



**UWI**

ST. AUGUSTINE  
CAMPUS

FACULTY OF

# Humanities & Education

REGULATIONS & SYLLABUSES

UNDERGRADUATE INFORMATION GUIDE

# 2006 - 2007

UNDERGRADUATE REGULATIONS & SYLLABUSES 2006 – 2007  
THE FACULTY OF HUMANITIES & EDUCATION

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**VISION STATEMENT**

An internationally recognized and respected Caribbean centre for excellence in the development of the peoples of the region through academic programmes and activities in the humanities and education.

**MISSION STATEMENT**

The Faculty will engage in teaching, research, outreach, and creative production in the humanities and education, in an environment in which individuals can develop the human values, linguistic competence, and professional skills and abilities that are relevant to the needs of the region.

## **MESSAGE FROM THE DEAN**

The Faculty of Humanities & Education considers its primary role to be that of producing members of the society who are assured of themselves as individuals, as members of a nation and as members of a region which has had a special social history. It is this positive concept of self, of nation and of region which will work towards ensuring total development. The Faculty offers degree programmes in History, Theology, Linguistics, French, Spanish, English Literature, Creative Arts, Film, Communication Studies, Speech Language Pathology and Education. These disciplines are the cornerstones of civilised existence.

The Faculty takes seriously its responsibility to provide its students with the tools for life. We try to provide the creative basis for the understanding and achievement which the individual, the region and the nation must attain. It is our imagination and creativity that must challenge the other areas to excellence. This challenge is all the more important in a world that seeks to define, refine, reshape and fit us into those moulds which it best understands and most easily manipulates even as we struggle against the limitations of these impositions.

**Ian E. Robertson**  
Dean

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**Dr. Hazel Simmonds-McDonald**

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**Prof. Aggrey Brown**

Campus Dean - Mona

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**Fletcher, Sharon**

Cleaner

**Freeman, Harold**

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#### MODERATORS/CO-ORDINATORS

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**Dr. John Campbell**  
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**Mr. Tyron Ali**  
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#### ADMISSIONS SECTION

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Administrative Assistant  
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Faculty Clerk/Humanities  
**Ms. Karen Edwards**  
Ext. 3010

#### EXAMINATIONS SECTION

Administrative Assistant  
**Ms. Yvonne Gonzales**  
Ext. 3307

During the academic year the Faculty Office and Departmental Offices are open from 8:30 a.m. to 4:30 p.m.

## PART II

### DEFINITIONS OF KEY REGISTRATION TERMS

Academic Year:	August 1st - July 31st
Award of Honours:	Awards assessed on the student's performance in the first 54 credits gained from Level II and Level III faculty courses, inclusive of Caribbean Studies Project
Co-requisite:	A course which must be taken along with another specific course, in order to ensure the attainment of the complementary and/or independent competencies.
Course Code::	A numeric number and letter combination used to identify a course eg. HIST 2004. The letter part of the code identifies the subject area (eg. HIST - HISTORY), while the first digit of the number part of the code identifies the level of the course (eg. 2004 - level 2) .
Credit/Credit Hrs:	The University's way of measuring work towards a degree. To graduate, a student must complete minimum number of credits/ credit hours.
Full-Time study:	A student who is registered for not more than 15 and not less than 12 credits per semester. Full-time students may take employment for not more than twelve hours per without losing their full-time status.
G.P.A.:	Grade Point Average is the average obtained by dividing the total grade points earned by the quality of hours for which the student is registered for any stated period of time, excluding hours on the foundation courses, audited courses and courses taken for preliminary credits.
Prerequisite:	A course which must be passed before the course for which it is required may be pursued
Matriculation:	The process of enrolment into the University
Major:	An area of study that requires a specific number of credits including prescribed courses from Level I and II from a single discipline.
Minor:	A specific number of credits (usually 15 or 18) including prescribed courses from Level II & III from a single discipline.
Semester:	Half-year term in a school year - normally a 13 week period of instruction.
Special:	A prescribed combination of courses offered which leads to a degree.

## GENERAL INFORMATION

### OUT-OF-CLASS LEARNING

1. Co-Curricular Credits – For Information please visit the Faculty Office, School of Humanities.
2. UWI Mentorship Programme – For information please visit Student Advisory Services.
3. Exchange/Study Abroad Programme – Students majoring in Foreign Language programmes are encouraged to travel to countries in which these languages are spoken and to participate in approved programmes at recognised institutions. The University offers some support for such travel to Level II students who maintain a B average. Interested students must observe the deadline for application and (non-refundable) down payment. This information will be posted on the Faculty notice board in Semester I.

For more information please visit Student Affairs (Admissions) Section, Administration.

### THE MID-YEAR (SUMMER) PROGRAMME

The Mid-year (Summer) programme is offered every year from May to July. Course offerings are advertised every year and may vary from year to year. For more information on course offerings, dates and schedules please visit or contact:

THE HUMANITIES OUTREACH OFFICE

AT THE LEARNING RESOURCE CENTRE, ST. AUGUSTINE CAMPUS;  
TELEPHONE CONTACT: 662-2002, EXT. 2343.

### STUDENT FACILITIES

1. Academic Advising Programme
2. Student Representation on Faculty Board
3. Student Societies
  - a) History Society – For information please visit the Department of History
  - b) Linguistics Society – For information please visit the Department of Liberal Arts
  - c) Sociedad(e) Latinoamericano - For information please visit the Department of Liberal Arts
  - d) Société Française - For information please visit the Department of Liberal Arts

## SCHOOL OF HUMANITIES REGULATIONS

### QUALIFICATIONS FOR ADMISSION

1. Before registration, and before beginning the courses leading to the degree of B.A. in the Faculty, candidates must have satisfied:
  - a. University Matriculation requirements for entry to a degree course;
  - b. the entry requirements of the School of Humanities;
  - c. entry requirements of the particular academic departments in which they propose to take courses.
2. These three sets of requirements are as follows:
  - a. University Matriculation  
See University Matriculation requirements, UWI Calendar, Vol. II
  - b. Faculty Requirements  
Where the University Matriculation regulations refer to approved subjects (Regulations 4, 5, 6, 7), only one of the following subjects in the list may be counted towards entry in the School of Humanities:

Health Science

Human Anatomy, Hygiene and Physiology

Rural Biology

Technical Drawing

- c. Departmental Requirements  
For entry to other Level I courses, either a Grade I or II CXC General or an O' Level pass in the subject and a departmental test, or a pass in the Beginners' course.

ART

departmental interview and portfolio presentation.

CARNIVAL STUDIES

no additional requirements.

COMMUNICATION STUDIES

no additional requirements.

ECONOMICS

no additional requirements.

ENGLISH

normally a pass at Grade I or II CXC General or a good O' Level pass in English Literature B.

FRENCH

(i) for entry to the Beginners' course, see Regulation 4 below.

(ii) for entry to other Level I courses, either a Grade I or II CXC General or an O' Level pass in the subject and a departmental test, or a pass in the Beginners' course II.

GEOGRAPHY

Grade I or II CXC General or an O' Level pass in Geography.

GOVERNMENT  
no additional requirements.

HINDI  
no requirements.

HISTORY  
normally a good O' Level pass or Grade I or II CXC General in History.

LATIN AMERICAN STUDIES  
no additional requirements.

LAW  
no additional requirements.

LIBRARY STUDIES  
no additional requirements.

LINGUISTICS  
no additional requirements.

MANAGEMENT STUDIES  
no additional requirements, but preference will be given to applicants with O' Level or Grade I or II CXC General in Mathematics.

MASS COMMUNICATION  
interview and/or departmental test.

MATHEMATICS  
M080 or GCE A' Level Mathematics or Pure Mathematics.

MUSIC  
Grade 7 Music Theory and departmental audition.

PHILOSOPHY  
no additional requirements.

PORTUGUESE  
no additional requirements.

SOCIOLOGY  
no requirements.

SPANISH  
as for French.

THEATRE  
no additional requirements.

THEOLOGY  
no additional requirements.

- d. Specific Entry Requirements for the Majors/Specials in Creative Arts
  - i. Two GCE A' Level passes and Grade 7 in Music for Special in Musical Arts, and Audition;
  - ii. Persons who obtained a 'B+' average in the Certificate in Music, can enter Year II of the B.A. Music degree programme, but must read the first year Foundation English Language courses;
  - iii. At least a CXC General Grade I or GCE O' Level pass in Art, plus two GCE A' Levels (or equivalent), and portfolio presentation, for the Special in Visual Arts;
  - iv. Persons who obtained a 'B+' average in the Certificate in Visual Arts can enter Year I of the B.A. degree programme, but must read the first year Foundation English Language courses;
  - v. Normal entry requirements (i.e. two GCE A' Level subject passes) for the major in Theatre Arts; Carnival Studies.
  - vi. Persons who obtained a 'B+' average in the Practitioners Certificate in DIE/TIE can enter Year I of the B.A. degree programme in Theatre Arts, but must read the first year Foundation English Language courses.
- e. Entry Requirements for the Certificate in Music (Pan)
 

To be eligible for admission candidates are required to have the following qualifications:

  - i. Theory of Music Grade III;
  - ii. Normally possess five GCE/CXC passes including English, at (CXC General Proficiency (Grades I or II)) or at GCE Ordinary Level;
  - iii. An audition and interview to be arranged by the Centre for Creative and Festival Arts, UWI;
  - or iv. A distinction in Pan Minors (Music Education) Project.

- f. Entry requirements for the Certificate in Visual Arts; Practitioners Certificate in DIE/TIE; Certificate in Technical Theatre Production; Certificate in Dance and Dance Education  
To be eligible for admission to the programme a candidate should:
- i. have had five years' experience in any aspect of the Theatre Arts/Visual Art/ Dance.
  - ii. normally possess five GCE passes, including English, at O' Level (or at CXC General Proficiency Grades I or II) and for the Certificate in Visual Arts an O' Level pass in Art (or at CXC General Proficiency Grades I or II)
  - iii) pass an Audition / Interview
- Persons not satisfying the above requirements may be accepted at the discretion of the Faculty. Final selection is determined by audition and interview.
- d. A student who has successfully completed a Beginners' course is eligible for admission to Level I courses in the language concerned, and its associated literature and culture at the discretion of the Head of the Department concerned.
- e. i. Students who have completed a Beginners' Course may continue the study of the language concerned, and/or its literature and culture by taking the appropriate Level I Course as part of their Level II programme.
- ii. A Beginners' Course cannot be offered as a Level I course taken as part of the Level II programme.

#### REQUIREMENTS FOR ENTRY TO LEVEL II AND LEVEL III COURSES

3. Students are required to satisfy prerequisites (where they exist) for Level II and III courses. For details, refer to Course Outlines in the Faculty pamphlet.

#### REQUIREMENTS FOR THE AWARD OF DEGREES

4. In order to qualify for a degree a student must satisfy the following requirements:
- I. Have completed a minimum of 90 credits (normally 30 at each Level) of which:
    - a. 18 credits shall be for Foundation/University Courses (6 credits at each of the three levels).
    - b. At least 72 credits shall be for Level I, II and III courses (not including Foundation/University Courses) of which
      - i. a minimum of 24 and a maximum of 30 Level I credits (not including Foundation Courses) of which, (except in the case of B.A. Theology) normally at least 6 shall be from within the Humanities group of subjects outside of the declared Major/Special.

NOTE: In all Majors a student may be permitted to do two appropriate Level I courses for Level II credit. These must be registered in the Level II programme. Such courses may not be counted for the award of honours. A student may also be permitted to do two Level II courses for Level III credit. (See "Award of Honours" below)

- ii. a minimum of 18 credits shall be for Level II courses (not including Foundation Courses).+

NOTE: Level II Courses for these purposes shall include courses designated Level II or III.

- iii. A minimum of 9 credits and a maximum of 24 credits shall be for courses exclusively Level III (but not including UC300 or its substitute).

#### CATEGORIES OF COURSES/WEIGHTING

1. a. Each course is classified either as a Foundation/University Course or as a Faculty course.
- b. Each course is designated as appropriate to Level I, II or III, or as appropriate to more than one level.
- c. Beginners' courses are sometimes offered in foreign languages. (See Paragraph 4 below).
- d. Most courses will have a weighting of three (3) credits normally, except for some Faculty courses whose weighting varies between 1 and 6.

#### BEGINNERS' COURSES IN LANGUAGES

6 credits maximum

2. a. Beginners' courses may be offered in French, Spanish, Hindi, Portuguese, and any other foreign language that may be added from time to time.
- b. A candidate is not permitted to offer more than six Beginners' credits towards the credits required for the degree.
- c. Qualifications: Beginners' courses are open to the following persons:
  - i. Those who have no previous knowledge of the language concerned;
  - ii. Those who have limited knowledge of the language concerned, but no academic qualifications;
  - iii. Those with academic qualifications, but whose knowledge of the language is deemed by the Department concerned to be inadequate for admission to normal Level I courses.

- II. a. on entry declare a Major, or a Special, or Double Major. (See 7f below)
- b. satisfy the requirements for the declared Major(s).
5. a. A Major or Special must be declared from among the following subjects only:
- Communications Studies; Literatures in English; French; \*Geography; History; \*Library Studies; Linguistics; \*Mass Communications; Mathematics; Spanish; Latin American Studies; African & Asian Studies; English Language and Literature with Education; Musical Arts; Visual Arts; Theatre Arts; Carnival Studies.
- b. A Major is made up of a minimum of 36 credits in a single subject over the three levels. In Library Studies and Mass Communications, the Major requires a minimum of 45 credits.
- c. A Special is made up of a minimum of 54 credits in the subject over the three levels. Permission to declare a Special must be sought from the Head of the relevant Department.
- d. Component courses in a Major or Special are determined by the Faculty Board on the recommendation of the relevant Department(s).
- + This applies in cases where two Level I courses are taken for Level II credit
- \* Mona only
- e. Throughout the entire degree programme, no more than 30 credits (distributed so as not to exceed 12 credits in any one year of the Full-time programme) may be selected from courses other than Humanities courses, except with the special permission of the Dean.
- f. A student may, with the permission of the Dean, change Majors. Full-time students must do this no later than the start of their third semester of registration. Part-time students who have registered in accordance with Regulation 9 (b) below, must do so no later than the start of the fifth semester of registration, or the completion of the bulk of Level I credits, whichever is sooner.
- g. Extra credits gained in any Level subsequent to the original credits required for the degree at that Level cannot be substituted retroactively for the original credits.

**NON-GRADE POINT AVERAGE (G.P.A.) SYSTEM  
FULL-TIME PROGRAMME**

6. a. A full-time student shall complete the degree programme in not less than six and not more than twelve semesters.
- b. A full-time student should normally register for not more than 15 and not less than 12 credits per semester, except in the case of the final two semesters of the degree programme in which a student may seek permission to register for a maximum of 42 credits (including the Level III University Course and not a substitute) to complete the degree.
- c. A student will be required to withdraw from the Faculty unless he or she has gained at least:
- 12 credits by the end of the second semester,  
24 credits by the end of the fourth semester,  
39 credits by the end of sixth semester,  
57 credits by the end of the eighth semester,  
75 credits by the end of the tenth semester,  
90 credits by the end of the twelfth semester.
- d. For purposes of these regulations, the semester referred to includes any summer session immediately following it.

**NON-GRADE POINT AVERAGE (G.P.A.) SYSTEM  
PART-TIME PROGRAMME**

7. a. A part-time student shall complete the degree in not less than eight and not more than eighteen semesters.
- b. Normally, a part-time student will be required to spread the Level I programme over four semesters. At least one Level I Foundation Course must be done in the first semester.
- c. A part-time student will not normally be permitted to register for Level II courses unless he or she has gained at least eighteen Level I credits.
- d. A part-time student who has gained 18 or more Level I credits must take at least 12 and normally not more than 18 credits in each subsequent year, except with the special permission of the Dean. However, a student who requires fewer than 12 credits to complete requirements for the degree need take only those credits.
- e. A part-time student will be required to withdraw from the Faculty unless he or she has gained at least:
- 6 credits by the end of the second semester,  
12 credits by the end of the fourth semester,  
21 credits by the end of the sixth semester,  
30 credits by the end of the eighth semester,  
42 credits by the end of the tenth semester,  
54 credits by the end of the twelfth semester,  
66 credits by the end of the fourteenth semester,  
78 credits by the end of the sixteenth semester,  
90 credits by the end of the eighteenth semester.

- f. For purposes of these Regulations, the semester referred to includes any summer session immediately following it.

#### GRADE POINT AVERAGE (G.P.A.) SYSTEM

##### FULL-TIME AND PART-TIME STUDENTS

8. a. A student whose GPA for a given semester is less than or equal to 0.75 shall be deemed to be performing unsatisfactorily, and shall be placed on warning. A student on warning whose GPA for the succeeding semester is less than 0.75, will be required to withdraw from the Faculty.
- b. A student on warning shall be counselled by the Dean or a designated faculty advisor. Such a student may, except where otherwise prescribed in Faculty Regulations, be permitted by the Academic Board on the recommendation of Faculty Board to carry a reduced course load.

##### FULL-TIME AND PART-TIME REGISTRATION

9. a. Students are initially registered as full-time or part-time but may change their registration.
- b. Full-Time students may take employment for not more than twelve hours per week without losing their full-time status.  
Teaching and Research Assistants shall be registered as full-time students.
- c. A student who is employed for more than twelve hours per week shall be registered as a part-time student.
- d. A student is deemed to have registered for a course when his/her financial obligations to the University have been fulfilled.
- e. Registration for a course constitutes registration for the examinations in that course.

With specific reference to b. and c. above, please note that a person in full-time employment cannot be registered as a full-time student unless written proof of approval leave is provided prior to or at registration.

##### REGISTRATION, EXAMINATIONS AND LEAVE

10. a. A course may be examined by written examination papers, oral tests, Coursework, or any other method or combination of methods approved by Senate.
- b. A student failing a course that is not compulsory may substitute another course in a subsequent semester or may repeat the failed course.
- c. In registering in the Faculty, students must obtain the written approval of the appropriate Head of Department or his or her nominee for each course selected, and the written approval of the Dean of the Faculty for the combination of courses selected.
- d. Registration for a course constitutes registration for the examinations in that course.

- e. A student who has registered for a course but who wishes to withdraw from that course must apply to the Dean not later than the Friday of the second teaching week of the semester for permission to do so.

- f. A student who does not sit the examination in a course for which he or she is registered is deemed to have failed that examination unless permission to withdraw has been granted.

This regulation shall not apply in cases of properly attested illness duly reported to the Campus Registry in accordance with the University Examinations Regulations.

- g. Examination Regulation 22 states that:  
"Any candidate who has been absent from the University for a prolonged period during the teaching of a particular course for any reason other than illness or whose attendance at pre-scribed lectures, classes, practical classes, tutorials or clinical instructions has been unsatisfactory or who has failed to submit essays or other exercises set by his teachers may be debarred by the relevant Academic Board, on the recommendation of the relevant Faculty Board, from taking any University examinations"

Debarment will be recommended by the Faculty, based on information supplied by the relevant Head of Department, if the student has missed 50% or more of any of the above-mentioned requirements, subject to the following:

- Student attendance at tutorials and performance in Coursework will be routinely checked by the lecturer/tutor at four-weekly intervals, counting from the beginning of the semester.
- A student will be allowed one warning. This must be in writing and will be administered after the first four weeks of the semester. If there is no improvement at the end of the next four weeks, steps towards debarment will be initiated.

In the School of Humanities attendance at tutorials is prescribed.

- i. The Board of Examiners may recommend to the department concerned that a student who has failed the last and only course required to complete the degree be offered an oral examination in that course, provided that he/she has obtained at least 35% in that course.
- ii. If an Oral supplemental is granted, the student may choose to decline the offer.
- iii. The Oral Supplemental, which will be of a minimum length of one hour, will be held as soon as



possible after the previous examination. The student must contact the Department concerned immediately so that arrangements may be made for the Oral.

- iv. The Oral Examination will concern the course as a whole, and not be restricted to the questions set in the examination which the student did.
- v. If the examination is passed, the student cannot be awarded a grade higher than C3, and this grade will re-place that previously gained for the entire evaluation in that course.
- vi. If he/she fails the Oral, the student will not have the right of appeal or review.
- vii. A student will be allowed only one Oral Supplemental Examination for any one course.
- h. Regulation for Leave of Absence
  - i. A candidate who for good reason wishes to be absent from an academic programme for a semester or more must apply for formal leave of absence to the Faculty Board, through the appropriate Dean, stating the reasons for the application.
  - ii. The length of such leave of absence, if granted, will be subject to approval by the Academic Board of the Campus concerned, but will not exceed one academic year in the first instance terminating at the end of the academic year for which the application is approved.
  - iii. Leave of absence will not be granted for more than two consecutive academic years.
  - iv. Leave of absence may be granted for one semester or for an academic year.
  - v. Applications for leave of absence for a semester shall normally be submitted by the end of the third week of the relevant semester.
  - vi. Applications for leave of absence for the academic year shall normally be submitted by the end of the third week of Semester I.
  - vii. These regulations do not for the time being apply to students in the Faculty of Medical Sciences.

NOTE: Students reading History courses are advised that even if they attain an overall pass mark (40 and above) inclusive of Coursework, they will not be awarded an overall pass unless they have passed at least one of the written examination questions.

Students are required to pass in each component (Coursework and written examination) in order to qualify for an overall pass in Literatures in English courses.

#### AWARDS OH HONOURS

- 11. Honours shall be calculated on the basis of the Regulations existing at the year of the student's entry into a particular programme of study into the University.

#### NOTIFICATION OF RESULTS

- 12. a. A pass list for each course in the B.A. degree shall be published each semester.
- b. For those candidates who have completed the requirements for the B.A. degree a Pass List shall be arranged alphabetically in the following categories:
  - i. First Class Honours
  - ii. Second Class Honours
    - a. Upper Division
    - b. Lower Division
  - iii. Pass

#### THE POINTS SYSTEM

(The Grade Point Average System will apply to students who started Level I in the academic year 2003/2004 and shall correspond to the Points System as follows:)

- c. i. The class of degree is calculated on the basis of the 54 levels II and III credits required for the granting of the degree.

#### G.P.A . SYSTEM

First Class	Weighted G.P.A 3.60 and above
Second Class, Upper Division	Weighted G.P.A. 3.00 – 3.59
Second Class, Lower Division	Weighted G.P.A. 2.00 – 2.99
Pass	Weighted G.P.A . 1.00 – 1.99

- ii. This is based on a norm of eighteen 3-credit courses. Where a course taken has a 6-credit weighting, the points gained shall be doubled, and where it has a 2-credit weighting, the points shall be pro-rated accordingly (i.e. two-thirds).

- iii. The points are related to the course evaluation grades and percentages as follows:

G.P.A. SYSTEM		
Grade	Percentage	G.P.A.
D	40 – 42	1.0
D+	43 – 46	1.3
C-	47 – 49	1.7
C	50 – 52	2.0
C+	53 – 56	2.3
B-	57 – 59	2.7
B	60 – 62	3.0
B+	63 – 66	3.3
A-	67 – 69	3.7
A	70 – 85	4.0
A+	86+	4.3

#### **AEGROTAT DEGREE**

(See also University Examinations Regulations)

13. A candidate who has been absent through illness from one or more examinations held in respect of Level II or Level III courses may apply for exemption from these examinations provided that:

- a. no exemption shall be granted in respect of any course unless the candidate has successfully completed all the required work for the course and has achieved, in the opinion of his tutor(s) and of the Department, a satisfactory level of performance in the course;
- b. no exemption shall be granted unless the candidate has obtained the minimum 30 Level I credits and at least 12 Level II credits;
- c. no exemption shall be granted in respect of any dissertation or project;
- d. the total number of credits for which exemptions may be granted shall not exceed 18, except that where a student has satisfactorily completed both the Level I and Level II programmes exemption may be granted from a total of 24 credits.

Such exemption shall permit the student on completion of all the other requirements for the degree of B.A. to apply for an aegrotat degree.

#### **MEDICAL CERTIFICATES**

(See also University Examination Regulations)

14. Students who submit medical certificates as an excuse for absence from examinations are asked to note that although the student is free to visit his/her private physician he/she is required, for the purpose of securing exemption from examinations, to comply with the following:
- a. to be examined by a medical practitioner from the University's panel of doctors; or
  - b. in the event of the illness being so acute that the student cannot subscribe to (a) he/she should obtain a medical certificate from his/her private physician and in addition the physician should be required to supply the University Student Medical Officer with the reasons for the student's absence from the examinations and;
  - c. to ensure that the report is submitted to the University Student Medical Officer.

#### **REGULATIONS WITH RESPECT TO ABSENCE FROM COURSEWORK TESTS**

15. i. A student who is absent from Coursework examination may apply to the Dean of the Faculty for exemption from this examination no later than one (1) week following the date of this examination. He/she must at the same time submit to the Campus Registrar a valid justification for such absence (such as a medical certificate in case of illness). The Dean will consider any such request for exemption in consultation with the relevant Head of Department and course lecturers. If the exemption is granted, the percentage mark awarded for the final examination will be increased correspondingly.
- ii. A student may request permission to submit Coursework assignments, essays, etc. after the stipulated deadline date on the basis of a valid justification (such as illness, in which case a valid medical certificate must be submitted to the Campus Registrar). This request must be made normally within 48 hours after the stipulated deadline date and must be addressed to the Dean, who in consultation with the relevant Head of Department and Course Lecturer, may allow the extension. In very exceptional circumstances, the Dean, acting on the advice of the relevant Head of Department and Course Lecturer, may consider requests for exemption from submission of the Coursework assignment, essays, etc., and, if granted, the percentage mark awarded for the final examination will be increased.

**UNIVERSITY REGULATIONS FOR THE RE-ADMISSION OF STUDENTS REQUIRED TO WITHDRAW**

1. Students required to withdraw from the University for failing to complete their degree programme within the stipulated period may be re-admitted to the Faculty after at least one year has elapsed since their withdrawal. Students thus admitted to the Faculty may in accordance with its regulations be granted exemption from Level I courses subject to there being no change in the content of the courses and provided that no more than five years have elapsed since the date of withdrawal. Level II University Courses, for the purposes of exemption, may be treated in the same way as Level I Faculty courses.
2. Students whose performance in the Level I programme indicated general weakness (e.g. bare passes in all courses) may be required by the Faculty to repeat Level I of the programme.
3. In special circumstances, exemption from courses in Level II of the degree programme may be proposed by the Faculty, provided that on re-admission the student is required to take at least a full load for one year. The maximum time allowed for completion will be two years for each year's full load.
4. Students required to withdraw from the University for failing to complete their Level I or Level II degree programme within the stipulated period or for poor performance as provided for in the Faculty regulations, may be re-admitted to the Faculty after at least one year has elapsed since their withdrawal. Students thus re-admitted may be granted exemption from Level I courses or Level II courses subject to Regulations 1, 2 and 3 above.
5. Students from one faculty who had been required to withdraw from the University for failing to complete their degree programme within the stipulated period may be admitted to another faculty after a minimum period of one year has elapsed since their withdrawal. Such students may be granted exemption from Level I courses relevant to the new programme, subject to Regulations 1 and 2 above.
6. Students required to withdraw from the University for failing to complete their diploma or certificate programme may be re-admitted to the Faculty after a minimum period of one year has elapsed since their withdrawal. Such students shall not be granted exemptions from courses in the programme previously passed.

**REGULATIONS FOR THE LICENTIATE IN THEOLOGY AND DEGREE OF B.A. (THEOLOGY)**

1. The Licentiate in Theology and/or the degree of Bachelor of Arts (Theology) will be awarded to students of Theological Colleges affiliated with The University of the West Indies who having completed the appropriate course of study prescribed by these regulations have satisfied the examiners in the examination for the L.Th. and/or the B.A. (Theology)
2. The Theological Colleges concerned are responsible for the admission of candidates and shall submit to the University at the appropriate time a list of students and their qualifications for purposes of matriculation.

**LICENTIATE IN THEOLOGY (L.TH.)**

**Qualifications for Admission**

3. The following are eligible for admission to the prescribed course of study for the Licentiate in Theology:
  - i. Candidates who have satisfied University Matriculation requirements for admission to a degree course;
  - ii. Individual candidates lacking qualifications under (i) above, who can present other evidence of satisfactory achievement may be accepted by the University on recommendation of the Principal of the affiliated college.

