunciation with folksongs</i>	All levels	Meredith (CC 101 – Kevin's classroom)
	Gwefannau/ <i>Websites</i>	All levels	Diana (Froman 204, comp. lab)
	Grwp darllen i ddechreuwyf/ <i>Reading for beginners</i>	1, 2, 3	Hefina (West Hall 101)
	Grwp darllen uwch/ <i>Intermediate and advanced reading group</i>	3, 4, 5, 5+	Elwyn (CC 347)
	Sgwrsio yn y Gymraeg/ <i>Welsh Conversation</i>	5+, 6	Chris (CC 105)
	4:30-5:15		
	Côr/ <i>Choir</i>	All levels	Meredith (CC 224 – Steve's classroom)
	Cyflwyno'r Llydaweg/ <i>Intro to Breton</i>	All levels	Kevin (CC 101)
	Cipolwg ar Gymru/ <i>A Glance at Wales</i>	All levels	Annette (West Hall 104)
	Papur y Cwrs/ <i>Course Newspaper</i>	All levels	Steve (Froman 204, comp. lab)

Anne Habermehl of Harp and Dragon in Cortland, NY, will be offering her shop at the Campus Center (Room 346) on Wednesday 7/25 and Thursday 7/26.

Pobl/People

Enw/Name	Cyfrifoldebau/Responsibilities	Classroom Location
Robert Jones	Local organizer	
Leslie Neumann	Local organizer	
Pam Slotsky	Local organizer	
Shirley McKee	Registrar	
Sarah Stevenson	President, Cymdeithas Madog	
Steve Morris	Tutor lefel 6, Lead tutor	CC 224
Hefina Phillips	Tutor lefel 5+	West Hall 101
Elwyn Hughes	Tutor lefel 5	CC 347
Chris Reynolds	Tutor lefel 4	CC 105
Kevin Rottet	Tutor lefel 3	CC 101
Annette Evans	Tutor lefel 2	West Hall 104
Diana Manzanilla	Tutor lefel 1	CC 104
Meredith Rehbach	Curriculum chair (class placement)	
Anne Habermehl	Course bookshop	CC 346

AMSERLEN / Schedule

CWRS CYMRAEG CYMDEITHAS MADOG 2006

“CWRS Y CWM CANOL”

University of the Pacific, Stockton, California

July 16-23, 2006

Yr amserlen i...

Dydd Llun 17 Gorffennaf

Dydd Mawrth 18 Gorffennaf

Dydd Iau 20 Gorffennaf

Dydd Gwener 21 Gorffennaf

The schedule for...

Monday July 17

Tuesday July 18

Thursday July 20

Friday July 21

Pryd?	Beth?	Ble?
7:00-8:15	Brecwast / <i>Breakfast</i>	Dining Hall
8:30-9:00	Dosbarth ar y cyd / <i>Plenary session</i>	Wendell Phillips Center (WPC) 219
9:00-10:15	Dosbarth / <i>Class</i>	Classrooms / WPC
10:15-10:30	Coffi, Te / <i>Coffee, tea</i>	Foyer/WPC
10:30-11:30	Dosbarth / <i>Class</i>	Classrooms / WPC
11:30-12:30	Cinio / <i>Lunch</i>	Dining Hall
12:45-1:30	Dosbarth ar y cyd / <i>Plenary session</i> <u>Dydd Llun</u> Dr. Daryl Thomas, “Isaac Owen: ‘The Greatest Beggar in the World’ – Great Was His Faith” <u>Dydd Mawrth</u> Diana Manzanilla & Wade Dowdell, “Learner to Teacher” <u>Dydd Iau</u> : Dr. Maria Teresa Agozzino (Mabli), “Contemporary Welsh Culture in Patagonia” <u>Dydd Gwener</u> : Megan Jones Davidson, “Eisteddfod: History and Future”	WPC 219
1:45-2:45	Dosbarth / <i>Class</i>	Classrooms / WPC
2:45-3:00	Coffi, Te / <i>Coffee, tea</i>	Foyer/WPC
3:00-4:00	Dosbarth / <i>Class</i>	Classrooms / WPC
4:15-5:15	Gweithdai / <i>Workshops</i>	Classrooms / WPC
5:15-6:30	Swper / <i>Dinner</i>	<i>Dining Hall</i>
6:30-7:00	Tiwtor ar gael / <i>Study hall</i>	<i>TBD</i>
6:30-7:15	Côr / <i>Choir</i>	Redwood Room, McCaffrey Center
7:30-9:30	Gweithgaredd y nos / <i>Evening activity</i> Nos Lun : Twmpath dawns / <i>Folk dancing</i> <i>Canu/ Singalong</i> Nos Fawrth : Noson Gwis / <i>Quiz night</i> Nos Iau : Ffilm Cymraeg/ <i>Welsh film</i> <i>Canu/ Singalong</i> Nos Wener : Eisteddfod / <i>Eisteddfod</i> <i>Canu/ Singalong</i>	Redwood Room, McCaffrey Center Valley Brew Redwood Room, McCaffrey Center Redwood Room, McCaffrey Center