**FULL-TIME STUDENTS**

4. Candidates for the L.Th. shall pursue a prescribed course of study extending over not less than four and not more than ten semesters before being eligible for the award of the Licentiate.
5. During this course of study they shall gain 60 credits, 36 of which must be at Level I, as follows:

in Biblical Studies	9 Credits
in Historical Studies	6 Credits
in Theological & Ethical Studies	6 Credits
in Religious & Philosophical Studies	3 Credits
in Pastoral Studies	6 Credits
in Foundation Courses (English)	6 Credits

The remaining 24 credits must be gained at Level II or at Level III and must be taken from at least two of the areas of Theological Studies.

6. Full-time students must register for a minimum of 9 credits in each semester. Such students may, however, with the permission of their Theological College, register for more than 10 9 credits (up to a maximum of 15 credits) in each semester. Such additional credits shall be selected from those Theological courses provided for in the B.A. (Theology) degree programme.
7. A full-time student who, at the end of the second semester, has not completed at least 9 credits shall be required to withdraw from the Licentiate programme. A student who has completed at least 9 credits at the end of the second semester may be permitted to continue provided that student gains at least 6 additional credits in each ensuing semester, (except in cases where fewer than 6 credits remain to complete the requirements for the L.Th. as set out in Regulation 5 above).

#### **PART-TIME STUDENTS**

8. Candidates may study for the L.Th. on a part-time basis. Such candidates must complete the course of study prescribed in Regulation 5 above, in a minimum of eight semesters and a maximum of twelve semesters. Part-time students shall register for a minimum of 6 credits, and not more than 9 credits in each semester.
9. A part-time student who, at the end of the second semester, has not completed at least 6 credits shall be required to withdraw from the Licentiate programme. A part-time student who has completed at least 6 credits at the end of the second semester shall be permitted to continue provided that student gains at least 3 additional credits in each ensuing semester (except in cases where fewer than 3 credits remain to complete the requirements for L.Th. as set out in Regulation 5 above).
10. If a candidate has, (in accordance with Regulation 6 above) successfully completed more than the 60 credits (as prescribed in Regulation 5 above), such additional credits shall be indicated on the certificate issued to the successful candidate.

#### **BACHELOR OF ARTS (THEOLOGY)**

##### **Qualifications for Admission**

11. The normal qualifications for admission to the degree programme on the B.A. (Theology) are those of the Faculty of Humanities & Education and are set out in Regulations 1 and 2 of the School of Humanities.

The following candidates may also be admitted to the degree programme of the B.A. (Theology):

- i. Candidates who successfully complete 2 preliminary semesters of study (as set out in Regulation 13 below), and who receive the recommendation of the Academic Boards of their respective Theological Colleges.
12. The following candidates may also be admitted to the degree programme of the B.A. (Theology):
  - i. Candidates who qualify for admission at lower level and who receive the recommendation of the Academic Boards of their respective Theological Colleges.
  - ii. Candidates who are holders of the Licentiate in Theology of the UWI upon the recommendation of the Academic Board of the Affiliated Theological College.
13. (i) Candidates who qualify for admission at lower level to the B.A. (Theology) Programme must register as part-time students. Normally a part-time student will be required to spread the Level I degree programme over four semesters.
  - (ii) Such candidates shall be required to take 18 credits in the first year of registration, which should include 6 credits of Foundation courses and 9 credits of Theology courses. (In the second year of registration they may take up to 18 credits of theological courses).

#### **FULL TIME STUDENTS**

14. (i) Candidates for the degree of B.A. (Theology) shall present in not less than six semesters a minimum of NINETY (90) credits including not more than THIRTY (30) from Level I and not fewer than FIFTEEN (15) from Level three. NOTE: A student may be permitted to do two appropriate level 1 courses (a total of six credits) for level II credit. These must be registered in the level II programme. Such courses may not be counted for the award of honours.
  - (ii) A minimum of SIXTY (60) credits shall be chosen from among the following areas according to the distribution set out below:
 

A. Biblical Studies	12 Credits
B. Historical Studies	6 Credits
C. Theological & Ethical Studies	12 Credits
D. Religious & Philosophical Studies	6 Credits
E. Pastoral Studies	6 Credits
F. Foundation Courses	12 Credits
G. FOUN 3099 or equivalents	6 Credits

 This distribution shall be in accordance with the approved structure of the degree.

(iii) The remaining THIRTY (30) credits shall be chosen from A, and/or B, and/or C, and/or D and/or E with the approval of the Theological College concerned.

15. Candidates for the degree of B.A. (Theology) may, with the approval of the Theological College concerned and the Faculty of Humanities & Education, choose not more than a total of Twelve (12) credits of Level II and Level III courses from among those provided by the Faculty of Humanities & Education but not normally listed as available for the B.A. (Theology).

16. The minimal performance for a PASS degree (without honours) shall be that a student has passed 90 credits in a period of not more than twelve semesters.

17. Full time candidates will be required to withdraw unless they have gained at least:

Twelve credits by the end of the second semester  
Twenty-four credits by the end of the fourth semester  
Thirty-nine credits by the end of the sixth semester  
Fifty-seven credits by the end of the eighth semester  
Seventy-five credits by the end of the tenth semester  
Ninety credits by the end of the twelfth semester

18. (a) Candidates entering the degree programme of the B.A. (Theology), shall be permitted to complete the degree in a minimum of four semesters and a maximum of eight semesters. Such candidates shall be permitted to count towards the NINETY credits required for the degree, THIRTY credits of the courses which they have passed in L.Th. programme. Their remaining SIXTY credits shall be so selected that the aggregate of NINETY credits satisfies Regulation 14 above.

(b) Candidates who are allowed to transfer from the L.TH to the B.A Theology before completing the L.TH may, on recommendation of Faculty Board, be given exemption and credit for up to 15 Level 1 credits already obtained in the L.Th. provided they have attained a minimum B+ level in the relevant course (s), and provided that It does not include any credits which they may have had to use satisfy Normal Matriculation requirements.

(c) Full time candidates transferring to the B.A (Theology) Programme from the L. Th under (b) above will be required to withdraw unless they have gained at least:

18 credits by the end of the second semester following  
30 credits by the end of the fourth semester following  
45 credits by the end of the sixth semester following  
60 credits by the end of the eight semester following

19. Candidates for the B.A Theology who are holders of the L. Th. are not permitted to offer for the degree any course beyond Level I for which they have received accreditation in the L. Th. programme. Provided however, that candidates who had completed more than sixty credits required for the L.Th. shall be permitted to offer for the degree a maximum of twelve credits from Level II and/ or Level III.

#### **PART-TIME STUDENTS**

20. Candidates may complete the requirements for the B.A. (Theology) degree on a part-time basis. In such cases Regulations 7-9 of the Faculty of Humanities & Education shall apply.

#### **REGISTRATION, EXAMINATIONS AND LEAVE**

21. See School of Humanities Regulation 10.

#### **FULL TIME AND PART TIME REGULATIONS**

22. See School of Humanities Regulations 11

#### **GRADE POINT AVERAGE (G.P.A.) SYSTEM**

23. See School of Humanities Regulation 10

#### **NOTIFICATION OF RESULTS, AWARD OF HONOURS, AEGROTAT DEGREE, ETC**

24. See School of Humanities Regulations 12-17

## STUDENT PRIZES

### FACULTY PRIZES

These prizes are awarded to the students who acquire distinction and excellence on completion of the first, second and third levels of the degree programme and to the best performances in the University /Foundation courses.

- Most Outstanding full-time B.A. Student - Year 1
- Most Outstanding full-time B.A. Student - Year 2
- Most Outstanding B.A. Student - Year 3
- Most Outstanding B.Ed. Student - Educational Administration
- Most Outstanding B.Ed Student - Primary Education
- English for Academic Purposes
- Academic Writing for Different Disciplines
- Caribbean Civilisation
- Caribbean Studies
- Tagore Prize for Caribbean Studies paper on an Indian Topic

### DEPARTMENTAL PRIZES

Departments award various prizes for exemplary performance in the examinations.

### COMMUNICATION STUDIES

- Departmental Prize for Communication Studies.

### CREATIVE ARTS

- The Newman Alexander Prize for the Best Musical Arts Degree Student
- The Suraj Boodram Prize for the Best Certificate in Music Student
- The Sidney Hill Prize for the Best Drama/Theatre-In Education Certificate Student
- The Pat Choo Foon Prize for the Best Visual Arts Certificate Student (Art & Design)
- The N. P. Alladin Prize for the Best Visual Arts Degree Student
- The Eastman-Christensen Visual Arts Award for Excellence in Year 2
- The Beryl Mc Burnie Prize for Best All-round Creative and Festival Arts Student
- The Earl Warner Prize for the Best Theatre Arts Degree Student
- The Roy Watts Prize for Best Drama/Theatre-in-Education Certificate Student
- The Felix Harrington Prize for Best Dance & Dance Education Certificate Student
- The Felix George Bailey Prize for Best Carnival Arts Degree Student
- The Mervyn Williams Caribbean Cultural Studies Prize for Best Caribbean Cultural Studies Student

### FRENCH

- Prize for Year 1 French
- Prize for Year 2 French
- Prize for Year 3 French

### HISTORY

- Prize for African Civilisation
- Eric Williams Prize for Capitalism and Slavery
- Eric Williams Prize in Imperialism
- The Jose Marti Prize for Monroe to Castro
- Prize for Topics in the History of Trinidad & Tobago
- Prize for Society and Business History in Trinidad and Tobago
- Gandhi Prize for South Asian History
- Nehru Prize for South Asian Civilisation
- Prize for African History
- Prize for Most Outstanding Year I History Student
- Prize for Most Outstanding Year II History Student
- Neville Hall Prize for most Outstanding Final Year History Student
- Prize for Most Outstanding Archaeology Student

### LINGUISTICS

- Society for Caribbean Linguistics Prize
- The John Jacob Thomas Prize for French-Lexicon Creole
- Department of Liberal Arts Prize for Applied Linguistics
- Theoretical Linguistics Prize
- The Douglas Taylor Prize
- The John Reinecke Memorial Prize

### LITERATURES IN ENGLISH

- Prize for Introduction to Prose Fiction
- Prize for Introduction to Poetry
- Prize for Traditional British Fiction
- Prize for Traditional British Poetry
- Prize for African Literature in English
- Prize for African American Women Writers
- Prize for Modern American Prose
- Prize for Creative Writing
- Shakespeare
- Modern Literature
- West Indian Literature
- Indian Literature

### PORTUGUESE

- Prize for Beginners' Portuguese
- Prize for Portuguese Language 1
- Prize for Portuguese Language 2

### SPANISH

- Prize for Year 1 Spanish
- Prize for Year 2 Spanish
- Prize for Year 3 Spanish

### CENTRE FOR LANGUAGE LEARNING

- Level 1 Chinese
- Levels 1, 2, and 3 French
- Level 1 German
- Level 1 Hindi
- Level 1 Japanese
- Level 1 Italian
- Level 1 Portuguese
- Levels 1, 2 and 3 Spanish

**HUGH SPRINGER PRIZE**

This award is made to the most distinguished student in the final year of studies in the Faculty of Humanities & Education and the Faculty of Social Sciences on all three campuses.

**COLIN AND PEARL KIRTON PRIZE**

The student obtaining the highest mark (at least a B+) in the June examination in any course on Doctrine in the Licentiate in Theology or the B.A. Theology programme is the recipient of this prize.

**THE KEMLIN LAURENCE PRIZE**

The prize shall be awarded annually to the graduating student of The University of the West Indies, without restriction as to Campus, who having achieved an Honours Degree has attained the highest aggregate mark in eight of the Second and Third Year Spanish Language and Literature semester courses in the B.A. Programme.

**THE DOUGLAS HALL CROSS-CAMPUS PRIZE**

For the best mark in H20E across the three campuses

**PART III**

**MAJORS/SPECIALS/DOUBLE MAJORS IN THE SCHOOL OF HUMANITIES**

School of Humanities students must, on entry, declare a Major/Special/Double Major.

Double Majors are available in Humanities disciplines. Students must fulfil all the requirements for a Major in both disciplines (as well as the general requirements for graduation set by the Faculty).

The Majors/Specials/Double Majors in the School of Humanities are as follows:

**MAJOR IN AFRICAN & ASIAN STUDIES**

The choice of courses for any single student would be agreed between the student and the Programme Director to ensure a cohesive fit within the possible course options, all of which are listed below.

**COURSE LISTING**

**LEVEL I**

**SEMESTER I AND SEMESTER II**

**AT LEAST 4–6 COURSES AMONG THE FOLLOWING:**

Course Code	Course Title	Number of Credits
JAPN0101 &/or JAPN0102 (JP01A/JP01B)	Beginners' Japanese	6
and/or		
HIND 0101 & HIND 0102 (HN01A & B)	Beginners' Hindi	6
HIST 13B (H13B)	African Civilisation from Earliest Times to AD 1000	3
HIST 1303 (H13C)	African Civilisation from AD 1000 to 1800	3
HIST 1504 (H15D)	Foundations of South Asian Civilisation	3
SOCI 1002 & SOCI 1000 (SY13E & F)	Introduction to Sociology I & II	6
FOUN 1001(FD 10A)	English for Academic Purposes	3
FOUN 1102 (FD 11B) (OPTION A or B)	Academic Writing For Different Disciplines	3

Possible additions which may be needed as prerequisites for Level II and Level III courses: E10A, E10B, F15A, F15B, GT11C,

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GT11D, L10C, L10D. New courses in Yoruba Language as they become available.

**LEVEL II  
SEMESTER I AND SEMESTER II  
18 CREDITS FROM AMONG THE FOLLOWING:**

Course Code	Course Title	Number of Credits
Hindi Language 10A & B		
HIST 2301 (H23A)	History of Africa AD 1800-1900	3
HIST 2501 (H25A)	South Asian History 1500-1860	3
HIST 2302 (H23B)	History of Africa AD 1900 to the Present	3
HIST 2502 (H25B)	South Asia 1860 to the Present	3
LITS 2107 (E21G)	African Diaspora Women's Narrative	3
LITS 2110 (E21A)	African Literature in English I: Prose Fiction	3
LITS 2208 (E22H)	African Literature in English II: Drama & Poetry	3
SOCI 2002 (SY21G)	Social Background of the Indian Diaspora	3
SOCI 2003 (SY21H)	Sociology of a Diasporic Community	3
FOUN 1301 (FD 13A)	Law, Governance, Economy and Society	3
FOUN 1210 (FD 12A)	Science, Medicine and Technology in Society	3

Other useful additions: GT27B, GT28B, L23D, new courses in African Literature in French, African Linguistics, and African and Asian Culture and Philosophy as they become available.

**LEVEL III  
SEMESTER I AND SEMESTER II  
18 CREDITS FROM THE FOLLOWING:**

Course Code	Course Title	Number of Credits
HIST 3503 (H35C)	The Economic History of Modern India, 1757-1956	3
HIST 3504 (H35D)	The Social History of Modern India, 1757-1947	3
HIST 3605 (H36E)	The African Diaspora I: From Earliest Times to AD 1800	3
HIST 3606 (H36F)	The African Diaspora II: AD 1800 to present times	3
HIST 3613 (H36M)	The Modern Indian Diaspora	3
LITS 3702 (E37B)	African American Women Writers	3
LITS 3801 (E38A)	Indian Literature in English (Seminar)	3
LITS 3802 (E38B)	The Literature of the Indian Diaspora (Seminar)	3
FOUN 3099 (UC 300) or an equivalent course	Caribbean Studies	6

Other useful additions: L32A and L32B

**MAJOR IN CARNIVAL STUDIES**

(36 Credits)

The number of credits required to graduate with a Major Carnival Studies degree is a minimum of 36 credits (12 courses) in Carnival Studies. Part-time students may register for up to 6 courses per academic year (3 per semester) while full-time students register for 10–12 courses per academic year (5 or 6 courses per semester). Courses are open to all students.

**COURSE LISTING**

**LEVEL I  
SEMESTER I**

Course Code	Course Title	Number of Credits
CANV 1701 (CA17A)	Carnival & Society	3
THEA 1004 (CA)	Introduction to Cultural Research Methods	3
FOUN 1001 (FD 10A)	English for Academic Purposes	3

**LEVEL I  
SEMESTER II**

Course Code	Course Title	Number of Credits
CANV 1702 (CA17B)	Mas: History, Development & Meaning	3
CANV 1005 (CA)	Introduction to Business for the Arts	3
FOUN 1102 (FD 11B)	Academic Writing FOR Different Disciplines	3

**LEVEL II  
SEMESTER I**

Course Code	Course Title	Number of Credits
ECON 3810 (EC38J)	Economics of Culture	3
THEA 2007 (CA)	Festivals, Drama and Society	3
THEA 2010 (CA)	Critical Readings in Caribbean Arts and Culture	3
FOUN 1301 (13A)	Law, Governance, Economy in Society	3

**LEVEL II  
SEMESTER II**

Course Code	Course Title	Number of Credits
CANV 2702 (CA27B)	Trinidad Calypso: History, Development & Meaning	3
CANV 2012 (CA)	Enterprise Internships in the Arts	3
THEA 2011 (CA)	Critical Readings in Caribbean Arts and Culture II	3
FOUN 1210 (FD12A)	Science, Medicine, Technology in Society	3

**LEVEL III  
SEMESTER I**

Course Code	Course Title	Number of Credits
CARV 3004 (CA)	Economics of Copyright	3



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**LEVEL III  
SEMESTER II**

Course Code	Course Title	Number of Credits
CANV 3499 (CA34O)	Festival Project (year-long)	3
CANV 3602 (CA36B)	Festival Management	3

All courses are compulsory.

**MAJOR IN COMMUNICATION STUDIES**

(36 credits)

**COURSE LISTING**

**LEVEL I  
SEMESTER I**

Course Code	Course Title	Number of Credits
COMS 1101 (CM 11A)	Introduction to Human Communication I	3

**LEVEL I  
SEMESTER II**

Course Code	Course Title	Number of Credits
COMS 1102 (CM 11B)	Introduction to Human Communication II	3

**LEVEL II/III  
SEMESTER I**

Course Code	Course Title	Number of Credits
COMS 2001 (CM 20A)	Communication Studies	3
COMS 2101 (CM 21A)	Oral Communication	3
COMS 2901 (CM 29A)	Communication Theory	3

**LEVEL II/III  
SEMESTER II**

Course Code	Course Title	Number of Credits
COMS 2002 (CM 20B)	Communication Analysis	3
COMS 2102 (CM 21B)	Written Communication	3
COMS 2902 (CM 29B)	Communication Research Methods	3
COMS 3099 (CM 300)	Language and Communication Seminar (year-long)	6

And two (2) other Level II/III courses from among the following:

**LEVEL II/III  
SEMESTER**

Course Code	Course Title	Number of Credits
COMS 2201 (CM 22A)	Intercultural Communication	3
COMS 2202 (CM 22B)	Principles of Mass Communication	3
COMS 2301 (CM 23A)	Group and Organizational Communication	3
COMS 2302 (CM 23B)	Public Relations Communication	3
COMS 2401 (CM 24A)	Communication Education	3
COMS 2402 (CM 24B)	Communication Education Practicum	3
COMS 2505 (CM 25A)	Communication Technology	3
COMS 2502 (CM 25B)	Communication Technology Practicum	3
COMS 2601 (CM 26A)	Health Communication	3
COMS 2602 (CM 26B)	Health Promotion and Education	3
COMS 2701 (CM 27A)	Technical Communication	3
COMS 2702 (CM 27B)	Legal Communication	3
LING 2302 (L 23B)	Sociolinguistics	3
LING 2501 (L 25A)	Language, Gender and Sex	3
MGMT 3024 (MS 32H)	Business Communication	3
MGMT 3004 (MS 30E)	Marketing Communication	3

**MAJOR IN ENGLISH LANGUAGE & LITERATURE WITH EDUCATION**

**COURSE LISTING**

**LEVEL I  
SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
FOUN 1001 (FD10A)	English for Academic Purposes	3
FOUN 1102 (FD11B)	Academic Writing for Different Disciplines (Option A)	3
FOUN 1101 (FD11A)	Caribbean Civilisation	3
LING 1005 (L10C)	Introduction to Language	3
LING 1001 (L10A)	Introduction to Phonetics and Phonology	3
LING 1002 (L10B)	Introduction to Morphology & Syntax	3
LITS 1002 (E10B)	Introduction to Prose Fiction	3
LITS 1001 (E10A)	Introduction to Poetry	3
LITS 1202 (CA12A)	Introduction to Drama	3
EDLA 1180 (ED118)	Developing Literacy Ability	6
EDCU 2013 (ED20M)	Introduction to Curriculum	3

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<b>LEVEL II SEMESTER I AND SEMESTER II</b>			(Each of the following is a possible alternative to L300)		
<b>Course Code</b>	<b>Course Title</b>	<b>Number of Credits</b>			
LING 2101 (L21A)	Language Acquisition	3	LITS 2507 (E25G)	Introduction to West Indian Poetry B: Selected West Indian Poets	3
LING 2105 (L21E)	Language Development and Language Disabilities	3	LITS 2510 (E25J)	West Indian Prose Fiction	3
LING 2302 (L23B)	Sociolinguistics	3	EDLA 3112 (ED31D)	Literature for Children	3
or			EDLA 3111 (ED31K)	Principles, Approaches and Methods in Teaching Standard English in the Caribbean	3
LING 2306 (L23F)	Approaches to Discourse Analysis	3	or		
or			EDTK 3202 (ED32B)	Use of Media and Production of Educational Materials	3
LING 3101 (L31A)	Applied Linguistics	3			
LING2404 (L24D)	Structure and Meaning in Literary Discourse	3			
or					
LING 2702 (L27B)	Point of View and Meaning in Literary Discourse	3			
LITS 2006 (E20F)	Donne to Byron	3			
LITS 2301 (E23A)	Key Issues in Literary Criticism or	3			
LITS 2203 (E22E)	Shakespeare I	3			
EDME 2006 ED20E	Classroom Testing and Evaluation	3			
or					
EDLA 2106 (ED21F)	The Language Use Content of Teaching English	3			
EDLA 2113 (ED21C)	Teaching Children's Literature	3			

In certain cases Level II and Level III courses may be interchangeable

<b>LEVEL III SEMESTER I AND SEMESTER II</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Number of Credits</b>
LING 3099 (L300)	Special Project (in language education) with Practicum (substitute for Caribbean Studies)	6
LING 3202 (L32B)	Creole Linguistics	3
LING 2402 (L24B)	Structure of the English Language	3
LING 2305 (L23E)	Educational Linguistics	3
LING 2403 (L24C)	Change and Development in the English Language	3
LITS 2502 (E25M)	Caribbean Women Writers	3
LITS 2106 (E21F)	The Origins and Development of American Literary Prose	3
or		
LITS 2110 (E21J)	African Literature in English	3
or		
LITS 3802 (E38B)	The Literature of the Indian Diaspora	3
LITS 3501 (E35D) & LITS 3502 (E35E)	Advanced Seminars in West Indian Literature	

**B.A. PROGRAMME IN FILM**

Students who have already completed VART 3399 and/or VART 2324 will be granted exemptions without credits for these courses. Such students shall be required to select the credits needed on the advice of the programme co-ordinator or Dean. All students shall be required to take five compulsory (three credit) courses from theory, aesthetics and history and two compulsory (6 credit) courses in film production. **First year courses (as follows) are common to all film students. Only a limited number of places will be available in 2nd and 3rd year Film Production courses other than Film 2299, The Making of a Documentary.**

**FIRST YEAR COURSES  
COURSE LISTING**

<b>LEVEL I SEMESTER I</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Number of Credits</b>
FILM 1001	Introduction to Cinema	3
FILM 1299	Production Tools (year-long)	
FOUN 1001	English for Academic Purposes	3

<b>LEVEL I SEMESTER II</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Number of Credits</b>
FILM 1002	Film, Literature and Drama	3
FILM 1299	Production Tools	6
FOUN 1102	Academic Writing for Different Disciplines (Opt A or B)	3

Plus twelve (12) additional Level I course credits

### MAJOR IN FILM STUDIES

The Major in Film Studies is an interdisciplinary programme designed to teach students to evaluate, critique and analyze film products and to understand how film images work. It ensures that future critics and aestheticians of film will also be grounded in the basic technical skills of filmmaking. The major in Film Studies shall consist of a minimum of 36 credits in Film.

#### COURSE LISTING

##### LEVEL I

See First Year Courses for film students.

##### LEVEL II SEMESTER I

Course Code	Course Title	Number of Credits
FILM 2001	Early and Silent Cinema and the Rise of Nation	3
FILM 2299	Production II – The Making of a Documentary (year-long)	
FOUN 1310	Law, Governance, Economy and Society	3

##### LEVEL II SEMESTER II

Course Code	Course Title	Number of Credits
FILM 2002	Caribbean and Latin American Film I	3
FILM 2299	Production II – The Making of a Documentary	6
FOUN 1210	Science, Medicine and Technology in Society	3

Plus twelve (12) additional Level II course credits

##### LEVEL III SEMESTER I & II

Course Code	Course Title	Number of Credits
FILM 3001	Sound and Visual Dynamics	3
FILM 3099	Advanced Research Seminar – Caribbean Research	6
or Project (year-long)		
FILM 3199	The Impact of Film on Caribbean Culture & Perception (year-long)	6

Plus one (1) additional 3-credit Level II/III Film course and eighteen (18) additional Level II/III course credits.

### MAJOR IN FILM PRODUCTION

The Major in Film Production will be offered by the Faculty of Humanities and Education as an interdisciplinary programme designed to teach potential filmmakers the technical skills of production at the very highest level and to ensure that these filmmakers understand the theoretical and aesthetic principles of film. The programme is designed to ensure that this balance between theory and practice is maintained. It is also designed to teach high-level analytical and critical skills so that future filmmakers may assess their own work and the work of other filmmakers. The major in Film Production shall consist of a minimum of 36 credits in Film. Students taking the Film major in Production are required to offer a compulsory three-credit course, VART 2324 (CA23X), and must also take an additional six credits from film production courses. They must also make a film (Capstone) or video (VART 3399 [CA330] - Film and Video 3) at Level Three as a replacement for FOUN 3099 (UC300).

#### COURSE LISTING

##### LEVEL I

See First Year Courses for film students.

##### LEVEL II SEMESTER I

Course Code	Course Title	Number of Credits
FILM 2001	Early and Silent Cinema and the Rise of Nation	3
FILM 2299	Production II – The Making of a Documentary (year-long)	6
FOUN 1310	Law, Governance, Economy and Society	3

##### LEVEL II SEMESTER II

Course Code	Course Title	Number of Credits
FILM 2002	Caribbean and Latin American Film I	3
FILM 2299	Production II – The Making of a Documentary	6
VART 2324	Film and Video II	3
FOUN 1210	Science, Medicine and Technology in Society	3

Plus nine (9) additional Level II course credits

##### LEVEL III SEMESTER I & II

Course Code	Course Title	Number of Credits
FILM 3001	Sound and Visual Dynamics	3
FILM 3299	Capstone – Making a Film (year-long)	6
or		
VART 3399	Film and Video III (year-long)	6

Plus one (1) additional 3-credit Level II/III Film course and eighteen (18) additional Level II/III course credits.

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**SPECIAL IN FILM**

The Film Special may be taken in either Film Production or Film Studies and must include all compulsory courses.

Students registered for the Special in Film Production must:

- Complete a minimum of 45 credits from the Film Programme to include all compulsory components of the Film Production Major

Students registered for the Film Studies Special must:

- Complete a minimum of 45 credits from the film programme.

*FREN 3502 (F35B)	French Caribbean Poetry & Drama	3
FOUN 3099 (UC 300)	Caribbean Studies	6

Plus: any other Level III French Literature Course

\* Offered in alternate years

+ Optional Courses

UC 300 (or equivalent course)

**MAJOR IN FRENCH**

The Major shall consist of 36 credits in French, 18 in Language and 18 in Literature.

**COURSE LISTING**

**LEVEL I**

**SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
FREN 1401 (F14A)	French Language I A	3
FREN 1402 (F14B)	French Language I B	3
FREN 1599 (F 150)	Introduction to Literature in French	6
FOUN 1001 (FD 10A)	English For Academic Purposes	3
FOUN 1102 (FD 11B) (OPTION A or B)	Academic Writing For Different Disciplines	3

**LEVEL II**

**SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
FREN 2401 (F24A)	French Language II A	3
FREN 2402 (F24B)	French Language II B	3
*FREN 2607 (F26G)	Post Romantic Poetry	3
*FREN 2605 (F26E)	The French Novel in the 19 <sup>th</sup> Century	3
+FREN 2608 (F26H)	French Caribbean Women Writers	3
+FREN 2607 (F26L)	Francophone Culture	3
FOUN 1301 (FD 13A)	Law, Governance, Economy and Society	3
FOUN 1210 (FD 12A)	Science, Medicine and Technology in Society	3

**LEVEL III**

**SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
FREN 3401 (F34A)	French Language III A	3
FREN 3402 (F34B)	French Language III B	3
FREN 3004 (F30C)		
*FREN 3501 (F35A)	French Caribbean Novel	3

or

**MAJOR IN HISTORY**

NOTE: Students reading History courses are advised that even if they attain an overall pass mark (40 and above) inclusive of Coursework, they will not be awarded an overall pass unless they have passed at least one of the written examination questions.

At least twelve (12) three-credit History Courses - 36 credits.

**COURSE LISTING**

**LEVEL I**

**SEMESTER I AND SEMESTER II**

Three (3) or four (4) courses of which two (2) MUST be:

Course Code	Course Title	Number of Credits
HIST 1001 (H10A)	Caribbean World	3
HIST 1703 (H17C)	Introduction to History	3
FOUN 1001 (FD 10A)	English for Academic Purposes	3
FOUN 1102 (FD 11B) (OPTION A or B)	Academic Writing For Different Disciplines	3

**LEVEL II**

**SEMESTER I AND SEMESTER II**

At least four (4) courses of which two (2) MUST be:

Course Code	Course Title	Number of Credits
HIST 2003 (H20C)	History of the West Indies I	3
HIST 2004 (H20D)	History of the West Indies II	3
FOUN 1301 (FD 13A)	Law, Governance, Economy and Society	3
FOUN 1210 (FD 12A)	Science, Medicine and Technology in Society	3

**LEVEL III**

At least four (4) Level III History courses (all courses of three credits) and FOUN 3099 (six credits).

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**SPECIAL IN HISTORY**

At least twenty (20) three-credit History courses - 60 credits.

**LEVEL I**

Five (5) or six (6) courses of which two (2) MUST be:

Course Code	Course Title	Number of Credits
HIST 1001 (H10A)	Caribbean World	3
HIST 1703 (H17C)	Introduction to History	3
FOUN 1001 (FD 10A)	English for Academic Purposes	3
FOUN 1102 (FD 11B) (OPTION A or B)	Academic Writing For Different Disciplines	3

**LEVEL II**

Seven (7) or eight (8) courses of which two (2) MUST be:

Course Code	Course Title	Number of Credits
HIST 2003 (H20C)	History of the West Indies I	3
HIST 2004 (H20D)	History of the West Indies II	3
FOUN 1301 (FD 13A)	Law, Governance, Economy and Society	3
FOUN 1210 (FD 12A)	Science, Medicine and Technology in Society	3

**LEVEL III**

At least six (6) Level III History courses (all courses of three credits) and FOUN 3099 (6 credits).

**MAJOR IN LATIN AMERICAN STUDIES**

**COURSE LISTING**

The Major in Latin American Studies shall consist of a minimum of 36 credits, taken as follows:

**LEVEL I**

**SEMESTER I**

Course Code	Course Title	Number of Credits
SPAN 1001 (S15A)	Spanish Language IA	3
SPAN 1699 (S160)	Introduction to Hispanic Literature - Prose, Poetry, Drama	3
GOVT 1000 (GT11C) or GOVT 1001 (GT11D)	Introduction to Politics I Introduction to Politics II (Prerequisite for Level II/III Government courses)	3
FOUN 1001 (FD 10A)	English for Academic Purposes	3

**LEVEL I**

**SEMESTER II**

Course Code	Course Title	Number of Credits
SPAN 1002 (S15B)	Spanish Language IB	3
SPAN 1699 (S160)	Introduction to Hispanic Literature - Prose, Poetry, Drama	3
FOUN 1102 (FD 11B)	Academic Writing for Different Disciplines	3

**LEVEL II**

**SEMESTER I**

Course Code	Course Title	Number of Credits
SPAN 2501 (S25A)	Spanish Language IIA	3
HIST 2101 (H21A)	History of Latin America (1810-1910)	3
FOUN 1301 (13A)	Law, Governance, Economy in Society	3

**LEVEL II**

**SEMESTER II**

Course Code	Course Title	Number of Credits
SPAN 2502 (S25B)	Spanish Language IIB	3
HIST 2102 (H21B)	History of Latin America (1910 to present)	3
SPAN 2202 (S22B)	Culture and Society in Spanish America	3
FOUN 1210 (FD12A)	Science, Medicine, Technology in Society	3

**LEVEL III**

**SEMESTER I**

Course Code	Course Title	Number of Credits
HIST 3603 (H36C)	From Munroe to Castro: US Relations with Latin America and the Caribbean	3
GOVT 3019 (GT38C)	Introduction to Politics and Government in Latin America	3

**LEVEL III**

**SEMESTER II**

Course Code	Course Title	Number of Credits
GOVT 3020 (GT38D)	Power and Politics in Latin America	3
FOUN 3099 (UC 300) or an equivalent course	Caribbean Studies	6

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**MAJOR IN LINGUISTICS**

**COURSE LISTING**

The Major shall consist of a minimum of 36 credits in Linguistics.

**LEVEL I**

**SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
LING 1005 (L10C)	Introduction to Language	3
LING 1001 (L10A)	Introduction to Phonetics & Phonology	3
LING 1002 (L10B)	Introduction to Morphology & Syntax	3
FOUN 1001 (FD 10A)	English for Academic Purposes	3
FOUN 1102 (FD 11B)	Academic Writing FOR Different Disciplines	3

**LEVEL II**

**SEMESTER I AND SEMESTER II**

A minimum of five (5) Linguistics courses, fifteen (15) credits of which one (1) MUST be:

Course Code	Course Title	Number of Credits
LING 2499 (L240)	Language Theory & Linguistic Analysis (L240)	6
FOUN 1301 (13A)	Law, Governance, Economy in Society	3
FOUN 1210 (FD12A)	Science, Medicine, Technology in Society	3

One (1) must be an English Language course (L24B or L24C) and one (1) must be a Sociolinguistics course

**LEVEL III**

**SEMESTER I AND SEMESTER II**

A minimum of four (4) Linguistics courses, (12 credits) of which one (1) MUST be either:

Course Code	Course Title	Number of Credits
LING 3201 (L32A)	Caribbean Dialectology or	3
LING 3101 (L32B)	Creole Linguistics	3
FOUN 3099 (UC 300)	Caribbean Studies	6

or an equivalent course

**MAJOR IN LITERATURES IN ENGLISH**

Students are required to pass in each component (Coursework and written examination) in order to qualify for an overall pass in Literatures in English courses.

**COURSE LISTING**

The Major shall consist of 36 credits in English.

**LEVEL I**

**SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
LITS 1201 (CA12A)	Elements of Drama	3
LITS 1001 (E10A)	Introduction to Poetry	3
LITS 1002 (E10B)	Introduction to Prose Fiction	3
FOUN 1001 (FD 10A)	English for Academic Purposes	3
FOUN 1102 (FD 11B)	Academic Writing FOR Different Disciplines	3

**LEVEL II**

**SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
LITS 2203 (E22E)	Shakespeare I	3
LITS 2307 (E23G)	Twentieth Century Literary Theory	3
LITS 2507 (E25G)	Selected West Indian Poets	3
FOUN 1301 (13A)	Law, Governance, Economy in Society	3
FOUN 1210 (FD12A)	Science, Medicine, Technology in Society	3

**LEVEL III**

**SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
LITS 3501 (E35D)	Advanced Seminar in West Indian Literature (A) Comparative Study of Five Texts	3
LITS 3704 (E37D)	Tradition & Change in Modern Literature (A)	3
FOUN 3099 (UC 300)	Caribbean Studies	6

or an equivalent course

And four (4) other level II/III courses

Majors in Literatures in English must do Option A of FD11B: Academic Writing for Different Disciplines –Writing About Literature

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**MAJOR IN MATHEMATICS**

**COURSE LISTING**

**LEVEL I  
SEMESTER I**

Course Code	Course Title	Number of Credits
MATH 1140 (M12A)	Basic Introductory Mathematics	6
FOUN 1001 (FD10A)	English for Academic Purposes	3

**LEVEL I  
SEMESTER II**

Course Code	Course Title	Number of Credits
MATH 1150 (M12B)	Functions of Real Variables	6
FOUN 1102 (FD11B)	Academic Writing For Different Disciplines	3

At least 9 more credits in Humanities over Semesters I and II.

**LEVEL II  
SEMESTER I**

Course Code	Course Title	Number of Credits
MATH 2100 (M20A)	Abstract Algebra	4
MATH 2120 (M21A)	Analysis & Mathematical Methods 1	4
FOUN 1301 (FD13A)	Law, Governance, Economy and Society	3

**LEVEL II  
SEMESTER II**

Course Code	Course Title	Number of Credits
MATH 2110 (M20B)	Linear Algebra	4
MATH 2160 (M21B)	Analysis & Mathematical Methods 11	4
FOUN 1210 (FD12A)	Science, Medicine and Technology In Society	3

Plus at least 6 more credits in Humanities over Semesters I and II.

**LEVEL III**

Course Code	Course Title	Number of Credits
FOUN 3099 (UC300)	Caribbean Studies Project	6

At least 16 credits chosen from Level II/III Mathematics courses (at least 8 of these 16 credits must be from Level III Mathematics courses).

At least 6 more credits in Humanities over Semesters I and II.

**SPECIAL IN MUSICAL ARTS**

(54 Credits)

**COURSE LISTING**

The number of credits required to graduate with a special music degree is a minimum of 54 credits (18 courses) in music. Part-time students may register for up to six (6) courses per academic year (three (3) per semester), while full-time students register for ten (10) to twelve (12) courses per academic year, five (5) or six (6) per semester. The principal instrument is the Steel pan. Courses are open to all students.

**LEVEL I  
SEMESTER I**

Course Code	Course Title	Number of Credits
MUSC 1199 (MU110)	Choral Ensemble/Choir	3
MUSC 1102 (MU11B)	Aural Training I *	3
MUSC 1103 (MU11C)	Music Theory (offered for students with Grade 7 and under)	3
MUSC 1401 (MU14A)	Instrumental Music I *	3
THEA 1004 (CA)	Introduction to Cultural Research Methods *	3
FOUN 1001 (FD10A)	English for Academic Purposes	3

**LEVEL I  
SEMESTER II**

Course Code	Course Title	Number of Credits
MUSC 1199 (MU110)	Choral ensemble/Choir	3
MUSC 1104 (MU11D)	Western Music Literature *	3
MUSC 1105 (MU11E)	Aural Training II *	3
MUSC 1402 (MU14B)	Instrumental Music II *	3
MUSC 1003 (MU)	Introduction to World Music	3
FOUN 1102 (FD11B)	Academic Writing for Different Disciplines	3

**LEVEL II  
SEMESTER I**

Course Code	Course Title	Number of Credits
MUSC 2003 (MU20C)	Pan Arranging I *	3
MUSC 2005 (MU20E)	Instrumental Music III *	3
MUSC 2101 (MU21A)	Composition	3
MUSC 2501 (MU25A)	Jazz Theory I	3
MUSC 2010 (MU)	Musics of the Caribbean	3
THEA 2010 (CA)	Critical Readings in Caribbean Arts and Culture I *	3
FOUN 1301 (FD13A)	Law, Governance, Economy and Society	3

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**LEVEL II  
SEMESTER II**

Course Code	Course Title	Number of Credits
MUSC 2004 (MU20D)	Pan Arranging II	3
MUSC 2006 (MU20F)	Instrumental Music IV *	3
MUSC 2202 (MU22B)	Indian Music (Classical) *	3
MUSC 2502 (MU25B)	Jazz Theory II	3
MUSC 2002MU20B	Pan Theory & Practice I	3
MUSC 2007 (MU)	Steel pan History and Development *	3
THEA 2011 (CA)	Critical Readings in Caribbean Arts and Culture II *	3
FOUN 1210 (FD12A)	Science, Medicine and Technology in Society	3

**LEVEL III  
SEMESTER I**

Course Code	Course Title	Number of Credits
MUSC 3003 (MU30C)	Arranging for Calypso Bands I	3
MUSC 3201 (MU32A)	Choral Arranging **	3
MUSC 3305 (MU33E)	Instrumental Music V *	3
MUSC 3501 (MU35A)	Music Education I **	3

**LEVEL III  
SEMESTER II**

Course Code	Course Title	Number of Credits
MUSC 3004 (MU30D)	Arranging for Calypso Bands II	3
MUSC 3102 (MU31B)	Choral Techniques **	3
MUSC 3103 (MU31C)	Steel Orchestral Techniques **	3
MUSC 3306 (MU33F)	Instrumental Music VI *	3
MUSC 3402 (MU34B)	Ethnomusicology III	3
MUSC 3502 (MU35B)	Music Education II **	3
FOUN 3099 (UC 300)	Caribbean Studies	6

or an equivalent course

- \* Compulsory course for Music Majors
- \*\* Compulsory for Music Teachers
- \*\*\* Highly Recommended Course

Courses are worth 3 credits except MUSC 1199, which is worth 6 credits

**SPECIAL CONSIDERATION FOR  
CERTIFICATE IN MUSIC GRADUATES**

Graduates of the Certificate in Music (Pan) programme who have gained at least a B+ (60% before 2005 / 63% from 2005) in the programme are granted second year status in the Degree (24 credits are carried over) are exempt from MUSC 1005 AND MUSC 2008 but still need to fulfil some Level I requirements: MUSC 1103 - MUSIC THEORY (IF STUDENTS DO NOT HAVE GRADE 8 MUSIC THEORY) AND MUSC 1104.

**MAJOR IN SPANISH**

**COURSE LISTING**

The Major shall consist of 36 credits in Spanish, 18 in Language and 18 in Literature.

**LEVEL I  
SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
SPAN 1001 (S15A)	Spanish Language I A	3
SPAN 1002 (S15B)	Spanish Language I B	3
SPAN 1699 (S160)	Introduction to Hispanic Literature (year-long)	6
LING 1005 (L10C)	Introduction to Language	3
FOUN 1001 (FD10A)	English for Academic Purposes	3
FOUN 1102 (FD11B)	Academic Writing for Different Disciplines	3

This course is strongly recommended for SINGLE majors as a prerequisite for L24D - Structure & Meaning in Literary Discourse and L27B - Point of View & Meaning in Literary Discourse

**LEVEL II  
SEMESTER I**

Course Code	Course Title	Number of Credits
SPAN 2501 (S25A)	Spanish Language II A	3
FOUN 1301 (FD13A)	Law, Governance, Economy and Society	3

**LEVEL II  
SEMESTER II**

Course Code	Course Title	Number of Credits
SPAN 2502 (S25B)	Spanish Language II B	3
FOUN 1210 (FD12A)	Science, Medicine and Technology in Society	3

**LEVEL III  
SEMESTER I**

Course Code	Course Title	Number of Credits
SPAN 3001 (S35A)	Spanish Language III A	3



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**LEVEL III  
SEMESTER II**

Course Code	Course Title	Number of Credits
SPAN 3002 (S35B)	Spanish Language III B	3
FOUN 3099 (UC 300) or an equivalent course	Caribbean Studies	6

12 additional credits (4 courses) 6 in Level II and 6 in Level III  
Hispanic Literature, among them at least 3 credits (1 course)  
with peninsular content.

Optional courses offered in the Hispanic literature programme  
with peninsular content:-

**SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
SPAN 2212 (S22L)	Hispanic Literary Culture	3
SPAN 2604 (S26D)	Women in Hispanic Literature	3
SPAN 2605 (S26E)	Existentialism in Hispanic Literature	3
SPAN 3204 (S36B)	Cervantes	3
SPAN 3603 (S36C)	Hispanic Drama	3
SPAN 2603 (S26C)	Death as a Recurrent Theme in Hispanic Literature	3

Other optional courses offered in the Hispanic literature  
programme:-

**SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
SPAN 2301 (S23A)	Twentieth Century Spanish American Poetry	3
SPAN 2302 (S23B)	Twentieth Century Spanish American Narrative	3
SPAN 2601 (S26A)	Civilisation and Barbarism in Latin American Literature	3
SPAN 2602 (S26B)	Marvellous Realism in Spanish American Writing	3
SPAN 2713 (S27M)	Twentieth Century Mexican Literature and Culture	3
SPAN 2817 (S28Q)	Twentieth Century Literature of Colombia and Central America	3
SPAN 3301 (S33A)	Issues in Contemporary Cuban Culture	3
SPAN 3303 (S33C)	Twentieth Century Argentine Literature	3
SPAN 3604 (S36D)	Major Latin American Writers	3
SPAN 3703 (S37C)	The New Spanish American Novel	3
SPAN 3705 (S37E)	Contemporary Venezuelan Theatre	3
SPAN 3706 (S37F)	Spanish Caribbean Literature	3
SPAN 3901 (S39A)	Social and Political Issues in Contemporary Spanish American Film and Narrative	3

Optional courses offered in the Spanish language programme:-

**SEMESTER I AND SEMESTER II**

Course Code	Course Title	Number of Credits
SPAN 2101 (S21A)	History of the Spanish Language I	3
SPAN 2102(S21B)	History of the Spanish Language II	3
SPAN 2202 (S22B)	Culture and Society in Latin America	3
SPAN 3502(S30B)	Business Spanish	3

**MAJOR IN THEATRE ARTS**

**COURSE LISTING**

(36 Credits)

The number of credits required to graduate with a 'Major' theatre arts degree is a minimum of 36 credits (12 courses) in theatre arts. Part-time students may register for up to six courses per academic year, (three (3) per semester) while full-time students register for 10–12 courses per academic year (five (5) or six (6) per semester). Courses are open to all students.

**LEVEL I  
SEMESTER I**

Course Code	Course Title	Number of Credits
LITS 1201 (CA12A)	Elements of Drama (Also offered in Semester II) *	3
THEA 1203 (CA12C)	Production I A *	3
THEA 1303 (CA13C)	Caribbean Dance	3
THEA 1004 (CA)	Introduction to Cultural Research Methods	3
FOUN 1001 (FD10A)	English for Academic Purposes	3

**LEVEL I  
SEMESTER II**

Course Code	Course Title	Number of Credits
LITS 1202 (CA12A)	Elements of Drama (Evening)	3
THEA 1204 (CA12D)	Production I B *	3
THEA 1205 (CA12E)	Western Theatre History *	3
THEA 1216 (CA12P)	Performance I *	3
THEA 1003 (CA12)	Caribbean Dance II	3
THEA 1004 (CA)	Introduction to Cultural Research Methods *	3
FOUN 1102 (FD11B)	Academic Writing for Different Disciplines	3

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**LEVEL II  
SEMESTER I**

Course Code	Course Title	Number of Credits
THEA 2208 (CA22H)	Performance II	3
THEA 2206 (CA22F)	Directing I *	3
THEA 2299 (CA 220)	Production II *	3
THEA 2007 (CA)	Festivals, Drama and Society *	3
THEA 2208 (CA22)	Modern Theatre	3
THEA 2010 (CA)	Critical Readings in Caribbean Arts and Culture I *	3
FOUN 1301 (FD13A)	Law, Governance, Economy and Society	3

**LEVEL II  
SEMESTER II**

Course Code	Course Title	Number of Credits
THEA 2207 (CA22G)	Caribbean Drama *	3
THEA 2299 (CA 220)	Production II *	3
THEA 2011 (CA)	Critical Readings in Caribbean Arts and Culture II *	3
FOUN 1210 (FD12A)	Science, Medicine and Technology in Society	3

**LEVEL III  
SEMESTER I**

Course Code	Course Title	Number of Credits
THEA 3101 (CA31C)	Asian & African Theatre	3
THEA 3203 (CA32C)	Directing II	3
THEA 3301 (CA33A)	Theory & Practice of Educative Theatre I *	3

**LEVEL III  
SEMESTER II**

Course Code	Course Title	Number of Credits
THEA 3204 (CA32D)	Playwriting	3
THEA 3205 (CA32E)	Seminars in Contemporary Theatre *	3
THEA 3302 (CA33B)	Theory & Practice of Educative Theatre II	3
THEA 3307 (CA33G)	Caribbean Performance	3
FOUN 3099 (UC 300)	Caribbean Studies	6
or an equivalent course		

\* Compulsory courses for Theatre Arts Major. Courses are worth 3 credits except THEA 2299 which is worth 6 credits

**SPECIAL IN VISUAL ARTS**

**COURSE LISTING**

(54 Credits)  
The number of credits required to graduate with a special visual arts degree is a minimum of 54 credits (18 courses) in visual arts. Part-time students may register for up to six courses per academic year, (three (3) per semester), while full-time students register for ten-twelve (10–12) courses per academic year five (5) or six (6) per semester. Courses are open to all students.

**LEVEL I  
SEMESTER I**

Course Code	Course Title	Number of Credits
VART 1102 (CA11B)	Art & Society	3
VART 1401 (CA14A)	Design Fundamentals	3
CART 1501 (CA15A)	Drawing Introductory Techniques	3
FOUN 1001 (FD10A)	English for Academic Purposes	3

**LEVEL I  
SEMESTER II**

Course Code	Course Title	Number of Credits
VART 1001 (CA10A)	Visual Arts and Communication Studies	3
VART 1402 (CA14B)	Colour Design & Method	3
VART 1403 (CA14C)	Material Design & Method	3
FOUN 1102 (FD11B)	Academic Writing for Different Disciplines	3

**LEVEL II  
SEMESTER I**

Course Code	Course Title	Number of Credits
VART 2023 (CA20W)	Design Studio I	3
VART 2123 (CA21W)	Art in Context I OR	3
VART 2323 (CA23W)	Film & Video I	3
VART 2223 (CA22W)	Art Studio I	3
FOUN 1301 (FD13A)	Law, Governance, Economy and Society	3

**LEVEL II  
SEMESTER II**

Course Code	Course Title	Number of Credits
VART 2024 (CA20X)	Design Studio II	3
VART 2124 (CA21X)	Art in Context OR	3
VART 2324 (CA23X)	Film & Video II	3
VART 2224 (CA22X)	Art Studio II	3
FOUN 1210 (FD12A)	Science, Medicine and Technology in Society	3

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**LEVEL I11  
SEMESTER I**

Course Code	Course Title	Number of Credits
VART 3099 (CA300)	Design Studio III	3
VART 3199 (CA320)	Art in Context	3
VART 3399 (CA330)	Film & Video III OR	3
VART 3299 (CA310)	M Art Studio III	3
FOUN 3099 (UC 300)	Caribbean Studies	6

or an equivalent course

**MINORS**

Students need not declare a minor. However, students will at the end of the degree programme be certified as attaining a minor in a particular discipline where they have obtained at least 15 credits from Level II and III courses in that discipline.

**MINOR IN COMMUNICATION STUDIES**

**COURSE LISTING**

**LEVEL  
SEMESTER**

Course Code	Course Title	Number of Credits
COMS 2001 (CM 20A)	Communication Studies	3
COMS 2002 (CM20B)	Communication Analysis	3
COMS 2102 (CM21A)	Oral Communication	3
COMS 2102 (CM21B)	Written Communication	3
COMS 3099 (CM300)	Language and Communication	

Seminar 6 (year-long course)

or any other two Level II/III Communication Studies courses

**MINOR IN CULTURAL STUDIES**

**COURSE LISTING**

**LEVEL  
SEMESTER**

Course Code	Course Title	Number of Credits
ECON 3810 (EC38J)	Economics of Culture	3
THEA 2010 & THEA 2011	Critical Readings in Caribbean Arts and Culture I & II	3
CANV 2012	Enterprise Internships in the Arts	3
CANV 3499 (CA 340)	Festival Project	3

Level I pre-requisite is THEA 1004 Introduction to Cultural Research Methods

**MINOR IN EDUCATION**

Any five (5) three-credit courses (15 credits) chosen courses available in that semester.

**MINOR IN FRENCH  
(FOR HUMANITIES STUDENTS)**

**COURSE LISTING**

**LEVEL  
SEMESTER**

Course Code	Course Title	Number of Credits
FREN 1599 (F150)	Introduction to Literature in French - (Prerequisite)	6
FREN 1401/FREN 1402 (F14A/B)	French Language I -(Prerequisite)	6
FREN 2401/FREN 2402 (F24A/B)	French Language II	6
FREN 3401 (F34A/B)	French Language III	6

Any LEVEL II/III French Literature Course - 3 credits or F26L or F20B

**MINOR IN FRENCH  
(FOR NON-HUMANITIES STUDENTS)**

**COURSE LISTING**

**LEVEL  
SEMESTER**

Course Code	Course Title	Number of Credits
FREN 1401/FREN 142 (F14A/B)	French Language I - (Prerequisite)	6
FREN 2401/FREN 2402 (F24A/B)	French Language II	6
FREN3401 (F34A/B)	French Language III	
FREN 2002 (F20B)	Business French	
or F26L -	Francophone Culture (Prerequisite: Pass in F24A)	6

OR ANY LEVEL II/III LITERATURE COURSE\*  
\* N.B. F150 is required as a prerequisite for all Literature courses.

### MINOR IN GENDER STUDIES

#### COURSE LISTING

**Note:** AR11C Introduction to Women's Studies: Theoretical Concepts and Sources of Knowledge is a Level I prerequisite for this Minor.

Five Level II/III courses - 3 credits each (15 credits) comprising the following:

#### LEVEL II/III SEMESTER

Course Code	Course Title	Number of Credits
GEND 1103 (AR11C)	Introduction to Women's Studies (Level I prerequisite)	3
SOCI 3031 (SY37G)	Sex, Gender and Society: Sociological Perspectives	3
GEND 2203 (AR22C)	Feminist Theoretical Frameworks	3

Plus three (3) other approved gender-related courses from among the following:

#### LEVEL SEMESTER

Course Code	Course Title	Number of Credits
LITS 2502 (E25M)	Caribbean Women Writers	3
SPAN 2604 (S26D)	Women in Hispanic Literature	3
HIST 3003 (H30C)	Women and Gender in the History of the English-speaking Caribbean	3
LITS 2107 (E21G)	African Diaspora Women's Narrative	3
LITS 3702 (E37B)	African-American Women Writers	3
LING 2501 (L25A)	Language, Gender and Sex	3
THEO 3301 (T33A)	The Women's Movement and Theology	3
AGEX 3003 (AX39A)	Gender Issues in Agriculture	3
FREN 2607 (F26H)	French Caribbean Women Writers	3
GENS 3260 (NS21B)	Gender and Science	4

Or any other approved gender-related course.

### MINOR IN HISTORY

A minimum of five (5) History courses (15 credits) taken from among Level II and Level III courses, of which at least two (2) must be Level III courses.

### MINOR IN LINGUISTICS

Persons proposing a Linguistics Minor should discuss their options with the Linguistics Coordinator who will help them to work out a compatible set of courses, applicable to their own particular specialisation and interests. A combination of Linguistics and Communication courses may be allowed in particular circumstances.

### MINOR IN LITERATURES IN ENGLISH

A minimum of five (5) English courses (15 credits) including one (1) course in Shakespeare, one (1) course in West Indian Literature, and three (3) other courses at Level II/III

Students please note that courses with incomplete codes are new courses that were not assigned codes in time for this publication. Please visit the Centre for Creative and Festival Arts for the complete codes. Thank You!