Dydd Sul 16 Gorffennaf 2006 (Sunday, July 16)

Pryd?	Beth?	Ble?
12:00-4:30	Cofrestru / <i>Registration</i>	Casa Jackson Lounge
5:15-6:30	Swper / <i>Dinner</i>	Dining Hall
7:00-9:00	Derbyniad a Chanu / <i>Reception and Singlalong</i>	President's Room, Anderson Hall

Dydd Mercher 19 Gorffennaf 2006 (Wednesday, July 19)

Pryd?	Beth?	Ble?
7:00-8:15	Brecwast / <i>Breakfast</i>	Dining Hall / SCA
8:30-9:00	Dosbarth ar y cyd / <i>Plenary session</i>	Wendell Phillips Center (WPC) 219
9:00-10:15	Dosbarth / <i>Class</i>	Classrooms / WPC
10:15-10:30	Coffi, Te / <i>Coffee, tea</i>	Foyer/WPC
10:30-11:30	Dosbarth / <i>Class</i>	Classrooms / WPC
11:30-12:15	Cinio / <i>Lunch</i>	Dining Hall
12:30-1:15	Photo session	TBD
1:30-7:30	Gwibdaith / <i>Daytrip</i>	Old Sacramento, Capitol Building, Williams Land Park (picnic site)
5:15-6:30	Swper / <i>Dinner</i>	Dining Hall, for those who opt out of trip
8:00-9:00	Noson Gêmau / <i>Games Night</i> (Bingo, Hangman, etc.)	Redwood Room, McCaffrey Center

Dydd Sadwrn 22 Gorffennaf 2006 (Saturday, July 22)

Pryd?	Beth?	Ble?
7:00-8:15	Brecwast / <i>Breakfast</i>	Dining Hall
8:30-9:00	Dosbarth ar y cyd / <i>Plenary session</i>	WPC 219
9:00-10:15	Dosbarth / <i>Class</i>	Classrooms / WPC
10:15-10:30	Coffi, Te / <i>Coffee, tea</i>	Foyer/WPC
10:30-11:30	Dosbarth / <i>Class</i>	Classrooms / WPC
11:30-12:30	Cinio / <i>Lunch</i>	Dining Hall
12:45-1:30	Dosbarth ar y cyd / <i>Plenary session</i> Holi'r Tiwtoriaid/ <i>Tutor Q&A</i>	WPC 219
1:30-2:15	Cyflwyno tystysgrifau / <i>Awarding certificates</i>	WPC 219
2:15-2:45	Côr / <i>Choir</i>	Redwood Room, McCaffrey Center
2:45-5:00	<i>Time for preparing skits</i>	
5:15-6:30	Gwledd / <i>Banquet</i>	Redwood Room, McCaffrey Center
7:00-9:00	Noson Lawen	Redwood Room, McCaffrey Center

Dydd Sul 23 Gorffennaf 2006 (Sunday, July 23)

Pryd?	Beth?	Ble?
7:00-8:15	Brecwast / <i>Breakfast</i>	Dining Hall
9:00-10:00	Gwasanaeth / <i>Chapel service</i>	Morris Chapel
8:00-12:00	Gadael y stafelloedd / <i>Dorm Check Out</i>	Casa Jackson Lounge
11:30-12:30	Cinio / <i>Lunch</i>	Dining Hall / SCA
1:30	Gadael / <i>Departure</i>	