### MINOR IN MUSIC

#### COURSE LISTING

At least 15 credits (5 courses) from music courses at Levels II and III are required, four courses of which are to be chosen from the following:

#### LEVEL

#### SEMESTER

Course Code	Course Title	Number of Credits
MUSC 2005 (MU 20E)	Instrumental Music III	3
CANV 2702 (CA 27B)	Trinidad Calypso: History, Development and Meaning	
MUSC 2008 (MU)	Steel pan History and Development	3
ECON 3810 (EC 38J)	Economics of Culture	
MUSC 3103 (MU 31C)	Steel Orchestral Techniques	3
MUSC 3501 (MU 35A)	Music Education I	3

and any other level II or III music course

### MINOR IN SPANISH

#### COURSE LISTING

#### LEVEL SEMESTER

Course Code	Course Title	Number of Credits
SPAN 1699 (S160)	Introduction to Hispanic Literature - (Prerequisite)	6
SPAN 1001/SPAN 1002 (S15A/B)	Spanish Language I - (Prerequisite)	6
SPAN 2001/SPAN 2002 (S25A/B)	Spanish Language II	6
SPAN 3001/SPAN 3002 (S35A/B)	Spanish Language III	6

One other Course in Hispanic Literature - 3 credits

### MINOR IN SPEECH-LANGUAGE PATHOLOGY

A joint programme of the Faculty of Humanities and Education and the Faculty of Medical Sciences.

(This full programme may also be taken as a Certificate programme.)

#### COURSE LISTING

Prerequisites for the Minor are:

##### LEVEL

##### SEMESTER

Course Code	Course Title	Number of Credits
MDSC 1003 (MD10C)	Introduction to Audiology	3
MDSC 1004 (MD10D)	Introduction to Anatomy and Physiology	3
LING 1001 (L10A)	Introduction to Phonetics and Phonology	3

The Minor shall consist of 15 credits as follows:

##### LEVEL

##### SEMESTER

Course Code	Course Title	Number of Credits
LING 2101 (L21A)	Language Acquisition	3
LING 2105 (L21E)	Language Development & Disabilities	3
EDSE 6213 (ED62M)	Introduction to Special Education	4
LING 2006 (L20F)	Speech and Hearing Science	3
MDSC 2003 (MD20C)	Clinical Management	3

### MINOR IN THEATRE ARTS

A minimum of five (5) Theatre courses (15 credits) taken from among Level II and Level III courses, including one (1) in Theatre History, one (1) in Directing or Production, and one (1) in Educational Theatre.

### CENTRE FOR LANGUAGE LEARNING (CLL)

The Centre for Language Learning is staffed by three full-time lecturers and numerous part-time foreign language tutors.

Courses are offered in:

- ARABIC: Levels IA, IB and IIA
- CHINESE: Levels IA, IB, IIB and IIC
- FRENCH: Levels IA, IB, IIA, IIB, IIC, IIIA and IIIB
- GERMAN: Levels IA, IB, IIA, IIB, IIC
- HINDI: Levels IA, IB
- ITALIAN: Levels IA, IB
- JAPANESE: Levels IA, IB and IIA
- PORTUGUESE: Levels IA and IB
- SPANISH: Levels IA, IB, IIA, IIB, IIC, IIIA and IIIB
- YORUBA: Levels IA and IB

A Certificate of Proficiency is awarded upon successful completion of each Level. At the moment credit for these courses is under discussion

A full description of the course offerings is available in a separate handbook produced by the Centre for Language Learning.

#### PRIZES:

Level I Chinese, French, German, Hindi, Italian, and Japanese  
Level II French, German, Hindi and Spanish  
Level III French and Spanish

The English as a Foreign Language (EFL) Programme is now offered at the Centre for Language Learning

#### ENGLISH AS A FOREIGN LANGUAGE (EFL)

What We Offer:-

#### GENERAL ENGLISH

These courses involve fifteen (15) hours of classes per week for a period of ten weeks. A skills-based syllabus is employed, where the grammar component receives the most weighting, with remaining hours devoted to receptive and productive skills (Listening, Speaking, Reading and Writing). Two hours of pronunciation are also included per week.

Students are placed in levels according to scores obtained in a placement test.

#### ENGLISH FOR THE WORKING WORLD (SUBJECT TO DEMAND)

This course is designed for Intermediate/Advanced non-native speakers of English. Its aim is to equip participants with English language communication skills necessary for successful interaction in an English-medium working environment. It is limited to the office or business setting, but endeavours to cover typical working situations.

#### LANGUAGE THROUGH LITERATURE (SUBJECT TO DEMAND)

This is a course for upper intermediate/advanced non-native speakers of English. Language is explored through the writings of Anglophone writers from the Caribbean and further afield.

#### **TOEFL PREPARATION OPTION (SUBJECT TO DEMAND)**

The TOEFL (Test of English as a Foreign Language) Preparation Option offered at UWI is a course designed to prepare students for the TOEFL test, conducted by the Educational Testing Service. Emphasis is placed on the components of the TOEFL examination, namely listening, speaking, reading and writing. Test-taking strategies are underscored. Special attention is given to developing students' range of vocabulary.

#### **EFL COURSES**

##### **GENERAL ENGLISH**

##### **PRE-INTERMEDIATE**

**PRE-REQUISITES:** Satisfactory score on placement test and successful completion of a General English course at Elementary level.

**Course Objectives:** By the end of the course, students will be able to: demonstrate usage and comprehension of basic grammar, e.g. simple use of present, past and future tenses; communicate in survival situations within a limited creative capacity; initiate conversation on familiar topics, such as weather, family, occupation and health; discuss past and future activities; make brief oral presentations; write longer personal letters and simple business letters; summarise short selections of text.

##### **GENERAL ENGLISH**

##### **INTERMEDIATE COURSE:**

**PRE-REQUISITES:** Satisfactory score on placement test and successful completion of a General English course at Pre-Intermediate level.

**Course Objectives:** By the end of the course, students will be able to: demonstrate accurate usage and comprehensive of a range of grammar appropriate to functional competence; converse easily on everyday topics, such as politics and social issues, but within a limited range of style and statement; hold conversation and understand extended spoken discourse; write coherent paragraphs; understand and demonstrate knowledge of writing as a process; compose a variety of correspondence including cover letters, letters of complaint and personal letters; make extended oral presentations; paraphrase selections of text.

##### **GENERAL ENGLISH**

##### **UPPER INTERMEDIATE COURSE**

**PRE-REQUISITES:** Satisfactory score on placement test and successful completion of a General English course at Intermediate level.

**Course Objectives:** By the end of the course, students will be able to: demonstrate a high level of grammatical competence; participate in formal discussions, such as debates and business negotiations; narrate stories; understand printed text; write essays in expository styles, such as definition and comparison and contrast, within a range appropriate to this level; take notes at lectures and seminars.

#### **GENERAL ENGLISH**

##### **ADVANCED COURSE**

**PRE-REQUISITES:** Satisfactory score on placement test and successful completion of a General English course at Upper Intermediate level.

**Course Objectives:** By the end of the course, students will be able to: demonstrate excellent command and accuracy of grammatical structures and functional language; communicate fluently and accurately with native speakers, both in professional and academic situations; deliver extended oral presentations and facilitate post-presentation question-and-answer sessions; understand the dynamics of public speaking and deliver speeches; interpret and write reports on statistics, conduct field research on a small scale and report findings in appropriate register; understand English varieties other than Standard English, including Trinidadian Creole English.

#### **ENGLISH FOR THE WORKING WORLD**

##### **INTERMEDIATE/ADVANCED**

**THIS COURSE IS DESIGNED FOR INTERMEDIATE/ADVANCED NON-NATIVE SPEAKERS OF ENGLISH.**

**PRE-REQUISITES:** Satisfactory score on placement test

**Course Objectives:** On completion of the course, students should be able to: prepare a range of business-related correspondence; converse appropriately both face to face and on the phone; conduct themselves appropriately in formal business settings for the purposes of presentation, negotiation and description of trends; conduct themselves appropriately in a variety of interview settings; show keen awareness of inter-cultural business dynamics.

**Course Content:** Résumé preparation; interviewing skills; business correspondence; inter-cultural relations; interpersonal skills; telephone calls; making effective presentations; effective meetings; language of negotiations, business and press; analysing statistics and describing trends; dealing with promotion, termination and resignation.

#### **LANGUAGE THROUGH LITERATURE**

**PRE-REQUISITES:** Satisfactory score on placement test and successful completion of a General English course at Upper Intermediate level.

**Course Objectives:** At the end of the course non-native speakers of English should be able to do the following: read and comprehend a range of prose, poetry and drama text; analyse and appreciate the language used to explore the themes of each text; apply the knowledge thus gained of language structure and vocabulary to the tasks of writing and discussion on the themes presented in the texts.

**ATTENTION ALL CLL STUDENTS**

In the academic year 2004-2005 the University implemented a new computerised student administration system across the three campuses – THE BANNER STUDENT ADMINISTRATION SYSTEM (SAS).

To facilitate this new system, new course codes are being introduced and some course titles are being changed.

Students are asked to note that both the OLD codes and the NEW codes will be published in the Faculty Brochures and on the Web and displayed as follows:

Old Code	(New Code)	Title
H 17C	(HIST 1703)	Introduction to History
EC 20A	(ECON 2000)	Intermediate Microeconomics 1

**CENTRE FOR CREATIVE AND FESTIVAL ARTS  
CERTIFICATE PROGRAMMES**

**CERTIFICATE IN DANCE AND DANCE EDUCATION**

**COURSE LISTING**

**LEVEL I**

**SEMESTER I**

Course Code	Course Title	Number of Credits
DANC 0801 (CA48A)	Caribbean Dance History	2
DANC 0802 (CA48B)	Caribbean Folk Dance	2
DANC 0803 (CA48C)	Dance Education I	2
THEA 0601 (CA46A)	Caribbean Lab	2

**LEVEL I**

**SEMESTER II**

Course Code	Course Title	Number of Credits
DANC 0804 (CA48D)	Fundamentals of Choreography	2
DANC 0805 (CA48E)	Teaching Methodology	2
DANC 0806 (CA48F)	Dance Technique (Performance)	2
DANC 0807 (CA48G)	Dance Education II	2

**LEVEL**

**SEMESTER I (SEPTEMBER TO DECEMBER)**

Course Code	Course Title	Number of Credits
DANC 0808 (CA48H)	Final Research Project	2
DANC 0809 (CA 48I)	Teaching Practice	2

**CERTIFICATE IN DANCE AND DANCE  
EDUCATION**

**COURSE DESCRIPTIONS**

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: DANC 0801 (CA48A)**

**COURSE TITLE: CARIBBEAN DANCE HISTORY**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: NONE**

**Course Description:** The history and social behaviours of the Caribbean people are encapsulated in the folk dances of the region. This course will examine the process of acculturation and syncretism through the development of the works of the region's dance pioneers and practitioners, including those of the French, Spanish and Dutch Caribbean.

**Course Objectives:**

On completion of this course the student will be able to understand

- The historical development of Caribbean dance
- The development of dance within a social context
- Defining Caribbean aesthetics in the dance
- The region's dance pioneers and practitioners relationship and impact on the society.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: DANC 0802 (CA48B)**

**COURSE TITLE: CARIBBEAN FOLK DANCE**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: NONE**

**Course Description:** This course will examine the general history of the Caribbean region while exploring movement associated with Caribbean dance forms. It will also examine the accompanying folk songs, chants and the basic drum rhythms. Study will focus on traditional and folklore, performance, ritual and drama/mime as they relate to the dance in a Caribbean context.

**Course Objectives:**

On completion of this course the student will be able to

- understand the historical variances pertaining to Caribbean dance
- demonstrate elements and skills pertaining to Caribbean dance
- identify the characteristics, style and vocabulary of dance from the Caribbean
- apply various rhythms and music to different forms of dance in the Caribbean

**Assessment:**

Coursework 100%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: DANC 0803 (CA48C)**

**COURSE TITLE: DANCE EDUCATION I**

**CREDITS: 2**

**PREREQUISITES: NONE**

**Course Description:** This course introduces students to a theoretical basis for dance education and offers them an understanding of the practice and the theories of dance education. The course emphasis is on understanding the principals and concepts applied to dance and the historical, social and cultural importance of dance forms. Creative movement for primary school children is explored.

**Course Objectives:**

On completion of this course the student will be able to

- effectively use and integrate dance as a teaching tool in the classroom for children aged 3 to 11 years
- apply the theories of dance education to their teaching practice
- demonstrate strategies and techniques to facilitate creative movement

**Assessment:**

Coursework 60%  
Examination 40%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: THEA 0601 (CA46A)**

**COURSE TITLE: CARIBBEAN LAB**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: NONE**

**Course Description:** A shared, cross-disciplinary course for students in all certificates in creative arts. This course explores the cultural, intellectual and ecological heritage of the Caribbean. Students are challenged to:

- a. work in an inter-disciplinary form and experiment with other art forms;
- b. articulate their own position in the continuum of Caribbean creativity;
- c. take artistic risks.

Course activity involves participation in lectures, fieldtrips, research and presentations. Much of the work of the course is undertaken in inter-disciplinary groups.

**Assessment:**

Coursework 100%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: DANC 0804 (CA48D)**

**COURSE TITLE: FUNDAMENTALS OF CHOREOGRAPHY**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: NONE**

**Course Description:** This course will explore the fundamentals of dance composition and the choreographic process with an emphasis on the dynamics of movement. The study and application of costume, makeup, masks, lighting, scenery, and stage management for a dance production will be investigated.

**Course Content:**

- Movement exploration and organization
- Dance improvisation
- Principals, process and structure of choreography
- Relationship between dance and other production elements (costume, lighting, scenery, etc.)

**Assessment:**

Coursework 100%



**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: DANC 0805 (CA48E)**

**COURSE TITLE: TEACHING METHODOLOGY**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: NONE**

**Course Description:** This course introduces students to the basic strategies in teaching dance in Education. The course places emphasis on understanding the principals and concepts applied to the methods of teaching and prepares the student for teaching practice in Semester III. Lesson plans will be structured to reflect the length of the lessons using the following descriptions:

- |                    |             |               |
|--------------------|-------------|---------------|
| • Infants          | 15-20 mins. | 4-6 yrs       |
| • Juniors          | 20-30 mins. | 6-9 yrs       |
| • Seniors & Form I | 30-40 mins. | 9-12 yrs      |
| • Form II and up   | 60-80 mins. | 12 yrs and up |

Course Objectives:

On completion of this course the student will be able to

- create a scheme of work for one term (3 months)
- prepare three units, one for each month
- prepare lesson plans for each unit

**Assessment:**

Coursework	100%
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**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: DANC 0806 (CA48F)**

**COURSE TITLE: DANCE TECHNIQUE (PERFORMANCE)**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: NONE**

**Course Description:** This course will introduce exercises that will strengthen the student's technical skills and give clarity to the movements of the various Caribbean dance forms. Emphasis will be placed on the importance of good rehearsal and performance techniques as well as the health and care of the dancer's instrument (the body).

Course Objectives:

On completion of this course the student will be able to

- Develop a high level of technical proficiency
- Appreciate the benefits of adopting effective lifelong eating habits
- Identify the causes and care of common dance injuries

**Assessment:**

Coursework	100%
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**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: DANC 0807 (CA48G)**

**COURSE TITLE: DANCE EDUCATION II**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: NONE**

**Course Description:** Students will be introduced to the literacy of the language of dance in order to use this natural facility as a means of communication and self-expression. An awareness of the movement of the body and an exploration that promotes a recognition and appreciation of dance in various cultures in order to gain the skills and knowledge to incorporate dance elements into drama and theatre projects, as well as other disciplines.

**Course Objectives:** On completion of this course the student will be able to

- establish aesthetic criteria and apply it in evaluating a dance work
- develop the ability to recognise clarity of execution and effectiveness of projection in dance presentations
- effectively use dance in the classroom for young people aged 11 to 16 years.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL:**

**SEMESTER: I (SEPTEMBER TO DECEMBER)**

**COURSE CODE: DANC 0808 (CA48H)**

**COURSE TITLE: FINAL RESEARCH PROJECT**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: NONE**

**Course Description:** Students will devise and present a project of their choice based on research of traditional dance styles. This may be achieved through affiliation with a Dance Company or Choreographer, or through original research in the field. Research findings will then be applied to Dance Education principles and will be documented and evaluated by the student under the supervision of the tutor.

**Assessment**

Coursework	100%
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**LEVEL:**

**SEMESTER: I**

**COURSE CODE: DANC 0809 (CA48I)**

**COURSE TITLE: TEACHING PRACTICE**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: NONE**

**Course Description:** This course will enable the teacher to apply the theories of Dance Education and Teaching Methodology to the curriculum at both Primary and Secondary schools over the course of one semester.

Teachers will be required to develop their respective units and lesson plans for assessment and implementation. This aspect of the Dance and Dance Education programme will be individually supervised.

**Assessment:**

Coursework	100%
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**CERTIFICATE IN MUSIC (PAN)**

Students please note that courses with incomplete codes are new courses that were not assigned codes in time for this publication. Please visit the Centre for Creative and Festival Arts for the complete codes. Thank You!

**COURSE LISTING**

**LEVEL I**

**SEMESTER I**

Course Code	Course Title	Number of Credits
MUSC 0001 (MU40A)	General Musicianship I	2
MUSC 0101 (MU41A)	Musicology I	3
MUSC 0201 (MU42A)	Applied Music I	2
THEA 0601 (CA46A)	Caribbean Lab	2

**LEVEL I**

**SEMESTER II**

Course Code	Course Title	Number of Credits
MUSC 0002(MU40B)	General Musicianship II	2
MUSC 0202 (MU42B)	Applied Music II	2
MUSC 1003	Introduction to World Music	2
MUSC 2007	Steel pan History and Development	2

**LEVEL II**

**SEMESTER I**

Course Code	Course Title	Number of Credits
MUSC 0005 (MU40E)	General Musicianship III	2
MUSC 0206 (MU42F)	Applied Music III	2
MUSC 0602 (MU46B)	Introduction to Music Learning	2
MUSC 2008	Practical Ear Training	3

**LEVEL II**

**SEMESTER II**

Course Code	Course Title	Number of Credits
MUSC 0207 (MU42G)	Applied Music IV	2
MUSC 0604 (MU46D)	General Music Methods	2
MUSC 2009	Fundamentals of Pan Arranging	3
MUSC 2010	Music Literature of the Steel pan	3

Students are required to complete all the courses listed below in order to be granted the Certificate in Music (Pan).

**CERTIFICATE IN MUSIC (PAN)**

**COURSE DESCRIPTIONS**

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: MUSC 0001 (MU40A)**

**COURSE TITLE: GENERAL MUSICIANSHIP I**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: GRADE 3 MUSIC THEORY OR PRACTICAL**

This course consists of three components (i) aural skills, (ii) vocal sight reading, (iii) music theory. The main objective is true music literacy – to ‘hear’ with one’s eyes and to ‘see’ with one’s ears. Developing these skills is a long process but by the end of the course, students should have some ability to sight read a melody without needing to play it on an instrument and conversely to recognize and notate brief melodic phrases, intervals, rhythm patterns and scales as they are being played.

**Course Description:** (the theory component begins with a consolidation of previous knowledge)

Discrimination and dictation exercises in rhythm patterns up to sub-divisions in simple time, discrimination and dictation exercises in melodic patterns of limited range (pentatonic and diatonic), sight reading rhythm patterns in simple time and pitch patterns in pentatonic and major keys, new clefs and pitch registers, transposition: distance of one octave upwards or downwards, scales: new including pentatonic and whole tone, major and minor triads and intervals, duration: all notes and rests (divisions, subdivisions, beaming (groups) of notes, simple time with minim, crotchet and quaver beats

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: MUSC 0101 (MU41A)**

**COURSE TITLE: MUSICOLOGY I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This is a survey of Western “European” Art music literature and history from antiquity to the 20<sup>th</sup> century and an overview of Indian Classical music history and theory.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: MUSC 0201 (MU42A)**

**COURSE TITLE: APPLIED MUSIC I**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This course consists of four components: pan lessons, pan ensemble, music reading on pan and at least one secondary instrument: voice or piano or tabla.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: THEA 0601 (CA46A)**

**COURSE TITLE: CARIBBEAN LAB**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** A shared, cross-disciplinary course for students in all certificates in creative arts. This course explores the cultural, intellectual and ecological heritage of the Caribbean. Students are challenged to:

- a. work in an inter-disciplinary form and experiment with other art forms;
- b. articulate their own position in the continuum of Caribbean creativity;
- c. take artistic risks.

Course activity involves participation in lectures, fieldtrips, research and presentations. Much of the work of the course is undertaken in inter-disciplinary groups.

**Assessment:**

Coursework	100%
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**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: MUSC 0002 (MU40B)**

**COURSE TITLE: GENERAL MUSICIANSHIP II**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: MUSC 0001**

This is a continuation of MUSC 0001 and also consists of three components (i) aural skills, (ii) vocal sight reading, (iii) music theory. By the end of both courses, students should be competent at reading and writing rhythm patterns (up to subdivisions) in simple time and compound time as well as melodic patterns in pentatonic, diatonic, major and minor keys.

**Course Description:** Sight reading rhythm in compound time and pitch patterns including minor keys, discrimination and dictation exercises (in rhythm, melody, intervals, scales, chords), transcriptions and transposition exercises (open and short score), augmented and diminished triads and compound intervals, chords: analysis and labeling, completing SATB, compound time

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: MUSC 0202 (MU42B)**

**COURSE TITLE: APPLIED MUSIC II**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This course follows on from Applied Music I and consists of four components: pan lessons, pan ensemble, sight reading on pan and at least one secondary instrument: voice or piano or tabla.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I NOT OFFERED IN 2005/2006 TO CHANGE**

**SEMESTER: II**

**COURSE CODE: MUSC 1201 (MU12A)**

**COURSE TITLE: ETHNOMUSICOLOGY I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This is an introduction to the foundations of ethnomusicology and the application of selected theories to the development of the steel pan.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I NOT OFFERED IN 2005/2006 TO CHANGE**

**SEMESTER: II**

**COURSE CODE: MUSC 2404 (MU24D)**

**COURSE TITLE: MUSICOLOGY II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This consists of a survey and musical analysis of selected, original, solo and orchestral music composed for the steel pan

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: MUSC 1003**

**COURSE TITLE: INTRODUCTION TO WORLD MUSIC**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Objectives:**

At the end of this course students will be able to

- aurally identify the origin of selected music excerpts from Africa, India, China, Japan, Indonesia and Brazil
- discuss the uses and functions of musics from these cultures
- define terminology used to describe musics from these societies
- describe musical characteristics that define the main music genres from these selected regions

**Course Description:**

- Folk music in a context of tradition and change
- Selected folk and traditional music of Africa, India, China, Japan, Indonesia, Brazil
- The roles and functions of music in such societies
- Music learning in a cross-cultural perspective

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: MUSC 2007**

**COURSE TITLE: STEEL PAN HISTORY AND DEVELOPMENT**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Objectives:**

At the end of this course students will be able to

- discuss the historical development of the steel pan from its pre-emancipation roots to the present day
- illustrate the pan's shifting socio-economic role in society
- detail the evolution of the acoustical qualities and physical properties of the pan family

**Course Description:**

- An overview of the various sagas about the pan's development including bamboo and early beating metal bands.
- A study of pan innovators, virtuosos, and innovations.
- The development of pan and its music decade by decade from the 1950s focussing on changes in playing techniques and early panorama arrangements.
- The historical place of governing bodies for pan.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: MUSC 0005 (MU40E)**

**COURSE TITLE: GENERAL MUSICIANSHIP III**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This consists of theory: diatonic, common-practice harmony, two-part counterpoint, further development of aural skills and vocal sight reading and conducting

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: MUSC 0206 (MU42F)**

**COURSE TITLE: APPLIED MUSIC III**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This course for Music Majors consists of pan lessons, pan ensemble, music reading on pan (where applicable) and secondary instrument (piano, voice, tabla).

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: MUSC 0602 (MU46B)**

**COURSE TITLE: INTRODUCTION TO MUSIC LEARNING**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This course consists of systematic approaches to music education such as Orff, Kodaly and Suzuki, a survey of learning theories in music including the theory of multiple intelligences and introduction to measurement and evaluation in music.

**Assessment:**

Coursework	100%
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**LEVEL: II NOT OFFERED IN 2006/2007**

**SEMESTER: I**

**COURSE CODE: MUSC 2003 (MU20C)**

**COURSE TITLE: PAN ARRANGING, PART I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Topics covered include a comparison of the ranges and roles of the various symphony orchestral instruments and those of the steel orchestra, techniques used in adapting classical compositions for pan, the use of the pan in combination with other instruments.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: MUSC 2008**

**COURSE TITLE: PRACTICAL EAR TRAINING**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: GENERAL MUSICIANSHIP II**

**Course Objectives:** By the end of this course students will be able to

- read at sight diatonic tonal structures and some limited chromatic structures.
- sight-read common rhythms with an emphasis on rhythm patterns common to the calypso, soca, and folk traditions of Trinidad and Tobago and the West Indian diaspora.
- write rhythmic and tonal patterns within the same music parameters.

**Methodology:**

Interactive sessions based on short explanations and demonstrations; performance of short music excerpts; guided listening and drills leading to audiation of various elements of music.

**Course Description:**

- Reading rhythm in simple, compound and asymmetrical metres including syncopation, changes of metre, division and subdivision of the beat.
- Melodic sight-reading in diatonic keys with some chromaticism.
- Discrimination exercises that emphasise listening and error detection.
- Drills of intervals, triads and harmonic identification.
- Dictation of melodies which include modulation to closely related keys; rhythm dictation; two-voice dictation; and harmonic dictation.
- Aural differentiation of major and minor melodies

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: MUSC 0207 (MU42G)**

**COURSE TITLE: APPLIED MUSIC IV**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This course for Music Majors consists of pan lessons, pan ensemble, music reading on pan (where applicable), improvisation on pan or secondary option.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II NOT OFFERED IN 2006/2007**

**SEMESTER: II**

**COURSE CODE: MUSC 0603 (MU46C)**

**COURSE TITLE: ETHNOMUSICOLOGY IIB**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** A comparative examination of musical genres emerging out of the Anglophone, Francophone and Hispanophone regions of the Caribbean. Genres such as Calypso, Chutney, Parang, Reggae, Cadance, Rara, Vodou, Rhumba and Merengue in the context of their historical, social and cultural bases will be analysed.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: MUSC 0604 (MU46D)**

**COURSE TITLE: GENERAL MUSIC METHODS**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This consists of foundations of music education and exploration of methods and materials for teaching pan in the music classrooms of Trinidad & Tobago.

**Assessment:**

Coursework	100%
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**LEVEL: II NOT OFFERED IN 2006/2007**

**SEMESTER: II**

**COURSE CODE: MUSC 2004 (MU20D)**

**COURSE TITLE: PAN ARRANGING II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course concentrates on strategies in arranging and scoring calypsos with emphasis on styles, strum patterns, variation in texture, use of the theme in mid-range or lower pans and other techniques used in arranging for steel bands.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: MUSC 2009**

**COURSE TITLE: FUNDAMENTALS OF PAN ARRANGING**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: GENERAL MUSICIANSHIP III**

**Course Description:**

- The role of the arranger
- Ranges of the steel pan family
- Roles and functions of each voice in the ensemble
- Arranging classical music, transposing and adapting techniques
- Arranging calypsos and an introduction to idiomatic writing for each instrument in the family
- Layering voices (frontline, midrange, bass)
- Strumming patterns and voicings, jazz nomenclature
- Use of chord progressions, techniques of re-harmonization
- Modulation devices
- Formal construction of an arrangement

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: MUSC 2010**

**COURSE TITLE: MUSIC LITERATURE OF THE STEEL PAN**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: STEEL PAN HISTORY AND DEVELOPMENT**

**Course Description:**

A variety of music scores will be examined ranging from music for solos, pan exam pieces, large and small ensembles, orchestral adaptations, test pieces, and panorama transcriptions.