Gweithdai/ Workshops

Enw'r Gweithdy/ Name of Workshop	Lefel/Level	Tutor/Tutor
Grwp darllen i ddechreuwyr/ <i>Reading for beginners</i>	1, 2, 3	David
Grwp darllen uwch/ <i>Intermediate and advanced reading group</i>	3, 4, 5, 5+	Hefina
Elfennau'r Iaith/ <i>Elements of the language</i>	3, 4, 5	Marta
Cefndir Cymru/ <i>Background to Wales</i>	All levels	Maldwyn
Caneuon Gwerin/ <i>Folksongs</i>	All levels	John
Papur y Cwrs/ <i>Course Newspaper</i>	All levels	Mark
Côr/ <i>Choir</i>	All levels	Meredith

Pobl/People

Enw/Name	Cyfrifoldebau/Responsibilities
Sarah Stevenson	Local organizer, pres. of Cymdeithas Madog: keys, meal cards, general
Brenda Jones-Belaski	Local organizer: field trip
Maxine Garrison	Local organizer
Jenny Hubbard Young	Registrar
Mark Stonelake	Head tutor, lefel 6 tutor, newspaper, noson lawen
David Morgan	Tutor lefel 5+
Hefina Phillips	Tutor lefel 5
Maldwyn Pate	Tutor lefel 4
John Good	Tutor lefel 3
Marta Diaz	Tutor lefel 2
Meredith Rebach	Tutor lefel 1, curriculum chair: eisteddfod entries, class placement
David Lloyd	Course bookshop



PHOTOCOPYING
Original: April 2006
Revised: May 2006

Curriculum Materials

By this point, the tutors for levels 1-6 will have received a curriculum booklet which covers the basics that students are expected to learn during the week of the course. You are welcome to use as much or as little of the provided booklet as you wish, adapting as you see fit. It is important, however, that you cover all of the topics listed in the curriculum guidelines for your level, and that you maintain more or less the same order of presentation of topics. You will find the curriculum guidelines for each level in the accompanying document, "Curriculum Guidelines". It is understood that all of these materials are to be for Cymdeithas Madog internal use only, and any other uses would require permission from the Cymdeithas Madog Board.

Timeline

All materials for photocopying are due to me by June 30. This is a firm date, as I will be sending materials (in bulk, in order to get the lowest rate) to Kinko's for copying on July 1.

This deadline applies both to files sent electronically and to hard copies. I assume that you'll be sending three types of materials: 1) the booklet for your level 2) individual pages for class exercises and 3) any materials needed for your workshop. All materials should be copy-ready (i.e., should need no additional editing); it is particularly important to note formatting guidelines below.

⇒ After the June 30 deadline, tutors are responsible for their own photocopying, including all costs.

Format

- PDF format is the ideal, if possible. Word would be the second choice.
- Page size: 8.5 inches x 11 inches, with top and bottom margins of at least 0.5 inches
- Booklet pages for your level will be double-sided, needing an inside margin of at least 1.5 inches
You can set up an automatic doublesiding process in Word by going to Page Setup ⇒ Pages ⇒ Mirror Margins.
- Font types: Arial, Courier New, Garamond, Georgia, Tahoma, Times New Roman

Document Names

Because of the quantity of files to organize, please title your documents according to one of the following patterns:

Lefel 1, llyfryn 2006
Lefel 1, ymarferion 2006
Gweithdy, darllen uwch 2006

Please label hard copies in the same manner.

Taflen Werthuso/Evaluation Form
Cwrs Cymraeg Cymdeithas Madog 2007

Enw / Name _____ (optional)

Enw eich athro (your teacher's name) _____

Please evaluate the following, 1-5 (1 low, 5 high; na = doesn't apply)

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Your tutor | 1 | 2 | 3 | 4 | 5 | na |
| 2. Class Content / Materials | 1 | 2 | 3 | 4 | 5 | na |
| 3. Morning plenaries | 1 | 2 | 3 | 4 | 5 | na |
| 6. Afternoon plenary (Wednesday) | 1 | 2 | 3 | 4 | 5 | na |
| 4. <u>Workshop(s)</u> : please indicate which you attended and give each of those a score: | | | | | | |
| a) _____ | 1 | 2 | 3 | 4 | 5 | na |
| b) _____ | 1 | 2 | 3 | 4 | 5 | na |
| b) _____ | 1 | 2 | 3 | 4 | 5 | na |
| c) _____ | 1 | 2 | 3 | 4 | 5 | na |
| d) _____ | 1 | 2 | 3 | 4 | 5 | na |
| 6. <u>Evening Activities</u> : please indicate which you attended and give each of those a score: | | | | | | |
| a) Twmpath dawns | 1 | 2 | 3 | 4 | 5 | na |
| b) Noson Gwis | 1 | 2 | 3 | 4 | 5 | na |
| c) Noson Gemau | 1 | 2 | 3 | 4 | 5 | na |
| d) Y ffilm | 1 | 2 | 3 | 4 | 5 | na |
| e) Yr Eisteddfod | 1 | 2 | 3 | 4 | 5 | na |
| 7. <u>Excursion</u> | 1 | 2 | 3 | 4 | 5 | na |

8. If you were new to Cwrs Cymraeg this year, how did you first learn about us?

9. Please spend a few minutes to give your overall opinion of the Course, including any suggestions for improvements. Feel free to continue on the back.