Topics to be covered include:

- Instrumentation and scoring pan music in the 21<sup>st</sup> century
- Various approaches to technical studies and aspects of pan pedagogy including factors that constitute a good method book or video
- Teaching devices for pan: video, live performances, written and oral examples
- Chronological survey of music written for pan and copyright issues

**Assessment:**

Coursework	50%
Examination	50%

**CERTIFICATES IN THEATRE ARTS**

There are two certificate programmes in theatre arts:

- Practitioner's Certificate in Drama/Theatre-in-Education
- Certificate in Technical Theatre Production

**PRACTITIONER'S CERTIFICATE IN  
DRAMA/THEATRE-IN-EDUCATION**

**COURSE LISTING**

**LEVEL I**

**SEMESTER I**

Course Code	Course Title	Number of Credits
THEA 0501 (CA45A)	Strategies and Techniques of Drama/Theatre Teaching	2
THEA 0502 (CA45B)	Role Playing and Improvisation for Actor-Teachers and Team Teaching	2
THEA 0509 (CA45I)	Stagecraft	2
THEA 0601 (CA46A)	Caribbean Lab	2

**LEVEL I**

**SEMESTER II**

Course Code	Course Title	Number of Credits
THEA 0503 (CA45C)	Developmental Drama and Dance	2
THEA 0504 (CA45D)	Theatre for Children and Young People	2
THEA 0505 (CA45E)	Theatre-in-Education (TIE) and Educative Theatre	2
THEA 0506 (CA45F)	Final Project	2

**PRACTITIONER'S CERTIFICATE IN  
DRAMA/THEATRE-IN-EDUCATION**

**COURSE DESCRIPTIONS**

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: THEA 0501 (CA45A)**

**COURSE TITLE: STRATEGIES AND TECHNIQUES OF DRAMA/  
THEATRE-IN-EDUCATION**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This self-investigative course studies practically the methods and devices to realise the full potential of dramatic activity and to create significant experiences for participants and students.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: THEA 0502 (CA45B)**  
**COURSE TITLE: ROLE PLAY AND IMPOVISATION FOR ACTOR—TEACHERS AND TEAM- TEACHING**  
**NUMBER OF CREDITS: 2**  
**PREREQUISITES:**  
**Course Description:** This course prepares the participant for improvisation and role-play and develops creativity as well as the communications skills necessary for TIE productions.  
**Assessment:**  
 Coursework 100%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: THEA 0509 (CA45I)**  
**COURSE TITLE: STAGECRAFT**  
**NUMBER OF CREDITS: 2**  
**PREREQUISITES:**  
**Course Description:** The course will provide students with the fundamentals of stage management, set and costume design and make-up. Students will be equipped to handle these basic skills in school productions.  
**Assessment:**  
 Coursework 60%  
 Examination 40%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: THEA 0601 (CA46A)**  
**COURSE TITLE: CARIBBEAN LAB**  
**NUMBER OF CREDITS: 2**  
**PREREQUISITES:**  
**Course Description:** A shared, cross-disciplinary course for students in all certificates in creative arts. This course explores the cultural, intellectual and ecological heritage of the Caribbean. Course activity involves participation in lectures, fieldtrips, research and presentations. Much of the work of the course is undertaken in inter-disciplinary groups.  
**Assessment:**  
 Coursework 100%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: THEA 0503 (CA45C)**  
**COURSE TITLE: DEVELOPMENTAL DRAMA AND DANCE**  
**NUMBER OF CREDITS: 2**  
**PREREQUISITES:**  
**Course Description:** Alternative genres of group presentation and experiential dramatic experiences are studied: performance art, museum drama, celebration theatre, story theatre, theatre sports, puppetry and masks, dance drama, interpretive movement, etc.  
**Assessment:**  
 Coursework 100%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: THEA 0504 (CA45D)**  
**COURSE TITLE: THEATRE FOR CHILDREN AND YOUNG PEOPLE**  
**NUMBER OF CREDITS: 2**  
**PREREQUISITES:**  
**Course Description:** The theoretical and practical study of “audience-centred theatre activity”: its philosophy and method as well as the pedagogy and psychology of children’s and young people’s theatre and its audience.  
**Assessment:**  
 Coursework 100%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: THEA 0505 (CA45E)**  
**COURSE TITLE: THEATRE-IN-EDUCATION (TIE) AND EDUCATIVE THEATRE**  
**NUMBER OF CREDITS: 2**  
**PREREQUISITES:**  
**Course Description:** An introduction to Theatre-In-Education, tracing its routes to recent changes in both education and theatre, its relationship to pure theatre and its educational aims and assertions.  
**Assessment:**  
 Coursework 100%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: THEA 0506 (CA45F)**  
**COURSE TITLE: FINAL PROJECT**  
**NUMBER OF CREDITS: 2**  
**PREREQUISITES:**  
**Course Description:** Students will devise, justify and facilitate a Drama-In-Education or Theatre-In-Education project with a group of their choosing.  
**Assessment:**  
 Coursework 100%

**CERTIFICATE IN TECHNICAL THEATRE PRODUCTION**

**COURSE LISTING**

**LEVEL I  
SEMESTER I**

Course Code	Course Title	Number of Credits
THEA 0708 (CA 47H)	Stage Management	2
THEA 0709 (CA47I)	Scene and Costume Production I	2
THEA 0710 (CA47J)	Lighting and Sound Production	2
THEA 0601 (CA46A)	Caribbean Lab	2

**LEVEL I  
SEMESTER II**

Course Code	Course Title	Number of Credits
THEA 0711 (CA47K)	Production Management and Marketing	2
THEA 0712 (CA47L)	Scene and Costume Design II	2
THEA 0713 (CA47M)	Lighting Design	2
THEA 0714 (CA47N)	Sound Design	2

**CERTIFICATE IN TECHNICAL THEATRE PRODUCTION**

**COURSE DESCRIPTIONS**

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: THEA 0708 (CA47H)**

**COURSE TITLE: STAGE MANAGEMENT**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** The space, equipment, personnel and duties, from concept to final strike for a production, coordinated and executed by the Stage Management Team.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: THEA 0709 (CA47I)**

**COURSE TITLE: SCENE AND COSTUME PRODUCTION I**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** The fundamentals of scene design, its options, tools, construction and an introduction into the conceptualisation, design, construction and materials required for costume production.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: THEA 0710 (CA47J)**

**COURSE TITLE: LIGHTING AND SOUND PRODUCTION**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** The fundamentals of the production of lighting and sound (basic requirements, equipment and concepts) for a variety of styles and performance venues (theatre, music, visual arts, carnival arts).

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: THEA 0601 (CA46A)**

**COURSE TITLE: CARIBBEAN LAB**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This is a shared, cross-disciplinary course for students in all certificates in creative arts. This course explores the cultural, intellectual and ecological heritage of the Caribbean. Course activity involves participation in lectures, field trips, research and presentations. Much of the work of the course is undertaken in inter-disciplinary groups.

**Assessment:**

Coursework	100%
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**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: THEA 0711 (CA47K)**

**COURSE TITLE: PRODUCTION MANAGEMENT AND MARKETING**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** An introduction into the processes involved in the preparation into the execution of a production vis-à-vis the hiring, promotion, and management of the production, front-of-house, box office and PR personnel.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: THEA 0712 (CA47L)**

**COURSE TITLE: SCENE AND COSTUME DESIGN II**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** The practical application of scene and costume design (including properties, makeup and masks).

**Assessment:**

Coursework	60%
Examination	40%



UNDERGRADUATE REGULATIONS & SYLLABUSES 2006 - 2007  
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**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: THEA 0713 (CA47M)**

**COURSE TITLE: LIGHTING DESIGN**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** To design, create and execute plans that effectively illuminate a given production, incorporating a directorial concept.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: THEA 0714 (CA47N)**

**COURSE TITLE: SOUND DESIGN**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** The techniques and creative approaches to sound design, vis-à-vis the current problems and issues in the field of theatre and entertainment sound technology.

**Assessment:**

Coursework	60%
Examination	40%

**CERTIFICATE IN VISUAL ARTS**

**COURSE LISTING**

**LEVEL I**

**SEMESTER I**

Course Code	Course Title	Number of Credits
VART 0019 (CA40S)	Basic Design 1	2
VART 0119 (CA41S)	Certificate Workshop 1	2
VART 0219 (CA42S)	Certificate Drawing 1	2
THEA 0601 (CA46A)	Caribbean Lab	2

**LEVEL I**

**SEMESTER II**

Course Code	Course Title	Number of Credits
VART 0016 (CA40P)	Basic Design II	2
VART 0116 (CA41P)	Certificate Workshop II	2
VART 0216 (CA42P)	Certificate Drawing II	2
VART 0602 (CA46B)	Carnival and Spectacle	2

**LEVEL II**

**SEMESTER I**

Course Code	Course Title	Number of Credits
VART 0017 (CA40Q)	Basic Design. III	2
VART 0117 (CA41 Q)	Certificate Workshop III	2
VART 0217 (CA42Q)	Certificate Drawing III	2
VART 0603 (CA46C)	Artist Studio	2

**LEVEL II**

**SEMESTER II**

Course Code	Course Title	Number of Credits
VART 0018 (CA40R)	Basic Design IV	2
VART 0118 (CA41R)	Certificate Workshop IV	2
VART 0218 (CA42R)	Certificate Drawing IV	2
VART 0604 (CA46D)	Cultural Organisations	2

**CERTIFICATE IN VISUAL ARTS**

**COURSE DESCRIPTIONS**

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: VART 0019 (CA40S)**

**COURSE TITLE: BASIC DESIGN I**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This is an introduction to the elements of visual arts and involves work in various materials. It is aimed to develop skills and creative approaches to art expression and production.

**Assessment:**

Coursework Portfolio	100%
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**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: VART 0119 (CA41S)**

**COURSE TITLE: CERTIFICATE WORKSHOP I**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** An introduction to the techniques and methods of studio production in a variety of materials.

**Assessment:**

Coursework Portfolio	100%
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**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: VART 0219 (CA42S)**

**COURSE TITLE: CERTIFICATE DRAWING I**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** An introduction to drawing as the basis of all work in the Visual Arts.

**Assessment:**

Portfolio	100%
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**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: THEA 0601 (CA46A)**

**COURSE TITLE: CARIBBEAN LAB**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** A shared, cross-disciplinary course for students in all certificates in creative arts. This course explores the cultural, intellectual and ecological heritage of the Caribbean. Course activity involves participation in lectures, field trips, research and presentations. Much of the work of the course is undertaken in inter-disciplinary groups.

**Assessment:**

Coursework 100%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: VART 0016 (CA40P)**

**COURSE TITLE: BASIC DESIGN II**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This is a further introduction to the elements of visual arts. This course involves work in paper forms to develop skills and creative approaches to large-scale production.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: VART 0116 (CA41P)**

**COURSE TITLE: CERTIFICATE WORKSHOP II**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** An introduction to the techniques and methods of studio painting with a variety of materials. Students develop practices in the processes and presentation of artwork.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: VART 0216 (CA42P)**

**COURSE TITLE: CERTIFICATE DRAWING II**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** An introduction to drawing of the human figure.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: VART 0602 (CA46B)**

**COURSE TITLE: CARNIVAL AND CONTEMPORARY SPECTACLE**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** An introduction to the tradition of design in Carnival and a review of contemporary art and design issues.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: VART 0017 (CA40Q)**

**COURSE TITLE: BASIC DESIGN III**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This is an introduction to the structural concepts in 3-D design. The courses done over Semester I involve work in various materials and are aimed to develop skills and creative approaches to art expression and production.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: VART 0117 (CA41Q)**

**COURSE TITLE: CERTIFICATE WORKSHOP III**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** An introduction to the techniques and methods of studio production with: (i) Ceramic Design, (ii) Textile Design with weaving and screen-printing and (iii) Vat dyeing. Students develop practices in the processes of production and presentation of sculptural artwork.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: VART 0217 (CA42Q)**

**COURSE TITLE: CERTIFICATE DRAWING III**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This course offers an introduction to Technical Drawing.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: VART 0603 (CA46C)**

**COURSE TITLE: THE ARTIST STUDIO**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This course offers an introduction to the role and function of artists and designers in community. A survey of their studio practices with attention to creative and professional issues.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: VART 0018 (CA40R)**

**COURSE TITLE: BASIC DESIGN IV**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This is a design project that is developed in conjunction with course lecturer.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: VART 0118 (CA41R)**

**COURSE TITLE: CERTIFICATE WORKSHOP IV**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This is a creative project that challenges students to show initiative and develop studio practices in the production and presentation of artwork done over the previous four semesters.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: VART 0218 (CA42R)**

**COURSE TITLE: CERTIFICATE DRAWING IV**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** This is a Drawing project developed in conjunction with course lecturer.

**Assessment:**

Coursework Portfolio 100%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: VART 0604 (CA46D)**

**COURSE TITLE: CULTURAL ORGANISATIONS**

**NUMBER OF CREDITS: 2**

**PREREQUISITES:**

**Course Description:** An introduction to the role and function of cultural organisations. Research of practices, aims and objectives.

**Assessment:**

Coursework Portfolio 100%

**DEPARTMENT OF LIBERAL ARTS  
CERTIFICATE PROGRAMME**

**CERTIFICATE IN SPEECH AND LANGUAGE PATHOLOGY**

The programme is the first stage in the development of a larger programme in Speech Pathology designed to service the Anglophone Caribbean region. The Certificate will constitute the core pre-requisites for an M.Sc. in Speech and Language Pathology, as well as providing an additional professional qualification in its own right to educators and social workers.

Students may be full-time undergraduates (who will complete the programme as a Minor), or persons who are working in the wider community but attending the programme part-time (who will complete it as a Certificate). It will be taught over two semesters and one summer. Starred courses are prerequisites to the Minor for undergraduate students.

**COURSE LISTING**

**LINGUISTICS**

**LEVEL**

**SEMESTER**

Course Code	Course Title	Number of Credits
LING 1001 (L10A)	Introduction to Phonetics and Phonology *	3
LING 2101 (L21A)	Language Acquisition	3
LING 2105 (L21E)	Language Development and Language & Learning Disabilities	3

**MEDICINE**

**LEVEL**

**SEMESTER**

Course Code	Course Title	Number of Credits
MDSC 1004 (MD10D)	Introduction to Anatomy and Physiology	3
MDSC 1003 (MD10C)	Introduction to Audiology	3
LING 2006 (L20F)	Speech and Hearing Science (Medicine, Linguistics, Physics)	3

**EDUCATION**

**LEVEL**

**SEMESTER**

Course Code	Course Title	Number of Credits
EDSE 6213 (ED62M)	Introduction to Special Education	3

**INTERDISCIPLINARY PRACTICUM**

**LEVEL**

**SEMESTER**

Course Code	Course Title	Number of Credits
MDSC 2003 (MD20C) (Florida International University)	Clinical Practicum	3

**CERTIFICATE IN SPEECH AND LANGUAGE PATHOLOGY**

**COURSE DESCRIPTIONS**

**LINGUISTICS**

**LEVEL:**

**SEMESTER:**

**COURSE CODE: LING 1001 (L10A)**

**COURSE TITLE: INTRODUCTION TO PHONETICS AND PHONOLOGY\***

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:**

**Assessment:**

Coursework  
Examination

**LEVEL:**

**SEMESTER:**

**COURSE CODE: LING 2101 (L21A)**

**COURSE TITLE: LANGUAGE ACQUISITION**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:**

**Assessment:**

Coursework  
Examination

**LEVEL:**

**SEMESTER:**

**COURSE CODE: LING 2105 (L21E)**

**COURSE TITLE: LANGUAGE DEVELOPMENT AND LANGUAGE & LEARNING DISABILITIES**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**Assessment:**

Coursework  
Examination

**MEDICINE**

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MDSC 1004 (MD10D)**

**COURSE TITLE: INTRODUCTION TO ANATOMY AND PHYSIOLOGY\***

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

In order to accurately diagnose, understand and manage a pathological system it is essential to understand the normal first. It is therefore mandatory that the speech language pathologist is cognizant of the structure and functioning of the parts of the human body that are responsible for the generation and comprehension of language. These include the auditory system, the respiratory system, the phonation system, the brain and the complex interactions between these parts. This course is intended to provide an understanding of the basic parts of anatomy and physiology involved in speech and language production and the ways in which they work together for the purpose of language production in normal situations. This information will form the basis for determining any pathologies which may exist at any time point.

**Assessment:**

Coursework	30%
Examination	70%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MDSC 1003 (MD10C)**

**COURSE TITLE: INTRODUCTION TO AUDIOLOGY\***

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

This course is intended to provide an understanding of the process of hearing and how hearing loss is classified and measured. The concept that production of normal speech is dependent on the individual's ability to perceive normal sound will be explored in detail.

**Assessment:**

Coursework	30%
Examination	70%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: LING 2006 (L20F)**

**COURSE TITLE: SPEECH AND HEARING SCIENCE (MEDICINE, LINGUISTICS, PHYSICS)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

This course is designed to provide the students with a knowledge of the properties of sounds with specific reference to acoustics. Students will be expected to acquire an understanding of how the various properties of a sound wave influence its character and its perception by the hearer. In addition, the ability of the articulatory apparatus to generate and modify sound waves will be considered.

**Assessment:**

Coursework	50%
Examination	50%

**EDUCATION**

**LEVEL:**

**SEMESTER:**

**COURSE CODE: EDSE 6213 (ED62M)**

**COURSE TITLE: INTRODUCTION TO SPECIAL EDUCATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

This course provides a general introduction to the field of Special Education and the study of exceptionality. Since the trend in current educational practice is towards integration of special students into the mainstream classroom, it is not unusual for regular classroom teachers to have students with exceptionalities in their classes. Teachers therefore need to be aware of and sensitive to the characteristics and needs of these students.

**Assessment:**

Coursework	40%
Examination	60%

**INTERDISCIPLINARY PRACTICUM**

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MDSC 2003 (MD20C)**

**COURSE TITLE: CLINICAL PRACTICUM (FLORIDA INTERNATIONAL UNIVERSITY/FIU)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This is a structured Observation Course which will be taken partially at Florida International University but will also include observational hours in clinical settings in Trinidad and Tobago. This course will be address clinical practicum issues, such as:

- ASHA Guidelines and Code of Ethics to be upheld by both the supervisor and students, in Speech-Language Pathology (SLP);
- Different treatment methods across disorders;
- Difference factors according to territory;
- Strategies to manage undesirable client behaviors across different contexts and age ranges;
- Documentation (e.g., report writing, IEP's, progress reports, lesson plans), and strategies to maintain target behaviors;
- Differences (e.g., linguistic, cultural) and/or unusual disorders (e.g., delays due to severe sensory deprivations) will be discussed/ incorporated as needed;
- The professional issues in SLP and Audiology.

**Assessment:**

In-course Assessment	100%
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THE FACULTY OF HUMANITIES & EDUCATION

**BACHELOR OF ARTS COURSES  
IN THE SCHOOL OF HUMANITIES**

ALL one-semester courses carry a weighting of 3 credits and entail 3 contact hours per week, except where otherwise indicated. Two-semester courses carry a weighting of 6 credits.

**COURSE LISTING**

**FOUNDATION COURSES**

**SEMESTER**

Course Code	Course Title	Number of Credits
FOUN 0100 (UC010)	Fundamentals of Written English	
FOUN 0000 (EL10)	English as a Foreign Language	
FOUN 1001 (FD10A)	English for Academic Purposes	3
FOUN 1101 (FD11A)	Caribbean Civilisation	3
FOUN1102 (FD11B)	Academic Writing for Different Disciplines	3
FOUN 1210 (FD12A)	Science, Medicine and Technology in Society	3
FOUN 1301 (FD13A)	Law, Governance, Economy and Society	3
FOUN 3099 (UC300)	Caribbean Studies	6

**INTER-DISCIPLINARY COURSES**

Course Code	Course Title	Number of Credits
GEND 1103 (AR11C)	Introduction to Women's Studies: Theoretical Concepts and Sources of Knowledge	3
GEND 2203 (AR22C)	Feminist Theoretical Frameworks	3
GEND 2013 (AR20M)	Men and Masculinities in the Caribbean	3
GEND 2502 (AR25B)	Cultural Consciousness in Medieval and Modern Hindi Literature	3
GEND 3001 (AR30A)	Gender, Violence and Trauma in Discourse	3

**CREATIVE AND FESTIVAL ARTS**

Course Code	Course Title	Number of Credits
VART 1001 (CA10A)	Visual Arts and Communications Studies	3
VART 1102 (CA11B)	Art & Society	3
LITS 1201 (CA12A)	Elements of Drama	3
THEA 1203 (CA12C)	Production I A	3
THEA 1204 (CA12D)	Production I B	3
THEA 1205 (CA12E)	Western Theatre History	3
THEA 1216 (CA12P)	Performance I	3
THEA 1303 (CA13A)	Caribbean Dance I	3
THEA 1003 (CA12)	Caribbean Dance II	3
THEA 1004	Introduction to Cultural Research Methods	3
VART 1402 (CA14B)	Colour Design and Method	3
VART 1403 (CA14C)	Material Design and Method	3
VART 1501 (CA15A)	Drawing: Introductory Techniques	3
CANV1701 (CA17A)	Carnival & Society	3
CANV 1702 (CA17B)	Mas: History, Development & Design Studio I	3
VART 2023 (CA20W)	Design Studio II	3
VART 2024 (CA20X)	Art in Context I	3
VART 2123 (CA21W)	Art in Context	3
VART 2124 (CA21X)	Drama & Society	3
THEA 2201 (CA22A)	Directing I	3
THEA 2206 (CA22F)	Performance II	3
THEA 2208 (CA22H)	Caribbean Drama	3
THEA 2207 (CA22G)	Production II	3
THEA 2299 (CA22O)	Styles in Theatre, Art & Music	3
THEA 2209 (CA22I)	Art Studio	3
THEA 2223 (CA22W)	Art Studio II	3
THEA 2124 (CA22X)	Modern Theatre	3
THEA 2008 (CA20H)	Festival, Drama and Society	3
THEA 2007 (CA20G)	Film & Video	3
VART 2323 (CA23W)	Film & Video II	3
VART2324 (CA23X)	Trinidad Calypso: History, Development & Meaning	3
CANV 2702 (CA27B)	The Art of the Festival	3
CANV 2703 (CA27C)	Critical Readings in Caribbean Arts and Culture I	3
THEA 2010	Critical Readings in Caribbean Arts and Culture II	3
THEA 2011	Asian & African Theatre	3
THEA 3103 (CA31C)	Directing II	3
THEA 3203 (CA32C)	Playwriting	3
THEA 3204 (CA32D)	Seminars in Contemporary Theatre	3
THEA 3205 (CA32E)	Theory & Practice of Educative Theatre I	3
THEA 3301 (CA33A)	Theory & Practice of Educative Theatre II	3
THEA 3302 (CA33B)	Caribbean Performance	3
THEA 3307 (CA33G)	Science & Technology in Music	3
CANV 3601 (CA36A)	Events and Festival Management	3
CANV 3602 (CA36B)	Design Studio III	6
VART 3099 (CA300)	Seminar in Caribbean Art & Aesthetics	6
VART 3199 (CA310)		

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ART 329 (CA320)	Art in Studio III	6	<b>COMMUNICATION STUDIES</b>		
VART 3399 (CA330)	Film & Video III	6	<b>Course</b>	<b>Course</b>	<b>Number</b>
VART 3499 (CA340)	Festival Project	3	<b>Code</b>	<b>Title</b>	<b>of Credits</b>
CANV 1005	Introduction to Cultural Research	3	COMS 1101 (CM11A)	Human Communication I	3
THEA 2010	Critical Readings in Caribbean Arts and Culture I	3	COMS 1102 (CM11B)	Human Communication II	3
THEA 2011	Critical Readings in Caribbean Arts and Culture II	3	COMS 2001 (CM20A)	Communication Studies	3
MUSC 1001 (MU10A)	Music Orientation	3	COMS 200 (CM20B)	Communication Analysis	3
MUSC 1002 (MU10B)	Worlds of Music	3	COMS 2101 (CM21A)	Oral Communication	3
MUSC 1199 (MU110)	Choral Ensemble/Choir	6	COMS 2101 (CM22A)	Intercultural Communication	3
MUSC 1102 (MU11B)	Aural Training I	3	COMS 2202 (CM22B)	Principles of Mass Communication	3
MUSC 1103 (MU11C)	Music Theory	3	COMS 2301 (CM23A)	Group and Organizational Communication	3
MUSC 1104 (MU11D)	Western Music Literature	3	COMS 2302 (CM23B)	Public Relations Communication	3
MUSC 1105 (MU11E)	Aural Training II	3	COMS 2401 (CM24A)	Communication Education	3
MUSC 1201 (MU12A)	Ethnomusicology I	3	COMS 2402 (CM24B)	Communication Education Practicum	3
MUSC 1401 (MU14A)	Instrumental Music I	3	COMS 2502 (CM25B)	Communication Technology Practicum	3
MUSC 1402 (MU14B)	Instrumental Music II	3	COMS 2601 (CM26A)	Health Communication	3
MUSC 1003	Introduction to World Music	3	COMS 2602 (CM26B)	Health Promotion and Education	3
MUSC 2002 (MU20B)	Pan Theory and Practice I	3	COMS 2701 (CM27A)	Technical Communication	3
MUSC 2003 (MU20C)	Pan Arranging I	3	COMS 2701 (CM27B)	Legal Communication	3
MUSC 2004 (MU20D)	Pan Arranging II	3	COMS 2901 (CM29A)	Communication Theory	3
MUSC 2005 (MU20E)	Instrumental Music III	3	COMS 2902 (CM29B)	Communication Research Methods	3
MUSC 2006 (MU20F)	Instrumental Music IV	3	COMS 3099 (CM300)	Language and Communication Seminar	6
MUSC 2101 (MU21A)	Composition	3	<b>FRENCH LANGUAGE AND LITERATURE</b>		
MUSC 2201 (MU22A)	Ethnomusicology II	3	<b>Course</b>	<b>Course</b>	<b>Number</b>
MUSC 2202 (MU22B)	Indian Music (Classical)	3	<b>Code</b>	<b>Title</b>	<b>of Credits</b>
MUSC 2404 (MU24D)	Musicology II – Pan Literature	3	FREN 1401 (F14A)	French Language IA	3
MUSC 2501 (MU25A)	Jazz Theory I	3	FREN 1402 (F14B)	French Language IB	3
MUSC 2502 (MU25B)	Jazz Theory II	3	FREN 2002 (F20B)	Introduction to Business French	3
MUSC 2007	Musics of the Caribbean	3	FREN 2401 (F24A)	French Language IIA	3
MUSC 2008	Steel Pan History and Development	3	FREN 2402 (F24B)	French Language IIB	3
MUSC 3001 (MU30A)	Pan Theory & Practice II	3	FREN 2605 (F26E)	The French Novel in the 19 <sup>th</sup> Century	3
MUSC 3003 (MU30C)	Arranging for Calypso Bands I	3	FREN 2607 (F26G)	Post Romantic French Poetry	3
MUSC 3004 (MU30D)	Arranging for Calypso Bands II	3	FREN 2608 (F26H)	French Caribbean Women Writers	3
MUSC 3102 (MU31B)	Choral Techniques	3	FREN 2612 (F26L)	Francophone Culture	3
MUSC 3103 (MU31C)	Steel Orchestra Techniques	3	FREN 3004 (F 30C)	Representing the “New” in Postwar French Fiction, Theatre and Film	3
MUSC 3201 (MU32A)	Choral Arranging	3	FREN 3401 (F34A)	French Language IIIA	3
MUSC 3305 (MU33E)	Instrumental Music V	3	FREN 3402 (F34B)	French Language IIIB	3
MUSC 3306 (MU33F)	Instrumental Music VI	3	FREN 3501 (F35A)	The French Caribbean Novel	3
MUSC 3402 (MU34B)	Ethnomusicology III	3	FREN 3502 (F35B)	French Caribbean Poetry and Drama	3
MUSC 3403 (MU34C)	Ethnomusicology IV	3	FREN 3505 (F35E)	French Caribbean Prose	3
MUSC 3501 (MU35A)	Music Education I	3	FREN 3701 (F37A)	The French New Novel	3
MUSC 3502 (MU35B)	Music Education II	3	FREN 3702 (F37B)	Theatre of the Absurd	3
MUSC 2008	Practical Ear Training	3	FREN 1599 (F150)	Introduction to Literature in French	6
MUSC 201	Music Literature of the Steelpan	3	FREN 3399 (F330)	From Négritude to Créolité	3
MUSC 2009	Fundamentals of Pan Arranging	3			

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**HINDI LANGUAGE**

Course Code	Course Title	Number of Credits
HIND 0101 (HN01A)	Beginners' Hindi A	3
HIND 0102 (HN01B)	Beginners' Hindi B	3
HIND 1001 (HN10A)	Hindi Language 1A	3
HIND 1002 (HN10B)	Hindi Language 1B	3

**HISTORY**

Course Code	Course Title	Number of Credits
HIST 1001 (H10A)	The Caribbean World to c. 1660	3
HIST 1302 (H13B)	African Civilisations from Earliest Times to AD 1000	3
HIST 1303 (H13C)	African Civilisations from AD 1000 to 1800	3
HIST 1406 (H14F)	The Rise of Atlantic Europe 1400-1800	3
HIST 1504 (H15D)	Foundations of South Asian Civilisation	3
HIST 1603 (H16C)	Foundations of the Americas	3
HIST 1703 (H17C)	Introduction to History	3
HIST 1801 (H18A)	Introduction to Archaeology	3
HIST 2003 (H20C)	History of the West Indies c. 1660-1830	3
HIST 2004 (H20D)	History of the West Indies since the 1830s	3
HIST 2005 (H20E)	Caribbean Economic History	3
HIST 2101 (H21A)	Latin American History 1810-1910	3
HIST 2102 (H21B)	Latin American History since 1910	3
HIST 2201 (H22A)	History of the United States to 1865	3
HIST 2201 (H22B)	History of the United States since 1865	3
HIST 2301 (H23A)	History of Africa, A.D. 1800 to 1900	3
HIST 2302 (H23B)	History of Africa, A.D. 1900 to the Present	3
HIST 2401 (H24A)	Continuity and Change in 19 <sup>th</sup> Century Europe	3
HIST 2402 (H24B)	Conflict and Integration in 20 <sup>th</sup> Century Europe	3
HIST 2501 (H25A)	South Asian History 1500 to 1860	3
HIST 2502 (H25B)	South Asia 1860 to the Present	3
HIST 2601 (H26A)	Imperialism	3
HIST 2602 (H26B)	Imperialism since 1918	3
HIST 2503 (H27B)	The History of Modern China	3
HIST 2801 (H28A)	Research Methods and Techniques in Archaeology	3
HIST 2804 (H28B)	A Survey of World Pre-history	3
HIST 3001 (H30A)	Topics in the History of Trinidad & Tobago 1783-1898	3
HIST 3002 (H30B)	Topics in the History of Trinidad & Tobago since 1898	3
HIST 3003 (H30C)	Women and Gender in the History of the English-speaking Caribbean	3
HIST 3005 (H30E)	Law and Society in Modern Trinidad & Tobago	3
HIST 3006 (H30F)	Law and Business History in Modern Trinidad & Tobago	3

HIST 3503 (H35C)	The Economic History of Modern India 1757-1956	3
HIST 3504 (H35D)	The Social History of Modern India 1757-1947	3
HIST 3601 (H36A)	Capitalism and Slavery	3
HIST 3603 (H36C)	From Monroe to Castro: United States Relations with Latin America and the Caribbean	3
HIST 3605 (H36E)	The African Diaspora I: From the Earliest Times to A.D. 1800	3
HIST 3606 (H36F)	The African Diaspora II: A.D. 1800 to Present Times	3
HIST 3613 (H36M)	The Modern Indian Diaspora	3
HIST 3801 (H38A)	Historical Archaeology	3

**LINGUISTICS**

Course Code	Course Title	Number of Credits
LING 1001 (L10A)	Introduction to Phonetics and Phonology	3
HIST 1002 (L10B)	Introduction to Morphology and Syntax	3
LING 1005 (L10C)	Introduction to Language	3
LING 1006 (L10D)	Introduction to Linguistic Analysis	3
LING 1103 (L11C)	Introduction to Methodology, Lesson Planning and Classroom Management	6
LING 1104 (L11D)	Practical and Innovative Approaches to TEFL	6
LING 2003 (L20C)	Advanced Language Theory	3
LING 2006 (L20F)	Speech and Hearing Science	3
LING 2101 (L21A)	Language Acquisition	3
LING 2105 (L21E)	Language Development and Language Disabilities	3
LING 2301 (L23A)	The Sociology of Language	3
LING 2302 (L23B)	Sociolinguistics	3
LING 2304 (L23D)	Language Situations in the Modern World	3
LING 2305 (L23E)	Introduction to Educational Linguistics	3
LING 2306 (L23F)	Approaches to Discourse Analysis	3
LING 2402 (L24B)	Structure of the English Language	3
LING 2403 (L24C)	Change and Development in the English Language	3
LING 2404 (L24D)	Structure and Meaning in Literary Discourse	3
LING 2499 (L240)	Language Theory and Linguistic Analysis	6
LING 2501 (L25A)	Language, Gender and Sex	3
LING 2702 (L27B)	Point-of-View and Meaning in Literary Discourse	3
LING 2803 (L 28A)	Change and Development in Selected European Languages	3
LING 2899 (L280)	French-Lexicon Creole	3
LING 2901 (L29A)	Introduction to Computational Linguistics	3
LING 3101 (L31A)	Applied Linguistics	3
LING 3201 (L32A)	Caribbean Dialectology	3
LING 3202 (L32B)	Creole Linguistics	3
LING 30990 (L300)	Special Project in Linguistics	6



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**LITERATURES IN ENGLISH**

Course Code	Course Title	Number of Credits
EL10A	Language through Literature	
EL10B	English for the Working World	
LITS 1001 (E10A)	Introduction to Poetry	3
LITS 1002 (E10B)	Introduction to Prose Fiction	3
LITS 2006 (E20F)	English Poetry from Donne to Byron	3
(E20G)	Wordsworth & His Contemporaries	
LITS 2008 (E20H)	American Poetry & Drama	3
LITS 2101 (E21A)	Novel I	3
LITS 2109 (E21B)	Novel II	3
LITS 2306 (E21F)	The Origins and Development of American Literary Prose	3
LITS 2107 (E21G)	African Diaspora	3
LITS 2108 (E21H)	Modern American Literary Prose	3
LITS 2110 (E21J)	African Literature in English I: Prose Fiction	3
LITS 2203 (E22E)	Shakespeare I	3
LITS 2306 (E22F)	The History of Literary Criticism	3
LITS 2208 (E22H)	African Literature in English II: Drama & Poetry	3
LITS 2301 (E23A)	Key Issues in Literary Criticism I	3
LITS 2307 (E23G)	Twentieth Century Literary Theory	3
LITS 2506 (E25F)	Introduction to West Indian Poetry: (A) Oral and Related Literature from the West Indies	3
LITS 2507 (E25G)	Introduction to West Indian Poetry: (B) Selected West Indian Poets	3
LITS 2508 (E25H)	West Indian Prose Fiction: The Novel	3
LITS 2510 (E25J)	West Indian Prose Fiction: The Short Story	3
LITS 2502 (E25M)	Caribbean Women Writers	3
LITS 2604 (E26B)	Creative Writing: Prose Fiction I	3
LITS 2704 (E27D)	Post-Colonialism and Medieval Literature	3
LITS 3205 (E32E)	Shakespeare II	3
LITS 3501 (E35D)	Advanced Seminar in West Indian Literature I: Comparative Study of 5 Texts	3
LITS 3502 (E35E)	Advanced Seminar in West Indian Literature (B) Special Authors	3
LITS 3701 (E37A)	African American Literature	3
ITS 3702 (E37B)	African American Women Writers	3
LITS 3704 (E37D)	Tradition and Change in Modern Literature – A	3
LITS 3705 (E37E)	Tradition and Change in Modern Literature – B	3
LITS 3801 (E38A)	Indian Literature in English (Seminar)	3
LITS 3802 (E 38B)	The Literature of the Indian Diaspora (Seminar)	3

**MATHEMATICS**

Course Code	Course Title	Number of Credits
MATH 0100 (M08B)	Pre-calculus	3
MATH 0110 (M08C)	Calculus and Analytical Geometry	3
MATH 1140 (M12A)	Basic Introductory Mathematics	6
MATH 1150 (M12B)	Functions of Real Variables	6
MATH 1160 M15A	Introductory Applied Mathematics I	6
MATH 1170(M15B)	Introductory Applied Mathematics II	6
MATH 2100 (M20A)	Abstract Algebra	4
MATH 2110 (M20B)	Linear Algebra	4
MATH 2120 (M21A)	Analysis & Mathematical Methods I	4
MATH 2160 (M21B)	Analysis & Mathematical Methods II	4
MATH 2170 (M24A)	Introduction to Combinatorics	4
MATH 2180 (M24B)	Introduction to Optimisation	4
MATH 2140 (M25A)	Introduction to Probability	4
MATH 2150 (M25B)	Introduction to Statistics	4
MATH 3250 (M33A)	Fluid Dynamics I	4
MATH 3260 (M33B)	Fluid Dynamics II	4
MATH 3290 (M34A)	Combinatorics	4
MATH 3400 (M34B)	Graph Theory	4
MATH 3410 (M34C)	Combinatorics and Computing	4
MATH 3420 (M34D)	Special Topics in Graph Theory	4
MATH 3430 (M34E)	Advanced Algebra I (Theory)	4
MATH 3440 (M34F)	Advanced Algebra II (Applications)	4
(MATH 3450 (M35A)	Statistical Theory I	4
MATH 3460 (M35B)	Statistical Theory II	4
MATH 36C (M36C)	Complex Analysis	4

**PHILOSOPHY**

Course Code	Course Title	Number of Credits
PHIL 1002 (PH10B)	Ethics and Applied Ethics	3
PHIL 1003 (PH10C)	Introduction to Philosophy	3
PHIL 1004 (PH10D)	Introduction to Philosophy I	3
PHIL 1005 (PH10E)	Introduction to Philosophy II	3
PHIL 1404 (PH14D)	History of Western Philosophy I: Greek and Hellenistic Philosophy	3
PHIL 1405 (PH14E)	History of Western Philosophy II: Philosophy from Descartes to the Present Time	3
PHIL 2004 (PH20H)	Philosophy of History	3
PHIL 2402 (PH24B)	Hermeneutic Philosophy	3
PHIL 2405 (PH24E)	Structuralism and Post-Structuralism	3
PHIL 3306 (PH33F)	General Ethics	3
PHIL 3307 (PH33G)	Social Ethics	3
PHIL 3401 (PH34A)	Trends in Twentieth-Century Philosophy	3

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**PORTUGUESE LANGUAGE**

Course Code	Course Title	Number of Credits
PORT 0101 (PG01A)	Beginners Portuguese A	3
PORT 0102 (PG01B)	Beginners Portuguese B	3
PORT 1001 (PG10A)	Portuguese Language IA	3
PORT 1002 (PG10B)	Portuguese Language IB	3
PORT 2001 (PG20A)	Portuguese Language IIA	3
PORT 2002 (PG20B)	Portuguese Language IIB	3

**SPANISH LANGUAGE AND LITERATURE**

Course Code	Course Title	Number of Credits
SPAN 1001 (S15A)	Spanish Language IA	3
SPAN 1002 (S15B)	Spanish Language IB	3
SPAN 210 (S21A)	History of the Spanish Language I	3
SPAN 2102 (S21B)	History of the Spanish Language II	3
SPAN 2202 (S22B)	Culture and Society in Spanish America	3
SPAN 221 (S22L)	Hispanic Literary Culture	3
SPAN 2301 (S23A)	Twentieth Century Spanish American Poetry	3
SPAN 2302 (S23B)	Twentieth Century Spanish American Narrative	3
SPAN 2501 (S25A)	Spanish Language IIA	3
SPAN 2502 (S25B)	Spanish Language IIB	3
SPAN 2601 (S26A)	Civilisation and Barbarism in Spanish American Literature	3
SPAN 2602 (S26B)	Marvellous Realism in Spanish American Writing	3
SPAN 2603 (S26C)	Death as a Recurrent Theme in Hispanic Literature	3
SPAN 2604 (S26D)	Women in Hispanic Literature	3
SPAN 2605 (S26E)	Existentialism in Hispanic Literature	3
SPAN 2713 (S27M)	Twentieth Century Mexican Literature and Culture	3
SPAN 3502 (S30B)	Business Spanish	3
SPAN 3301 (S33A)	Issues in Contemporary Cuban Culture	3
SPAN 3303 (S33C)	Twentieth Century Argentine Literature Narrative	3
SPAN 3001 (S35A)	Spanish Language IIIA	3
SPAN 3002 (S35B)	Spanish Language IIIB	3
SPAN 3204 (S36B)	Cervantes	3
SPAN 3603 (S36C)	Hispanic Drama	3
SPAN 3604 (S36D)	Major Spanish American Writers	3
SPAN 3703 (S37C)	The New Spanish American Novel Narrative	3
SPAN 3705 (S37E)	Contemporary Venezuelan Theatre	3
SPAN 3706 (S37F)	Spanish Caribbean Literature	3
SPAN 3901 (S39A)	Social and Political Issues in Contemporary Spanish American Film and Narrative	3

**THEOLOGY COURSES**

Course Code	Course Title	Number of Credits
THEO 1001 (T10A)	Introduction to Old Testament Literature	3
THEO 1002 (T10B)	Introduction to New Testament Literature	3
THEO 1003 (T10C)	Contemporary Approaches to Bible Study	3
THEO 1004 (T10D)	The Geographical and Cultural World of the Bible	3
THEO 110 (T11B)	Survey of the Reformation: 1517-1648	3
THEO 1103 (T11C)	History of the Church from Pentecost to Charlemagne	3
THEO 1106 (T11F0)	Survey of the Medieval Church: 750-1450	3
THEO 1107 (T11G)	Survey of the Western Church in the Modern World	3
THEO 1202 (T12B)	Pastoral Analysis and Creative Ministry	3
THEO 1203 (T12C)	Fundamentals of Christian Ministry	3
THEO 1206 (T12F)	Psychology for Ministry	3
THEO 1207 (T12G)	Sociology for Ministry	3
THEO 1208 (T12H)	Introduction to Christian Worship	3
THEO 1212 (T12L)	Theory & Practice of Christian Preaching	3
THEO 1219 (T12S)	Christian Preaching and the Electronic Media	3
THEO 1301 (T13A)	Introduction to Systemic Theology	3
THEO 1302 (T13B)	Introduction to Theological Ethics	3
THEO 1303 (T13C)	Theology, Ethics and Caribbean Literature	3
THEO 1304 (T 13D)	Foundations of Systematic Theology	3
THEO 1401 (T14A)	Introduction to the Study of Religion	3
THEO 1402 (T14B)	Philosophy for Christian Theology I (Classical)	3
THEO 1403 (T14C)	Philosophy for Christian Theology II (Modern)	3
THEO 1404 (T14D)	History of Western Philosophy – I	3
THEO 1405 (T14E)	History of Western Philosophy – II	3
THEO 1408 (T 14K)	Media and the Religious Imagination	3
THEO 2001 (T20A)	The Pentateuch	3
THEO 2002 (T20B)	The Latter Prophets	3
THEO 2006 (T20F)	The Synoptic Gospel and Acts	3
THEO 2007 (T20G)	The Pauline Epistles	3
THEO 2008 (T20H)	The Gospel and Epistles of John	3
THEO 2106 (T21F)	Patristic Studies	3
THEO 2107 (T21G)	History of the Christian Churches in the Caribbean: 1492-1834	3
THEO 2108 (T21H)	History of the Christian Churches in the Post Emancipation Caribbean	3
THEO 2201 (T22A)	Rites of Christian Initiation	3
THEO 2202 (T22B)	Christian Sacramental Rites	3
THEO 2203 (T22C)	Principles of Pastoral Care/ Counselling	3

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THEO 2204 (T22D)	Skills in Pastoral Counselling	3
THEO 2205 (T22E)	General Principles of Christian Education	3
THEO 2206 (T22F)	Approaches to Christian Education	3
THEO 220 (T22G)	Canon Law: History and Principles	2
THEO 2208 (T22H)	Canon Law: The Sacraments	2
THEO 2209 (T22X)	Canon Law III: Church Governance	2
THEO 2210 (T22Y)	Canon Law IV: The Consecrated Life	2
THEO 2301 (T23A)	Perspectives in Christology	3
THEO 2304 (T23D)	The Trinity	3
THEO 2306 (T23F)	Perspectives in Ecclesiology	3
THEO 2310 (T23J)	Theology of Creation	3
THEO 2312 (T23L)	Liberation Theologies	3
THEO 2313 (T23M)	The Principles of Christian Ethics I	3
THEO 2314 (T23N)	Principles of Christian Ethics II	2
THEO 2316 (T23P)	Christian Social Ethics	3
THEO 2317 (T23Q)	Theology and Human Sexuality	3
THEO 2319 (T23S)	Christian Ethical Principles	3
THEO 2401 (T24A)	Philosophy of Religion	3
THEO 2402 (T24B)	Hermeneutic Philosophy	3
THEO 2402 (T24D)	Comparative Religion	3
THEO 2405 (T24E)	Structuralism and Post-Structuralism	3
THEO 3004 (T30D)	Theology of Deuteronomy and the Deuteronomic History	3
THEO 300 (T30H)	Israelite Wisdom	3
THEO 3101 (T31A)	Topics in the History of the Christian Churches in the Caribbean (19 <sup>th</sup> – 20 <sup>th</sup> Century) – Seminar	3
THEO 3207 (T32G)	Pedagogy for Justice	3
THEO 3208 (T32H)	Theory & Practice of Ecumenism	3
THEO 23301 (T33A)	The Women's Movement and Theology	3
THEO 3304 (T33D)	Special Ethics	2
THEO 3308 (T33H)	Ethics of Human Sexuality	3
THEO 3310 (T33J)	Mary in the Christian Tradition	3
THEO 3401 (T34A)	Trends in 20 <sup>th</sup> Century Philosophy	3
THEO 3402 (T34B)	Popular Religiosity in the Caribbean	2

**SCHOOL OF HUMANITIES  
COURSE DESCRIPTIONS**

Students are asked to note that not all courses advertised in this booklet will be available every year, or in the Semester indicated. Please check departmental pamphlets/notices for specific information.

**CARNIVAL STUDIES COURSES**

OPEN TO ALL UWI STUDENTS

Courses are worth 3 credits except CA340 which is worth 6 credits and CA22D which is worth 6 credits

**LEVEL I  
SEMESTER I**

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: CANV 1701 (CA17A)**

**COURSE TITLE: CARNIVAL & SOCIETY  
(COMPULSORY FOR B.A. CARNIVAL)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course involves a study of the evolution of Carnival from its pre-Christian roots, its world-wide manifestations, as well as its impact and implications in shaping new world civilization in general and Trinidad and Tobago in particular.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: THEA 1004**

**COURSE TITLE: INTRODUCTION TO CULTURAL RESEARCH  
METHODS**

**NUMBER OF CREDITS: 3**

**PRE-REQUISITES: NONE**

**Course Description:** This course is designed to assist students conducting research on cultural topics, including UC 300 Caribbean Studies and CANV 3499 Festival Projects. The context in which these techniques are put to use is crucial to a more complete understanding of a range of concepts gained in pre-requisite courses. Modules include Research Fundamentals; Understanding the Research Task; Research Methodology; Research Methods Toolbox; Writing Research; Presenting Research.

**Assessment:**

Coursework:	100%
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**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: THEA 1203 (CA12C)**

**COURSE TITLE: PRODUCTION IA**

(See Page correct page number to be inserted after layout)

**LEVEL II**  
**SEMESTER I**

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: CANV 1702 (CA17B)**

**COURSE TITLE: MAS: HISTORY, DEVELOPMENT & MEANING**

**NUMBER OF CREDITS: 3**

**PREREQUISITE: NONE**

**Course Description:** This course studies the material production of masks. It is an integrated course of studio practicals, field trips, lectures and research into the production of masks in the Trinidad Carnival. It surveys the roles of the designer, and the mas camp as cultural site for production of masks. Course requires hands-on practical work in the production and decoration of masks.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: CANV 1005**

**COURSE TITLE: INTRODUCTION TO BUSINESS FOR THE ARTS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course seeks to provide a solid point of entry for students wishing to develop the necessary skills for becoming managers and administrators in the arts and culture. In addition, the course provides a much-needed foundation for pursuing other courses within the Carnival Studies programme - the Economics of Culture, Enterprise Internships in the Arts and Festival Management. The course, therefore, does not assume prior knowledge.

**ASSESSMENT:**

Coursework:	40%
Final Exam:	60%

**LEVEL: I NOT OFFERED IN 2006/2007**

**SEMESTER: II**

**COURSE CODE: MUSC 1201 (MU12A)**

**COURSE TITLE: ETHNOMUSICOLOGY I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**LEVEL II**  
**SEMESTER I**

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: ECON 3810 (EC38J)**

**COURSE TITLE: ECONOMICS OF CULTURE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course focuses specifically on the market and industrial structure, operations impact and role of cultural industries in Caribbean development. The commodification and copyrighting of culture is analysed from an economic perspective given the increased importance of cultural industries to national and regional economies and global trade. Attention will be given to the production as well as the consumption of cultural goods and services.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: CANV 2703 (CA27C)**

**COURSE TITLE: THE ART OF THE FESTIVAL**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course will investigate the definition of festivals; types of festivals; structure of festivals; behavioural patterns of festivals, classification of festivals of Trinidad & Tobago; sacred and secular festivals; and engagement in fieldwork.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL II**

**SEMESTER II**

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: CANV 2702 (CA27B)**

**COURSE TITLE: TRINIDAD CALYPSO: HISTORY, DEVELOPMENT & MEANING**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course will of necessity focus on issues such as race, nationalism, inter-ethnic conflict and negotiation, class stratification as seen through the eyes of calypsonians. The development of social commentary and satire in the calypso; censorship, Independence to Neo-colonialism.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: CANV 2012**

**COURSE TITLE: ENTERPRISE INTERNSHIPS IN THE ARTS**

**NUMBER OF CREDITS: 3**

Pre-requisite: CANV 1005

This course takes a practical approach to providing students with a set of managerial skills that would allow them to develop arts and cultural organisations as centers of creative enterprise. The intention is to teach students the tools and techniques surrounding the three central elements of enterprise management: entrepreneurship, strategy and marketing that would allow for the development of the arts in a more holistic way, and at the same time widen the range of career options for students.

**ASSESSMENT:**

Coursework: 100% (Journal: 50%; Attachment: 50%)

**LEVEL:**

**SEMESTER:**

**COURSE CODE: THEA 2299 (CA220)**

**COURSE TITLE: PRODUCTION II (YEAR LONG COURSE CREDITS: 6)**

**NUMBER OF CREDITS:**

**PREREQUISITES: CA12C /CA12A**

**Course Description:** Students are involved in the preparation and realisation of a theatrical work directed by staff for public viewing. Preparation for this course may begin in Semester I. Students may choose to work backstage, on-stage, front of house or in production management.

**Assessment:**

Coursework 100%

**LEVEL III**

**SEMESTER II**

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: CANV 3499 (CA340)**

**COURSE TITLE: FESTIVAL PROJECT**

**NUMBER OF CREDITS: 6 YEAR-LONG COURSE**

**PREREQUISITES: MU12A OR CA27C**

**Course Description:** Students will have the opportunity to initiate their own carnival-like multi-disciplinary project. Initially, classes will deal with all phases of project development from conceptualisation to realisation; documentation and presentation skills. Students will then be assigned to supervisors for their chosen projects.

**Assessment:**

Coursework 100%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: CANV 3004**

**COURSE TITLE: THE ECONOMICS OF COPYRIGHT**

**PREREQUISITE: ECON 3810**

**Course Description:** This course provides a comprehensive understanding of the interrelated trade, economic and political/legal issues surrounding copyright. This requires a trans-disciplinary approach to the study of copyright. As such, students would be taken beyond the legal framework of copyright and exposed to the political-economy of copyright in effort to highlight the dynamic nature of copyright.

**ASSESSMENT:**

Coursework: 40%

Examination: 60%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MUSC 2201 (MU22A)**

**COURSE TITLE: ETHNOMUSICOLOGY II**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:**

**Assessment:**

Coursework

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: CANV 3602 (CA36B)**

**COURSE TITLE: FESTIVAL MANAGEMENT**

**NUMBER OF CREDITS: 3**

**PREREQUISITE: EC38J OR CA12C**

**Course Description:** The main aim of the course is to examine how events and festivals have become important aspects of the arts and entertainment landscape in the Caribbean. For example, they play a critical role in the construction of identity as well as make a contribution to the economy through acting as a pull factor for tourism. This course will focus on issues like event and festival planning, marketing, market research, financial planning, audience development and impact assessment.

**Assessment:**

Coursework 40%

Examination 60%

\* COMPULSORY FOR B.A CARNIVAL STUDIES. SEE THEATRE ARTS FOR THEA 2010 AND THEA 2011 WHICH ARE COMPULSORY FOR CARNIVAL STUDIES MAJORS.

**RECOMMENDED**

**LEVEL:** NOT OFFERED IN 2006/2007

**SEMESTER:**

**COURSE CODE:** CANV 3601 (CA36A)

**COURSE TITLE:** SCIENCE & TECHNOLOGY IN MUSIC

**NUMBER OF CREDITS:** 3

**PREREQUISITES:** NONE

**Course Description:** The aim of this course is to expose students in the areas of music, science and engineering to the symbiosis of science and music as well and the impact of technology on its development.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL:**

**SEMESTER:**

Course Code MUSC 2002 (MU20B)

**COURSE TITLE:** PAN THEORY & PRACTICE I

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:**

**Assessment:**

Coursework	
Examination	

**LEVEL:**

**SEMESTER:**

**COURSE CODE:** MUSC 3001 (MU30A)

**COURSE TITLE:** PAN THEORY & PRACTICE II

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:**

**Assessment:**

Coursework	
Examination	

\* COMPULSORY FOR B.A CARNIVAL STUDIES. SEE THEATRE ARTS FOR THEA 2010 AND THEA 2011 WHICH ARE COMPULSORY FOR CARNIVAL STUDIES MAJORS.

**THEATRE ARTS COURSES**

**LEVEL I**

**SEMESTER I**

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE:** LITS 1201 (CA12A) (EVENING)

**COURSE TITLE:** ELEMENTS OF DRAMA

**NUMBER OF CREDITS:** 3

**PREREQUISITES:** NONE

**Course Description:** (Compulsory for B.A. Theatre) This course introduces students to using the written text and through practical exercises such as improvisation and theatre games. Both textual study and practical exercises are possible stimulus to the creation of theatre. Compulsory for Majors in English Literature and Theatre Arts.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE:** THEA 1203 (CA12C)

**COURSE TITLE:** PRODUCTION 1A

**NUMBER OF CREDITS:** 3

**PREREQUISITES:** NONE

**Course Description:** (Compulsory for B.A. Theatre) This course introduces students to the processes involved in the preparation of theatre, music, and art productions. Students study practically and theoretically the elements of Stage Management, Business and House Management, Production Management and Marketing and are introduced to Technical Theatre (Lighting, Scenery, Props, Costumes).