**Taflen Werthuso/Evaluation Form – Tiwtoriaid/Tutors
Cwrs Cymraeg Cymdeithas Madog 2007**

Enw / Name _____

Lefel/Level _____

Please evaluate the following, 1-5 (1 low, 5 high), and add comments as you wish. Please write your comments in English so that they may be shared directly with the Board.

1. Communication with lead tutor/curriculum coordinator prior to the course 1 2 3 4 5
Comments:

2. Communication with lead tutor/curriculum coordinator during the course 1 2 3 4 5
Comments:

3. Overall organization of the course 1 2 3 4 5
Comments:

4. Teamwork of tutors 1 2 3 4 5
Comments:

5. Curriculum guidelines (& materials if applicable) 1 2 3 4 5
Comments:

6. Compensation 1 2 3 4 5
Comments:

7. Responsiveness of local organizers to needs 1 2 3 4 5
Comments:

8. Communication with the Board re travel arrangements 1 2 3 4 5
Comments:

9. Schedule 1 2 3 4 5
Comments:

8. If you were asked to teach again on the course, your likely response would be yes no.
If “no,” please explain why.

9. Please spend a few minutes to give your overall opinion of the course, including any suggestions for improvements.

July 11, 2007

Dear Cwrs Cymraeg student,

We are delighted that you will be coming to Cwrs Cymraeg in Albany for what promises to be a week packed full of learning, singing, laughter, and friendship. In this letter, you will find information about class placement, the schedule, and the eisteddfod.

Placement

You have been placed in the class level that you chose when registering, Level 6. Cymdeithas Madog uses a student self-placement system, in recognition of the rich variety of background experiences and instruction that our students bring to the course.

Some of you may have been unsure about which of our seven levels would be the best fit for you, and that's very natural. Please do let me know as soon as possible if you have changed your mind as to the best level for you. For your convenience, I've attached the guidelines for the seven levels. If the level you have chosen seems too difficult or too easy once classes begin, you may try another level which seems more appropriate. By Tuesday lunchtime, you should have found the right class level.

Our students come from a wide variety of backgrounds: some students grew up hearing parents or grandparents speaking Welsh, but have had no formal instruction; others are linguists, with extensive experience in language learning but without a personal connection to the language; while some students are self-taught and know a great deal of grammar but have little experience in using the language conversationally. To get the most out of class time, it's helpful to be sensitive to this great variety in background and to be patient with your fellow students. For your part, try to ask questions and participate with the benefit of the entire class in mind; if you have technical or specialized questions, consider talking with your tutor outside of class time.

Schedule

Attached you will find a draft for the week's schedule. It is possible that some of the locations may change depending on the needs of the College, but the basic outline of the week should remain the same.

Return students will notice a change in the afternoon format. In response to student feedback, we have changed the schedule in order to give more choices by offering two workshop sessions each afternoon rather than one. We hope that you enjoy this change!

Eisteddfod

In keeping with the Welsh tradition of the eisteddfod, the Cymdeithas Madog course offers a writing competition during the week for all levels, and I would like to take this opportunity to encourage you all to participate. Some of you are familiar with this writing contest, but many of you may not be. Even complete beginners will know enough Welsh by the end of the week to take part, as the competition is divided into three different levels of learning.

The eisteddfod is a wonderful opportunity for you to put what you've learned into practice, not to mention the fine prizes for the competition brought by our Welsh tutors. The first prize at each level is a beautifully engraved slate plaque, while the second and third prizes are Welsh-learning books. *Someone* has to win those prizes – why not you? So bring along those dictionaries and grammar books, and let the inner Kate Roberts or Saunders Lewis emerge from within!

I look forward to seeing you in Albany.

Pob hwyl,

Meredith Rehbach

Curriculum Chair, Cwrs Cymraeg Cymdeithas Madog