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE:** THEA 1303 (CA13C)

**COURSE TITLE:** CARIBBEAN DANCE

**NUMBER OF CREDITS:** 3

**PREREQUISITES:** NONE

**Course Description:** This course introduces students to the fundamentals of movement, body awareness and dance techniques. Students practically study the basic components of dance composition and dance improvisation, history and development of dance styles around the Caribbean and examine the socio/cultural contexts of dance as a primary language of Caribbean experience

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL I**

**SEMESTER II**

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE:** LITS 1201 (CA12A)

**COURSE TITLE:** ELEMENTS OF DRAMA

**NUMBER OF CREDITS:** 3

**PREREQUISITES:** NONE

**Course Description:** This course introduces students to using the written text and through practical exercises such as improvisation and theatre games. Both textual study and practical exercises are possible stimulus to the creation of theatre. Compulsory for Majors in English Literature and Theatre Arts. (Compulsory for B.A. Theatre)

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: THEA 1205 (CA12E)**

**COURSE TITLE: WESTERN THEATRE HISTORY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** (Compulsory for B.A. Theatre) A survey of the development and history of major production styles and genres of theatre throughout the ages. Each era (Classical Greece & Rome, Medieval theatre and drama, Elizabethan England, Renaissance and Neoclassicism in Italy & France, Restoration Drama, Realism) is viewed through representative texts and examined through practical and theoretical projects.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: THEA 1204 (CA12D)**

**COURSE TITLE: PRODUCTION 1B**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA12C**

**Course Description:** (Compulsory for B.A. Theatre) This course extends the elements of technical performance production introduced in Production IA. Specifically it will study lighting, sound, scene and properties, costume and makeup design.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: THEA 1216 (CA12P)**

**COURSE TITLE: PERFORMANCE I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA12A**

**Course Description:** (Compulsory for B.A. Theatre) A programme of self-development through the fundamental techniques of performance (expressive skills of body and voice.) A practical study of the actor's role, the relationship between the director, actors/characters, the audience and the importance of developing sound rehearsal and performance techniques.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: CA13A (THEA 1003)**

**COURSE TITLE: CARIBBEAN DANCE II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA13C**

**Course Description:** This course is a follow-up to Caribbean Dance I and will introduce students to the history and form of dances influenced by East Indian culture. The dances that are an integral part of Caribbean festivals will also be examined.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: CA22F (THEA 2206)**

**COURSE TITLE: DIRECTING I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA12A OR PERMISSION OF THE LECTURER**

**Course Description:** This course introduces students to the foundation skills required to stage a play: analysis, visualisation and creating stage action. Students are required to stage short in house presentation. (Compulsory for B.A. Theatre)

**Assessment:**

Coursework	100%
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**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: THEA 2208 (CA22H)**

**COURSE TITLE: PERFORMANCE II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA12P OR PERMISSION OF THE LECTURER**

**Course Description:** This course investigates through project work the major performance theorists and genres (Stanislavski's System, The Method, Brecht's Epic Theatre, Artaud's Theatre of Cruelty, Grotowski's Poor Theatre and Peter Brook) in relation to Caribbean performance styles.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL:**

**COURSE CODE: THEA 2008**

**COURSE TITLE: MODERN THEATRE**

**NUMBER OF CREDITS:**

**PREREQUISITES: CA12E**

**Course Description:** This course surveys the history and development of major production styles and genres of Modern theatre since the advent of Realism. It will examine each era through representative texts and major directors.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: (THEA 22)**

**COURSE TITLE: MODERN THEATRE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA12E**

**Course Description:** This course surveys the history and development of major production styles and genres of Modern theatre since the advent of Realism. It will examine each era through representative texts and major directors.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: (THEA 2007)**

**COURSE TITLE: FESTIVALS, DRAMA AND SOCIETY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA12A**

**Course Description:** This course explores the significance of performance to social and cultural formation, using the festival as the medium for this examination. The Festival is considered an interesting example of performance and street theatre that provides the basis for rich inquiry and analysis. It will be shown that there is much in the festival that is linked to drama. Therefore teaching is structured around three traditional festive performances found in Trinidad and Tobago. These are chosen from a traditional African feast, Ramleela, Hoosay and or Parang/Creche.

The course has two aims: experiential - to explore performance as a practical medium; and research-oriented - to develop anthropological and ethnographic skills so as to be able to understand the performance scale and be able to explain the underpinnings of drama and festival in a theoretical way.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: THEA 2010**

**COURSE TITLE: CRITICAL READINGS IN CARIBBEAN ARTS AND CULTURE I\* (NEW)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course provides an interdisciplinary foundation in Caribbean culture, thought, philosophy and the nature and sociology of arts and cultural practice in a Caribbean context. These matters will be approached through the works of intellectuals, artists and activists from language regions of the Caribbean – French, Spanish, Dutch, English – its littoral - Colombia, Belize, the Guianas - and the diaspora. Opportunity is provided to reflect on the arts as a common heritage in the making of Caribbean identity. This semester the focus will be on Defining the Caribbean and Cultural Formation.

**Assessment:**

Coursework	100%
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**LEVEL II**

**SEMESTER I**

**LEVEL: II NOT OFFERED IN 2006/2007**

**SEMESTER: I**

**COURSE CODE: THEA 2201 (CA22A)**

**COURSE TITLE: DRAMA & SOCIETY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA12A**

**Course Description:** This course investigates the linkages between drama/theatre and the community it serves. Coursework and practicum are based on the festival theatres and dramas of Trinidad & Tobago - Ramleela, Hosay, Carnival, African feasts.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL II**

**SEMESTER II**

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: THEA 2207 (CA22G)**

**COURSE TITLE: CARIBBEAN DRAMA**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA22A**

**Course Description:** This course explores the relationship between drama/theatre and the definition of Caribbean society. While the focus will be on the English-speaking region, material where available in translation will be included from the Dutch, French and Spanish Caribbean. (Compulsory for B.A. Theatre)

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: THEA 2209 (CA22I)**

**COURSE TITLE: STYLES IN THEATRE, ART & MUSIC**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA12A (LITS 1201)**

**Course Description:** Through seminars the manifesto of the 'isms' of the late 19<sup>th</sup> and 20<sup>th</sup> centuries will be examined, followed by the movement's historical background, sight and sound characteristics, and the distinctive images and personalities associated with the genre. The study of the connections and influences among the literature, art, music, dance and theatre of a particularism (e.g. Romanticism, Realism, Expressionism, Surrealism, Absurdism, etc.) will reveal why these genres continue to influence present day playwrights, composers, artists and their productions.

**Assessment:**

Coursework	100%
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**LEVEL II**

**SEMESTER I/II**

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: THEA 2299 (CA220)**

**COURSE TITLE: PRODUCTION II**

**NUMBER OF CREDITS: 6 YEAR LONG COURSE**

**PREREQUISITES: CA12C/CA12A**

**Course Description:** (Compulsory for B.A. Theatre) Students are involved in the preparation and realisation of a theatrical work directed by staff for public viewing. Preparation for this course may begin in Semester I. Students may choose to work backstage, on-stage, front of house or in production management.

**Assessment:**

Coursework	100%
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UNDERGRADUATE REGULATIONS & SYLLABUSES 2006 - 2007  
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**LEVEL III**  
**SEMESTER I**

**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: THEA 3301 (CA33A)**  
**COURSE TITLE: THEORY & PRACTICE OF EDUCATIVE THEATRE I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: CA12A**

**Course Description:** Introduces students to the major theories, concepts and methodologies on the uses of theatre and drama as a teaching tool. The practical element of this course includes facilitating drama sessions with a group identified by the student. (Compulsory for B.A. Theatre) (NB. This course is also offered in the 2nd semester through the School of Education.)

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: THEA 3203 (CA32C)**  
**COURSE TITLE: DIRECTING II**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: CA22F**

**Course Description:** Creating stage action and managing the rehearsal process are the main objectives of this course. Students are required to stage a short text for public viewing.

**Assessment:**

Coursework	100%
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**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: THEA 3103 (CA31C)**  
**COURSE TITLE: ASIAN & AFRICAN THEATRE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: CA12A OR CA12E**

**Course Description:** The major production styles and genres of Oriental and African theatre are studied through practical and theoretical projects. (Compulsory for B.A. Theatre)

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL III**  
**SEMESTER II**

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: THEA 3302 (CA33B)**  
**COURSE TITLE: THEORY & PRACTICE OF EDUCATIVE THEATRE II**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: CA33A**

**Course Description:** A study of the development of popular theatre, Augusto Boal's "Theatre of the Oppressed" and theatre\_in\_education (TIE). This theoretical and practical course investigates the techniques for devising and performing TIE programmes in schools and the community.

**Assessment:**

Coursework	100%
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**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: THEA 3204 (CA32D)**  
**COURSE TITLE: PLAYWRITING**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: INTERVIEW; SUBMISSION OF A SAMPLE OF ONE'S CREATIVE WRITING**

**Course Description:** This is a practical course on the appreciation of dramatic structure and the craft of dramatic construction. The course includes writing for radio and film/television, as well as for the stage.

**Assessment:**

Coursework	100%
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**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: THEA 3205 (CA32E)**  
**COURSE TITLE: SEMINARS IN CONTEMPORARY THEATRE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** An exposition of key concepts and directions in current critical theory and theatre practice with particular reference to literature and performance. (Compulsory for B.A. Theatre)

**Assessment:**

Coursework	100%
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**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: THEA 3307 (CA33G)**  
**COURSE TITLE: CARIBBEAN PERFORMANCE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: CA 22P & CA 22H OR PERMISSION OF THE LECTURER**

**Course Description:** A study and exploration of styles and theory of traditional and contemporary Caribbean performance. Sites for this study include: Caribbean Rituals; The Oral Tradition - Storytellers, Calypsonians, Masters of Ceremony; Folk Dramas - Rameela, Best Village; and Mas and Masqueraders, Trinidad Carnival and Jonkonnu etc. Course activity is structured around research, analysis and reconstruction of these traditional performance modes.

**Assessment:**

Coursework	60%
Examination	40%

**VISUAL ARTS COURSES**

OPEN TO ALL UWI STUDENTS.  
 All Courses are worth 3 credits except in Level III where the two-semester courses are worth 6 credits each.

**LEVEL I**  
**SEMESTER I**

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: VART 1101 (CA11A)**  
**COURSE TITLE: VISUAL ARTS AND COMMUNICATION STUDIES**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course introduces an inter-disciplinary focus on the Arts. It seeks to explore relationships between the Arts, of issues of style, form and function in art and design. It introduces the theory of visual communication, the construction of pictorial narratives in film, the use of visual analysis and communication models in the interpretation of images. This is a lecture seminar course without a schedule tutorial and meets once per week for two hours.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: VART 1102 (CA11B)**  
**COURSE TITLE: ART & SOCIETY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This is an introductory course in the history of art, architecture and design. It surveys the evolution of ideas and fundamental assumptions about artefacts and the relation of these to activities in the Caribbean. The course aims to provide a conceptual model for thinking and studying art and artists. Course includes presentations of student work, introduces the study of film and visits current exhibitions at the Museum and Art galleries. It is a lecture seminar course without a scheduled tutorial and meets once per week for two hours.

**Assessment:**

Coursework portfolio	50%
Examination	50%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: VART 1401 (CA14A)**  
**COURSE TITLE: DESIGN FUNDAMENTALS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ART AT ADVANCED LEVEL, TEACHERS COLLEGE DIPLOMA (ELECTIVE ART), JOHN DONALDSON CERTIFICATE IN GRAPHIC ARTS, OR A PORTFOLIO OF RECENT ARTWORK.**

**Course Description:** This is a studio course; it seeks to introduce a wide range of techniques, skills and approaches to the use of colour media and materials. This is a Foundation Course and begins with an exploration of colour theory. It introduces a variety of studio practices, handling and applications for the analysis and production of visual form. This class meets twice per week for two three-hour studios.

**Assessment:**

Coursework Portfolio	100%
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**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: VART 1501 (CA15A)**  
**COURSE TITLE: DRAWING: INTRODUCTORY TECHNIQUES**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ART AT ADVANCED LEVEL, TEACHERS COLLEGE DIPLOMA (ELECTIVE ART), JOHN DONALDSON CERTIFICATE IN GRAPHIC ARTS, OR A PORTFOLIO OF RECENT ARTWORK.**

**Course Description:** This is an intensive studio course; it seeks to introduce in the fundamentals of drawing, drawing media, materials and methods. This course aims to teach drawing as the organisation of visual media methods and techniques for creative studio practices.

**Assessment:**

Coursework	100%
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**LEVEL I**  
**SEMESTER II**

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: VART 1402 (CA14B)**  
**COURSE TITLE: COLOUR DESIGN AND METHOD**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ART AT ADVANCED LEVEL, TEACHERS COLLEGE DIPLOMA (ELECTIVE ART), JOHN DONALDSON CERTIFICATE IN GRAPHIC ARTS.**  
**Course Description:** This is a studio course that introduces the study of colour as media and as medium in the creation and production of art and design.  
**Assessment:**  
Coursework 100%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: VART 1403 (CA14C)**  
**COURSE TITLE: MATERIAL DESIGN AND METHOD**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ART AT ADVANCED LEVEL, TEACHERS COLLEGE DIPLOMA (ELECTIVE ART), JOHN DONALDSON CERTIFICATE IN GRAPHIC ARTS.**  
**Course Description:** This is a studio course that introduces the study of materials and material processing for art and design production. The course also introduces work in three-dimensional fabrication and technical drawing.  
**Assessment:**  
Coursework 100%

**LEVEL II**  
**SEMESTER I**

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: VART 2023 (CA20W)**  
**COURSE TITLE: DESIGN STUDIO I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: CA14B OR CA14C OR CA14A OR CA15B**  
**Course Description:** This course is intended to promote creative application of the principles of art and design and to establish creative studio practices. The course comprises three modules - a studio tutorial, a production studio and two workshops.  
**Assessment:**  
Coursework 100%

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: VART 2123 (CA21W)**  
**COURSE TITLE: ART IN CONTEXT I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: CA11B, OR CA10A, OR CA12A, OR MU12A**  
**Course Description:** This is a survey of ideas and events in world history of art and architecture. It is intended to introduce students to research writing and studying art and architecture in a cultural context. This course comprises a compulsory tutorial component and Web based research. Course studies World Art History of Ancient Communities.  
**Assessment:**  
Coursework 60%  
Examination 40%

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: VART 2223 (CA22W)**  
**COURSE TITLE: ART STUDIO I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: CA15A OR CA14B**  
**Course Description:** This studio course offers 3 areas of specialist concentration. It is intended to promote experimental and inter\_media work as well as to emphasise the diverse interests of each student. Students are encouraged to expand their interests and technical abilities in two workshops and a production studio.  
**Assessment:**  
Coursework 100%

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: VART 2323 (CA23W)**  
**COURSE TITLE: FILM & VIDEO I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: CA11B, OR CA10A, OR CA12A, OR MU12A**  
**Course Description:** This is an introduction to the history of film and film technique with specific reference to Third cinema. Students are required to study a range of films for analysis of style, narrative and technique.  
**Assessment:**  
Coursework 60%  
Examination 40%

**LEVEL II**  
**SEMESTER II**

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: VART 2024 (CA20X)**  
**COURSE TITLE: DESIGN STUDIO II**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: CA20W**  
**Course Description:** It is intended to promote creative use of the principles of design and to establish the function of the design processes in aesthetic production. The course comprises three modules a studio tutorial, a production studio, and two workshops.  
**Assessment:**  
Coursework 100%

**LEVEL: II**

**SEMESTER: II**

Course Code VART 2124 (CA21X)

**COURSE TITLE: ART IN CONTEXT II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA21W**

**Course Description:** This course continues studies in CA21W with further emphasis on Web based research and makes research fieldtrips to study artwork, architecture and artefacts in Caribbean Art in the colonial and pre-colonial periods. This course introduces research at the Tobago Museum.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: VART 2224 (CA22X)**

**COURSE TITLE: ART STUDIO II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA22W**

**Course Description:** This studio course offers 3 areas of specialist concentration. It is intended to promote experimental and inter\_media work as well as to emphasise the diverse interests of each student. While concentrating in any one of these areas students are encouraged to expand their interests and technical abilities in two workshops.

**Assessment:**

Coursework	100%
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**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: VART 2324 (CA23X)**

**COURSE TITLE: FILM & VIDEO II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CA11B, OR CA10A, OR CA12A, OR MU12A**

**Course Description:** This is an introduction to the basics of Film & Video production. It teaches the construction of storyboards, technical concepts and the composition of the Production handbook. Students are required to study Caribbean film.

**Assessment:**

Coursework	60%
Examination	40%

**LEVEL III**

**SEMESTERS I AND II**

**LEVEL: III**

**SEMESTERS I AND II**

**COURSE CODE: VART 3099 (CA300)**

**COURSE TITLE: DESIGN STUDIO III**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: DESIGN STUDIO II**

**Course Description:** This is a continuation of studies at Level II but with emphasis on professional studies and the creative production of art and design work. Students are required to develop a product prototype.

**Assessment:**

Coursework portfolio and Exhibition	100%
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**LEVEL: III**

Semester I and II

**COURSE CODE: VART 3199 (CA310)**

**COURSE TITLE: SEMINAR IN CARIBBEAN ART AND AESTHETICS**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: CA21W OR CA22A OR MU22A OR CA23X**

**Course Description:** This is a seminar course that investigates Caribbean cultures and their various manifestations of art style and expression. Students have the option of choosing aspects of the seminars for further study. Options include: Caribbean art (styles, bibliographies, techniques), Caribbean architecture (forts, public buildings, vernacular architecture, town planning), Caribbean film (documentaries, criticism, production), Caribbean festivals (carnival, religious). Students are required to participate in field research, museum studies and to write a research paper.

**Assessment:**

Coursework	100%
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**LEVEL: III**

Semester I and II

**COURSE CODE: VART 3299 (CA320)**

**COURSE TITLE: ART STUDIO III**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: CA22X**

**Course Description:** This is a continuation of studies at Level II but with focus on creative production of artwork. Students are expected to enrol in a variety of workshops and develop individual projects in consultation with course lecturers.

**Assessment:**

Coursework	100%
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**LEVEL: III**

**SEMESTER I AND II**

**COURSE CODE: VART 3399 (CA330)**

**COURSE TITLE: FILM & VIDEO III**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: CA23X WITH B+ GRADE**

**Course Description:** This is a video production course. Students use techniques of video as a creative medium and a practical foundation for the scripting, editing and screening of original concepts. Students will work on individual and group projects.

**Assessment:**

Coursework	100%
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## COMMUNICATION STUDIES COURSES

### LEVEL I SEMESTER I

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: COMS 1101 (CM11A)**  
**COURSE TITLE: HUMAN COMMUNICATION I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** Students are introduced to basic concepts in the study of the verbal and nonverbal aspects of human communication. The course is intended for communication majors and is designed to prepare students for further work in the study and teaching of human communication and for the pursuit of careers in the communication field.

**Assessment:**

Coursework	50%
Examination	50%

### LEVEL I SEMESTER II

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: COMS 1102 (CM11B)**  
**COURSE TITLE: HUMAN COMMUNICATION II**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: COMS 1101**

**Course Description:** Students are introduced to advanced concepts and models in the study and application of the verbal and nonverbal aspects of human communication in a variety of academic and professional contexts at various levels of communication. The course is intended for communication majors and is designed to prepare students for further work in the study and teaching of human communication and for the pursuit of careers in communication and other fields.

**Assessment:**

Coursework	50%
Examination	50%

### LEVEL II SEMESTER I

**LEVEL: II NOT OFFERED IN 2006/2007**  
**SEMESTER: I**  
**COURSE CODE: COMS 2001 (CM20A)**  
**COURSE TITLE: COMMUNICATION STUDIES**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This Level II three-credit course introduces students to foundation concepts in the study and use of communication. It emphasizes language in use and draw on multi-disciplinary knowledge and research. It is taught in modules and students' work is evaluated on a continuous basis. The modules include the nature, the study and the uses of communication.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: COMS 2101 (CM21A)**  
**COURSE TITLE: ORAL COMMUNICATION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course focuses on the oral aspects of communication treating the nature, use and effectiveness of speeches, debates, and interactions such as conversations, interviews, meetings and discussions. Applications of oral communication include a variety of public and private settings related to research, media, business and professional encounters.

**Assessment:**

Coursework: Two individual (10+15) and two group (10+15) 50%  
Examination: Two questions, one from each section (25+25) 50%

**LEVEL: II NOT OFFERED IN 2006/2007**  
**SEMESTER: I**  
**COURSE CODE: COMS 2201 (CM22A)**  
**COURSE TITLE: INTERCULTURAL COMMUNICATION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:**  
This course explores issues related to the intercultural communication process. We will examine the important role of social, cultural, and historical contexts in intercultural interactions. More specifically, the course also examines the complex relationship between culture and communication from three conceptual perspectives: the social psychological perspective, the interpretive perspective, and the critical perspective.

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: COMS 2301 (CM23A)**  
**COURSE TITLE: GROUP & ORGANIZATIONAL COMMUNICATION**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**

**Course Description:**

**LEVEL: II NOT OFFERED IN 2006/2007**  
**SEMESTER: I**  
**COURSE CODE: CM24A (COMS 2401)**  
**COURSE TITLE: COMMUNICATION EDUCATION**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**  
**Course Description:**

**LEVEL II**  
**SEMESTER II**

**LEVEL: II NOT OFFERED IN 2006/2007**  
**SEMESTER: II**  
**COURSE CODE: COMS 2002 (CM20B)**  
**COURSE TITLE: COMMUNICATION ANALYSIS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** Students use the foundation work in communication to investigate, analyse and resolve communication problems and issues. It is intended for students wishing to do further work in communication and focuses on communication problems and issues.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: COMS 2102 (CM21B)**  
**COURSE TITLE: WRITTEN COMMUNICATION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** Students explore the differences between speech and writing. They analyse written characteristics, conventions and principles for a variety of writing functions in a range of personal and public situations.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: COMS 2202 (CM22B)**  
**COURSE TITLE: PRINCIPLES OF MASS COMMUNICATION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course introduces students to the mass media and the mass communication process from historical, social-scientific, political, economic, aesthetic, and philosophical perspectives. Students will survey the major mass media (newspapers, magazines, books, radio, popular music, television, and film), new communication technologies (satellites, virtual reality, information systems), media related phenomena (advertising, public relations, popular culture), and related issues such as media ownership, law and regulation, ethics, and global media.

**Assessment:**

**LEVEL: II NOT OFFERED IN 2006/2007**  
**SEMESTER: II**  
**COURSE CODE: COMS 2302 (CM23B)**  
**COURSE TITLE: PUBLIC RELATIONS COMMUNICATION**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**  
**Course Description:**  
**Assessment:**

**LEVEL: II NOT OFFERED IN 2006/2007**  
**SEMESTER: II**  
**COURSE CODE: COMS 2402 (CM24B)**  
**COURSE TITLE: COMMUNICATION EDUCATION PRACTICUM**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**  
**Course Description:**  
**Assessment:**

**LEVEL III**  
**SEMESTER I**

**LEVEL: III NOT OFFERED IN 2006/2007**  
**SEMESTER: I**  
**COURSE CODE: COMS 2502 (CM25A)**  
**COURSE TITLE: COMMUNICATION TECHNOLOGY**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**  
**Course Description:**  
**Assessment:**

**LEVEL: III NOT OFFERED IN 2006/2007**  
**SEMESTER: I**  
**COURSE CODE: COMS 2601 (CM26A)**  
**COURSE TITLE: HEALTH COMMUNICATION**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**  
**Course Description:**  
**Assessment:**

**LEVEL: III NOT OFFERED IN 2006/2007**  
**SEMESTER: I**  
**COURSE CODE: COMS 2701 (CM27A)**  
**COURSE TITLE: TECHNICAL COMMUNICATION**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**  
**Course Description:**  
**Assessment:**

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: COMS 2901 (CM29A)**

**COURSE TITLE: COMMUNICATION THEORY**

**NUMBER OF CREDITS:**

**PREREQUISITES: TWO LEVEL II COMMUNICATION COURSES**

**Course Description:** Students explore the range of approaches to theory building and examine classifications of communication theory at general, interpersonal, group/organizational, special, mass, intercultural levels of communication to evaluate their potential use in accounting for human communication.

**Assessment:**

Coursework 60%

Examination 40%

**LEVEL III**

**SEMESTER II**

**LEVEL: III NOT OFFERED IN 2006/2007**

**SEMESTER: II**

**COURSE CODE: (COMS 2502 (CM25B))**

**COURSE TITLE: COMMUNICATION TECHNOLOGY PRACTICUM**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:**

**Assessment:**

**LEVEL: III NOT OFFERED IN 2006/2007**

**SEMESTER: II**

**COURSE CODE: COMS 2602 (CM26B)**

**COURSE TITLE: HEALTH PROMOTION AND EDUCATION**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:**

**Assessment:**

**LEVEL: III NOT OFFERED IN 2006/2007**

**SEMESTER: II**

**COURSE CODE: COMS 2702 (CM27B)**

**COURSE TITLE: LEGAL COMMUNICATION**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:**

**Assessment:**

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: COMS 2902 (CM29B)**

**COURSE TITLE: COMMUNICATION RESEARCH METHODS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: CM29A AND ONE LEVEL II COMMUNICATION COURSE**

**Course Description:** Students explore the range of quantitative and qualitative methodologies used in conducting communication research and examine the advantages and limitations of various approaches to designing a research project. During the course students will produce a research proposal as the basis for conducting a research project CM300.

**Assessment:**

Coursework 60%

Examination 40%

**LEVEL III**

**SEMESTERS I AND II**

**LEVEL: III**

**SEMESTERS I AND II**

**COURSE CODE: (COMS 3099 (CM300))**

**COURSE TITLE: LANGUAGE AND COMMUNICATION SEMINAR (2 SEMESTER COURSE MAY BE READ AS A SUBSTITUTE COURSE FOR CARIBBEAN STUDIES)**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: 6 CREDITS OF COMMUNICATIONS OR LINGUISTICS**

**Course Description:** Common areas of interest in Linguistics and Communication are systematically explored in a modular fashion. Students and instructors combine general Linguistics theory (syntax, semantics, lexicon and phonology), Sociolinguistics (issues such as variation, sex/gender, power, interaction, discourse), language history and change, Creole Linguistics, Applied Linguistics (language study and teaching) with communication theory and analysis. A combination of knowledge, skills and attitudes from the respective fields addresses phenomena, problems and solutions in language use and communication.

**Assessment:**

Coursework 60%

Thesis Examination 40%

**LITERATURES IN ENGLISH COURSES**

Students are required to pass in each component (Coursework and written examination) in order to qualify for an overall pass in Literatures in English courses.

**LEVEL I**  
**SEMESTER I**

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: LITS 1201 (CA12A)**  
**COURSE TITLE: THE ELEMENTS OF DRAMA (DAY)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course introduces students to drama using the written text and through practical exercises such as improvisation and theatre games. Both textual study and practical exercises are possible stimulus to the creation of theatre. Compulsory for Majors in English Literature and Theatre Arts.

**Assessment:**

Practical exercises	30%
Term paper	20%
Final written examination	50%

Contact: Lectures - 1 hour per week  
Practical - 2 hours per week

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE LITS 1001 (E10A)**  
**COURSE TITLE: INTRODUCTION TO POETRY (EVENING)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course will explore a range of poems written in English. It will seek to discover how a poem works as a unit of form and content. Attention will be given to the nature of poetic language. An in-depth, close-reading of poems will be encouraged in order to discuss the function and effect of literary devices, and the relationship between structure/form and meaning. The value of extrinsic criticism which considers the influence of historical period and socio-cultural contexts on poetic creation will be considered.

**Method of Instruction:**  
Two (2) lectures, One (1) tutorial per week. Tutorials are compulsory.

**Assessment:**

One (1) in-class test	10%
One (1) home-based assignment	20%
Tutorial presentation and participation	10%
Final 2-hour examination –	
Two (2) critical analyses	60%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: LITS 1002 (E10B)**  
**COURSE TITLE: INTRODUCTION TO PROSE FICTION (DAY)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course introduces students to the basic elements of prose fiction such as narrative discourse, characterisation, point of view, so that they might learn to read intelligently and critically. The texts are chosen to demonstrate a range of techniques, but also to represent a wide chronological and geographical spread so that students are introduced to elements of the regional and special interest literature courses, which are available in the second and third year. This course is a prerequisite for all prose fiction courses in the second and third year.

**Assessment:**

In-course essay	20%
In-course test	10%
Tutorial presentation	10%
Final examination	60%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: LING 1005 (L10C)**  
**COURSE TITLE: INTRODUCTION TO LANGUAGE (DAY AND EVENING)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**  
**Course Description:**

**LEVEL I**  
**SEMESTER II**

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: LITS 1001 (E10A)**  
**COURSE TITLE: INTRODUCTION TO POETRY (DAY) SEE SEMESTER I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**  
**Course Description:**

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: LITS 1002 (E10B)**  
**COURSE TITLE: INTRODUCTION TO PROSE FICTION (EVENING)**  
**SEE SEMESTER I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**  
**Course Description:**

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: LITS 1201(CA12A)**  
**COURSE TITLE: THE ELEMENTS OF DRAMA (EVENING) SEE SEMESTER I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**  
**Course Description:**



**LEVEL II/III  
SEMESTER I**

**LEVEL: II / III  
SEMESTER: I**

**COURSE CODE: LITS 2006 (E20F)**

**COURSE TITLE: ENGLISH POETRY FROM DONNE TO BYRON**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A**

**Course Description:** This course will explore the changing features of, and assumptions behind, English poetry from 1593 to 1821. It will do this by concentrating on the works of Donne, Milton, Pope, Blake, Wordsworth, Coleridge and Keats. While the practice of close textual analysis will be continued, special attention will be paid to the contrasts between these, along with the changing philosophical and socio-political landscapes giving rise to them.

**Assessment:**

1 Oral/Tutorial presentation	10%
1 Written Assignment	30%
Final Examination	60%

(One 2-hour paper, 2 questions)

**LEVEL: II / III NOT OFFERED IN 2006/2007**

**SEMESTER: I**

**COURSE CODE: E21A (LITS 2101)**

**COURSE TITLE: NOVEL I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A INTRODUCTION TO POETRY, E10B INTRODUCTION TO PROSE FICTION**

**Course Description:** This course will be divided into two sections. The first component (3 weeks) will introduce students to concepts of the genre (concentrating on the two informing traditions of realism and romance); to the critical tools and vocabulary necessary for novel analysis; to the historical context within which the early English novel originated and developed. This introductory module will broaden and deepen students' understanding of prose fiction gained through E10B.

The Main part of the course (10 weeks) will move on from a selection of Elizabethan fiction to identify some of the forms and directions taken by early novels e.g. the moral fable, the allegory, the picaresque novel, the "comic-epic" and the gothic novel.

**Assessment:**

Coursework	40%
Final (2-hour) examination	60%

**LEVEL: II / III  
SEMESTER: I**

**COURSE CODE: LITS 2106 (E21F)**

**COURSE TITLE: THE ORIGINS AND DEVELOPMENT OF AMERICAN LITERARY PROSE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A, E10B**

**Course Description:** The aim of the course is to treat the development of American prose from its beginnings in the colonial period to the end of the 19<sup>th</sup> century. Some emphasis will be on the chronological and the thematic aspects. Attention will be paid to Puritan writing, non-fictional slave narratives, Native American folk narratives and the major writers of fiction in the 19<sup>th</sup> century.

**Assessment:**

Prepared tutorial/seminar presentation	10%
1 Coursework essay	30%
Final examination (One 2-hour paper, 2 Questions)	60%

**LEVEL: II / III 2006/2007**

**SEMESTER: I**

**COURSE CODE: LITS 2107 (E21G)**

**COURSE TITLE: AFRICAN/DIASPORA WOMEN'S NARRATIVE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A – INTRODUCTION TO POETRY**

**OR E10B – INTRODUCTION TO PROSE FICTION**

**Course Description:** This course examines female-authored literature of the African diaspora. It explores narratives composed by range of writers from the African mainland and the diaspora including, but not limited to, Senegalese Mariama Ba; Botswana Bessie Head; American Toni Morrison and West Indian Jamaica Kincaid and Erna Brodber. The course begins with a broad overview of black feminist, diasporan and post-colonial critical perspectives. The close analysis of each text takes into account the socio-cultural background against which the text is framed.

**Assessment:**

Tutorial presentation and group project	20%
Coursework	20%
Final examination	60%

**LEVEL: II / III**  
**SEMESTER: I**  
**COURSE CODE: E21J (LITS 2110)**  
**COURSE TITLE: AFRICAN LITERATURE IN ENGLISH I: PROSE FICTION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: YEAR II PASS WITH AT LEAST B GRADE IN ANY OF THE WEST INDIAN LITERATURE COURSES.**

**Course Description:** This course surveys the development of the novel from in Africa and focuses attention on issues such as the language(s), the audience, the central themes and the stylistic peculiarities of African fiction in English. The course attempts to identify the distinctive character of African prose fiction in English with a view to show the similarities and/or differences between works from west, East and Southern Africa as well as establishing the nature of the contribution of female African writers.

**Assessment:**  
 One Coursework essay (2,500 words) 40%  
 Final examination  
 (One 2-hour paper, 2 questions) 60%

**LEVEL: II / III**  
**SEMESTER: I**  
**COURSE CODE: LITS 2203 (E22E)**  
**COURSE TITLE: SHAKESPEARE I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: E10A, CA12A**

**Course Description:** A core course, prerequisite to the attainment of a Bachelor of Arts Degree for students majoring in English. Will be taught in either the first or second semester of the second year.

Beginning with a short survey of philosophical, socio-political and literary aspects of the Elizabethan age, the course will study three Shakespeare plays derived respectively from the genres of comedy, history and tragedy. Its purpose will be to promote an understanding of the dramatic possibilities (and limitations) of each genre as exploited by the world's greatest English language dramatist, writing in the heyday of post-Renaissance expansion of European thought, and, through close textual attention, to familiarise students with the mind and some of the major preoccupations of Shakespeare.

**Assessment:**  
 1 oral/tutorial presentation 10%  
 2 written assignments 30%  
 Final examination 60%  
 (One 2-hour paper, 2 questions)

**LEVEL: II / III**  
**SEMESTER: I**  
**COURSE CODE: LITS 2301 (E23A)**  
**COURSE TITLE: KEY ISSUES IN LITERARY CRITICISM 1**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: 6 YEAR I LITERATURE CREDITS**

**Course Description:** This course introduces students to key issues in literary criticism. It begins by defining the significance of literature, criticism and theory. It then analyses key issues of literary criticism which relate to the text, the reader and writer and the social and historical contexts. The course will stress practical application of these key emphases to fiction. It will also train students to recognize and analyse how these issues inform critical extracts.

**Assessment:**  
 Tutorial presentation 10%  
 Reflective/position papers 10%  
 Group project 10%  
 In-course essay 20%  
 Final examination 50%

**LEVEL: II / III**  
**SEMESTER: I**  
**COURSE CODE: LITS 2506 (E25F)**  
**COURSE TITLE: INTRODUCTION TO WEST INDIAN POETRY: (A) ORAL AND RELATED LITERATURE FROM THE WEST INDIES**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: E10A**

**Course Description:** This course will introduce students to the Oral Tradition of the West Indies and illustrate how that tradition both developed within itself and became the source of development for several poetic forms and structures. Particular attention will be paid to the on-going presence and of narrative, legend, prayer, elegy, praise-song, work song, etc., in "formal" West Indian poetry. Continuity of function - i.e. praise, blame, complaint, satire, social control, warning, invective, doom-saying or celebration, the evocation of laughter etc. will also be demonstrated.

**Assessment:**  
 One written assignment (2,000 words) 10%  
 One research paper (3,000 words) 30%  
 Final written examination  
 (2 Questions, 2 hours) 60%

**LEVEL: II / III**

**SEMESTER: I**

**COURSE CODE: LITS 2510 (E25J)**

**COURSE TITLE: WEST INDIAN PROSE FICTION:  
THE SHORT STORY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10B**

**Course Description:** This course seeks to foster an appreciation of issues shaping the development of West Indian narrative fiction, in particular the short story. The main areas of focus are: the oral tradition; early representations of West Indian society found in journals and other writings by Europeans; resistance; the literary awakening of the early 20<sup>th</sup> century; and issues of language, gender and race. The course also seeks to sharpen students' critical skills regarding technical aspects of the short story.

**Assessment:**

Coursework	40%
Tutorial presentation	15%
Essay	25%
Final examination	60%
(Two essays in two hours) 30% each	

**LEVEL II/III**

**SEMESTER II**

**LEVEL: II / III 2006/2007**

**SEMESTER: II**

**COURSE CODE: E20H (LITS 2008)**

**COURSE TITLE: AMERICAN POETRY AND DRAMA**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A, CA12A**

**Course Description:** This course is an examination of the development and achievement of American poetry and drama from the 18<sup>th</sup> and 19<sup>th</sup> centuries to the present time.

**Assessment:**

One Coursework essay (2,500 words)	40%
Final examination (2-hour examination, 2 questions)	60%

**LEVEL: II / III 2006/2007**

**SEMESTER: II**

**COURSE CODE: LITS 2109 (E21B)**

**COURSE TITLE: NOVEL II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10B INTRODUCTION TO PROSE FICTION**

**Course Description:** In this course the student will study the development of the novel in the 19<sup>th</sup> and 20<sup>th</sup> century through an examination of the work of five major novelists chosen to illustrate different aspects of that development.

Apart from observing and discussing the way in which the novels of the period reflect the change from stability to the rebellion of consciousness, the student will also appreciate the way the 19<sup>th</sup> century perfected the form of the novel, and the reasons for the prominence of the novel during the period.

**Assessment:**

Coursework	40%
Final (2-hour) examination	60%

**LEVEL: II / III**

**SEMESTER: II**

**COURSE CODE: LITS 2108 (E21H)**

**COURSE TITLE: MODERN AMERICAN LITERARY PROSE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10B**

**Course Description:** This course is an examination of the work of major 20<sup>th</sup> century American Writers.

**Assessment:**

One Coursework essay (2,500 words)	40%
Final examination (2-hour Paper, 2 questions)	60%

**LEVEL: II / III**

**SEMESTER: II**

**COURSE CODE: LITS 2208 (E22H)**

**COURSE TITLE: AFRICAN LITERATURE IN ENGLISH II:**

**DRAMA & POETRY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: YEAR II PASSES WITH AT LEAST B GRADE IN ANY OF THE WEST INDIAN LITERATURE COURSES**

**Course Description:** While the novel form was primarily imported into Africa, drama and poetry (in performance) existed there before the contacts with Europe. Against the background of the characteristics of the indigenous forms as well as their western variants, this course examines, contemporary African drama and poetry with a view to highlighting their major themes and techniques. As with the prose fiction course, attempts will be made to identify regional characteristics as well as the contribution of female African writers. Texts will be periodically reviewed.

Two lectures, one tutorial per week.

**Assessment:**

One Coursework essay (2,500 words)	40%
Final examination (2-hour Paper, 2 questions)	60%

**LEVEL: II / III**

**SEMESTER: II**

**COURSE CODE: LITS 2307 (E23G)**

**COURSE TITLE: TWENTIETH CENTURY LITERARY THEORY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course introduces students to major 20<sup>th</sup> century theoretical and critical approaches. A broad selection of statements will be drawn from theories that represent significant changes in modern and post-modern ideas and methodologies in relation to literature and literary practice. At least 6 topics will be chosen from the following: structuralism, post-structuralism, post-modernism, Marxist & neo-Marxist criticism, feminist criticism, psychoanalytic criticism, reader-response criticism, post-colonial criticism, new historicism and cultural materialism. Students will explore a series of issues in relation to the literary text which include:

- Linguistics and literary analysis
- The active reader and literary interpretation
- Language, society and the production of meaning
- Language, the unconscious and interpretation
- Decentring, subjectivity and literary interpretation
- Gender, difference and writing/reading
- History, power, culture and discourse

**Course Objectives:**

- To expose students to a range of theoretical and critical issues
- To identify and critique the key concepts
- To compare and contrast the various approaches
- To consider the usefulness of theory as a tool for studying literature

**Method of Instruction:**

Lectures, tutorial group discussions, take-home assignments.

**Assessment**

One 10-page research and application paper	20%
Two short in-class concept tests	10%
Class participation	10%
Final examination	60%

**LEVEL: II / III**

**SEMESTER: II**

**COURSE CODE: LING 2404 (L24D)**

**COURSE TITLE: STRUCTURE AND MEANING IN LITERARY DISCOURSE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: L10C AND 3 CREDITS LEVEL I LITERATURE IN ANY LANGUAGE**

**Course Description:**

**LEVEL: II / III**

**SEMESTER: II**

**COURSE CODE: LITS 2507 (E25G)**

**COURSE TITLE: INTRODUCTION TO WEST INDIAN POETRY: (B) SELECTED WEST INDIAN POETS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A**

**Course Description:** E25G focuses on four poets, representative samples of whose work will be closely read to explore important themes and concerns such as: history, race/ethnicity, identity, politics, landscape, time death desire, journey/quest, the situation of the artist. While the central focus will be on the individual talent of each poet, E 25G will ultimately be concerned with the larger objective of determining what these poets have contributed to the emerging tradition of Anglophone West Indian Poetry. A comparative perspective will be striven for. Particular attention will be paid to craft and form and to the relationship between oral and scribal modes on which E 25F focused.

**Method of Instruction:**

Two lectures, one tutorial/seminar per week.

**Assessment:**

Tutorial presentation	15%
One research paper	25%
Final examination (2-hour Paper, 2 Questions)	60%

**LEVEL: II / III 2006/2007**

**SEMESTER: II**

**COURSE CODE: LITS 2508 (E25H)**

**COURSE TITLE: WEST INDIAN PROSE FICTION: THE NOVEL**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10B**

**Course Description:** This course will survey the development of the West Indian novel. It will explore the thematic and stylistic trends relevant to the selected texts which will be read against the historical and cultural realities peculiar to the region. Emphasis will be given to recurrent concerns with history, nationalism, identity, travel, home, race, class and gender.

**Assessment:**

Tutorial presentation	10%
Take-home examination	10%
One essay	20%
Final written examination (2-hour Paper, 2 Questions)	60%

**LEVEL: II / III NOT OFFERED IN 2006/2007**

**SEMESTER: II**

**COURSE CODE: LITS 2502 (E25M)**

**COURSE TITLE: CARIBBEAN WOMEN WRITERS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10B**

**Course Description:** Caribbean Women Writers analyses the writings of women from various Caribbean territories. The exploration of novels, short fiction, poetry and personal narratives will be complemented by essays by and about Caribbean women. The course begins by exploring the emergence and themes of the Caribbean women writers. The literary texts will be studied with reference to their varied social, political, ethnic and cultural contexts. The course will require close textual reading of the primary material, as well as a comparative approach to the various texts.

**Course Objectives:**

This course aims to introduce students to selections from the body of writing by Caribbean women.

- To critically examine the creative forms and structures in these texts
- To analyse what these texts reveal about the identity of Caribbean women.
- To assess texts in terms of how Caribbean women have sought to define and take agency for themselves in and through their writing
- To make connections between the development of women writing and their ethnic identities.
- To locate these writings within the broader categories of Caribbean writing, postcolonial/postmodernist writing and women's writing in general.

**Method of Instruction:**

Lectures, Class discussion, Group and individual presentations

**Assessment:**

Tutorial attendance and participation	10%
Two (2) short reflective essays (2 type written pages each)	10%
Coursework essays	20%
Final examination (Two essays on two texts)	60%

**LEVEL: II / III**

**SEMESTER: II**

**COURSE CODE: LITS 2604 (E26B)**

**COURSE TITLE: CREATIVE WRITING: PROSE FICTION I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A, E10B OR APPROVED PORTFOLIO OF FICTION WRITING**

**Course Description:** The course will focus on the writing of the short story and will involve students in (a) an on-going examination of the various elements which are combined in the crafting of the short story, (b) the effective employment of these elements by students in their own writing, and (c) other considerations (values, philosophy, art) pertinent to the craft of fiction writing.

The approach will be to engage students in continuous production, criticism and rewriting. Class sessions will consist of:

- Discussion of some basic principles and elements of the writer's craft
- Study of samples from the work of other writers
- Discussion of students' work

Each student will submit his/her story for discussion by the class. Each student will submit his/her story for discussion by the class.

**Method of Instruction:**

One 2-hour seminar, one tutorial per week

**Assessment:**

Two short stories (one each told from a different point of view) each being worth	40%	Total 80%
Essay Questions:	Total 20%	

**LEVEL: I / II**

**SEMESTER:**

**COURSE CODE: LITS 2603 (E 26C)**

**COURSE TITLE: CREATIVE WRITING (POETRY)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: LITS 1001**

**Course Description:** The workshop will provide the participants with the basic tools to create poems that resonate with their readers. A proactive approach will be implemented. Participants will learn by writing, class discussions and criticism. They will assess their poems relative to those of the best contemporary poets of their literary environment.

**Objectives:**

To expand the student's poetic vocabulary

To enhance their appreciation and use of poetic techniques and

To utilize acquired knowledge in the creation of some fixed form and free verse poems

**Assessment:**

Regular attendance and active participation	20%
Presentation of portfolio of six poems	80%

**LEVEL: II / III NOT OFFERED IN 2006/2007**

**SEMESTER: II**

**COURSE CODE: LING 2702 (L27B)**

**COURSE TITLE: POINT-OF-VIEW AND MEANING IN LITERARY DISCOURSE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: L10C AND 3 CREDITS LEVEL I LITERATURE IN ANY LANGUAGE**

**LEVEL: II / III NOT OFFERED 2006/2007**

**SEMESTER: II**

**COURSE CODE: LITS 2704 (E27D)**

**COURSE TITLE: POST-COLONIALISM AND MEDIEVAL LITERATURE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: 6 CREDITS LEVEL I LITERATURE**

**Course Description:** This course approaches Medieval English Literature as a vernacular literature in a hybrid culture.

Several themes are considered such as exile and dispossession; struggles for freedom; journey and masquerade; identity construction. The course also includes attention to the rewriting of imperial texts (as in Sir Orfeo). Broad reference is made to texts in a variety of genres, but detailed attention is required for prescribed texts mainly, but not exclusively selected from Chaucer's Canterbury Tales.

**Assessment:**

Coursework (tutorial presentation)	15%
In-class assignment	15%
Essay	20%
Final examination	50%

**LEVEL III**

**SEMESTER I**

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: LITS 3501 (E35D)**

**COURSE TITLE: ADVANCED SEMINAR IN**

**WEST INDIAN LITERATURE 1: COMPARATIVE STUDY OF 5 TEXTS**

**(MAY BE READ AS A SUBSTITUTE COURSE FOR CARIBBEAN STUDIES TOGETHER WITH E35E)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: YEAR II PASSES WITH AT LEAST B GRADE IN ANY OF THE WEST INDIAN LITERATURE COURSES.**

**Course Description:** Five West Indian texts with complex structures will be compared with regard to treatment of major themes or ideas: notions of aesthetics, style and form.

**Assessment:**

One Coursework essay (3-4,000 words)	40%
Final examination (2 questions)	60%

**LEVEL: III NOT OFFERED IN 2006/2007**

**SEMESTER: I**

**COURSE CODE: LITS 3701 (E37A)**

**AFRICAN AMERICAN LITERATURE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A, E10B, CA12A**

**Course Description:** A study of the development of writing by African-Americans from the earliest manifestations to the present time. The intention is to identify the unique characteristics of this body of literature.

**Assessment:**

One Coursework essay (2,500 words)	40%
Final examination (2-hour paper, 2 questions)	60%

**LEVEL: III NOT OFFERED 2006/2007**

**SEMESTER: I**

**COURSE CODE: LITS 3702 (E37B)**

**COURSE TITLE: AFRICAN AMERICAN WOMEN**

**WRITERS (SEMINAR)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: AFRICAN AMERICAN LITERATURE**

**Course Description:** An intensive study of the work of four African American Women Writers, concentrating on elements of race, class and gender and attempting to identify the inherent characteristics of this body of literature.

**Method of Instruction:**

One 3-hour seminar per week

If this isn't practicable, one 2-hour seminar, one tutorial per week

**Assessment:**

One Coursework essay (3-4,000 words)	40%
Final examination (2-hour Paper, 2 Questions)	60%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: LITS 3704 (E37D)**

**COURSE TITLE: TRADITION AND CHANGE IN MODERN LITERATURE – A**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A, E10B**

**Course Description:** This course aims at a study of the changes in ideas, values and related innovations in form that distinguish modern literature. It will pay attention to the revolutionary break with pre-20<sup>th</sup> century traditions informing these changes, and will focus on characteristically modern modes and techniques in poetry, drama, and the novel. A selection of British writers from both the earlier and later parts of the 20<sup>th</sup> century will be studied for the purpose.

**Assessment:**

One Coursework essay	30%
One oral presentation written	10%
One final examination (2-hour paper, 2 questions)	60%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: LITS 3801 (E38A)**

**COURSE TITLE: INDIAN LITERATURE IN ENGLISH (SEMINAR)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A, E10B, CA12A**

**Course Description:** This course provides an examination of the development and the achievements of Indian Literature in English. The approach will be partly historical/cultural in the earlier period and will concentrate on individual authors in the later period. The texts will be chosen to highlight the linguistic, religious, regional variety manifested in the literature.

**Method of Instruction:**

One 3-hour seminar per week

If this is not practicable, one two hour seminar and one tutorial per week

**Assessment:**

One Coursework essay (3-4,000 words) 40%

Final examination (2-hour Paper, 2 questions) 60%

**LEVEL III**

**SEMESTER II**

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: LITS 3205 (E32E)**

**COURSE TITLE: SHAKESPEARE II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: AT LEAST A 'B' IN E22E OR**

**SPECIAL PERMISSION BY LECTURER**

**Course Description:** An introductory course designed to provide a general understanding of Shakespeare's handling of tragedy and romance. There will also be reference to the sonnets and their place and significance in the work of the Bard

**Assessment:**

One oral/tutorial presentation 10%

Two written assignments 30%

Final examination 60%

(2-hour paper, 2 questions)

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: LITS 3502 (E35E)**

**COURSE TITLE: ADVANCED SEMINAR IN WEST INDIAN LITERATURE (B) SPECIAL AUTHORS**

**(MAY BE READ AS A SUBSTITUTE COURSE FOR CARIBBEAN STUDIES TOGETHER WITH E35D)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: PART (A) OF THIS COURSE - COMPARATIVE STUDY OF 5 TEXTS**

**Course Description:** This course involved close study of the major essays, interviews, fictional and non-fictional works of single West Indian author.

**Method of Instruction:**

Two 2-hour seminars per week

**Assessment:**

Coursework Essay (3-4,000 words) 40%

Final Examination (2 questions) 60%

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: LITS 3705 (E37E)**

**COURSE TITLE: TRADITION AND CHANGE IN MODERN LITERATURE - B**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A, E10B**

**Course Description:** This course aims at a study of the changes in ideas, values and related innovations in form that distinguish modern literature. It will pay attention to the revolutionary break with pre-20<sup>th</sup> century traditions informing these changes, and will focus on characteristically modern modes and techniques in poetry, drama, and the novel. A selection of British writers from both the earlier and later parts of the 20<sup>th</sup> century will be studied for the purpose.

**Assessment:**

One Coursework essay 30%

One oral presentation written - 10%

One final examination 60%

(2-hour paper, 2 questions).

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: LITS 3802 (E38B)**

**COURSE TITLE: THE LITERATURE OF THE INDIAN DIASPORA (SEMINAR)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: E10A, E10B, CA12A**

**Course Description:** An examination of the literature of the Indian diaspora in Europe, North America and the Caribbean, the characteristics of the diaspora, the kinds of writing produced therein, the differences and similarities between, say, North America and Caribbean literary works in the tradition.

**Assessment:**

One Coursework essay (3-4,000 words) 40%

Final examination

2-hour paper, 2 questions) 60%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: ELET 1100 (EL10A)**

**COURSE TITLE: LANGUAGE THROUGH LITERATURE**

**NUMBER OF CREDITS:**

**PREREQUISITES: TOEFL**

**Course Description:** EL10A is a course for advanced non-native speakers of English. It is designed particularly to cater to the needs of students from the Francophone Caribbean working towards the DEUG (Diplôme d'Etudes Universitaires Françaises). It is possible to take the course as a Proficiency Language Certificate (Literature Option) and costed as per an English Language Proficiency Course. Alternatively it may be taken as part of the Certificate in English Studies (see separate brochure.) This course is designed specifically to ensure competence in the skills of listening comprehension; reading and discussion of literary texts; presentation of book reviews (oral/written); and translation. It utilizes as source materials texts from Anglophone territories as well as television and radio programmes, a variety of native speaker presentations, newspapers and journals, and a range of short stories. There will be emphasis upon translation, literary review and critical analysis.

**Assessment:**

In-course assignments, comprising four (4) Coursework assignments, of which one is an oral presentation and the other three, cover the three specialist study areas.

**LEVEL:**

**SEMESTER:**

**COURSE CODE: ELET 1110 (EL10B)**

**COURSE TITLE: ENGLISH FOR THE WORKING WORLD**

**NUMBER OF CREDITS:**

**PREREQUISITES: TOEFL**

**Course Description:** This course is offered at two levels: Intermediate & Advanced. Occasionally, it may be offered at Basic Level. It is designed for non-native speakers of English. Students may take it alone for the normal cost of an English Language Certificate Programme or may take it as part of the Certificate in English Studies (see separate document on costing).

Its aim is to equip participants with English language communication skills necessary for successful interaction in an English-medium working environment. It is not limited to a business or office setting, but endeavours to cover a broad range of working environments (e.g. Commerce & Industry; Tourism; Journalism; and Marketing Sales) and the requisite skills that they collectively entail. In addition to eight (8) hours of work in class, students are expected to spend two hours per week in practical activities in a real business environment. The course equips students to:

- Converse appropriately with an employer, a colleague, or a customer, either face to face or over the telephone.
- Express opinion successfully and arrive at consensus
- Negotiate a minor business deal
- Display interview skills
- Make an oral presentation and lead a discussion
- Write effective correspondence for different purposes (e.g. defining and offering services; thanking; apologizing; and complaining.)

Again there is an emphasis on appropriacy at different levels of the working environment. Writing tasks may be based on actual communication with local business, etc. students also learn to produce other kinds of business discourse and are expected to:

- Discuss and produce a written report on a problem in the workplace, and its possible solutions;
- Discuss and produce case studies.

**Assessment:**

In-course testing (100%), comprising five assignments (20% each): a written report; an oral presentation; an oral interactive exercise; an exercise in written communication; and a listening task.

**LEVEL:**

**SEMESTER:**

**COURSE CODE:**

**COURSE TITLE: INTERMEDIATE COURSE IN ENGLISH AS A FOREIGN LANGUAGE**

**NUMBER OF CREDITS:**

**PREREQUISITES: TOEFL**

**Course Description:** This course involves eight to ten (8-10) hours of language work per week through a multi-syllabus approach highlighting problematic areas of English Language via the four skills of listening, reading, speaking and writing, using materials drawn from a range of authentic sources. As far as possible, two (2) extra hours are devoted to follow-up work in the student's own interest area (e.g. Tourism, Business and Literature – see option below).

Beyond Survival: Telephoning; financial transactions; making arrangements; making requests; apologizing; making polite conversation; writing business letters; and creating a resume.

Interpersonal Development: Students learn to exchange information; ideas; attitudes; opinions; feelings; experiences and plans. They also participate in social interaction towards the goals of problem-solving; decision-making; obtaining and providing goods and services. Students learn to exchange and justify opinions; participate in group discussion and achieve consensus; and negotiate opinions.

Information Development: Students learn how to obtain specific information from a spoken or written text, and process that information. They learn to give information via a short presentation, essay or provision of a set of instructions.

Option - Aesthetic Development: Students learn to respond effectively to a novel, play or film and to create and/or perform in a dramatic piece.



**LEVEL:**

**SEMESTER:**

**COURSE CODE:**

**COURSE TITLE: ADVANCED COURSE IN ENGLISH AS A FOREIGN LANGUAGE**

**NUMBER OF CREDITS:**

**PREREQUISITES: TOEFL**

**Course Description:** This course is designed specifically to ensure competence in the skills of listening comprehension, note-taking and summary, as well as reading and discussion of academic articles and presentation of academic papers. It involves eight to ten (8-10) hours of language work per week through a multi-syllabus approach highlighting difficult areas of English Language, and the four skills of listening, reading, speaking and writing, using materials drawn from a range of authentic sources. As far as possible, two (2) hours are devoted to follow-up work in the student's own discipline area, dependent on the nature of the Coursework and research undertaken (see Academic Skills Development below).

**Academic Skills Development:**

Students learnt to use English Language texts, products and equipment; analyse, interpret and respond appropriately to the intent of the author in connection with assignments and exam questions; understand and follow rules; participate in an experiment or piece of practical work; and conduct interviews to gather information.

Students may request information from business/government personnel; use texts and reference books; interpret charts; and present factual information in same.

**FILM PROGRAMME COURSES**

**LEVEL I**

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: FILM 1001\***

**COURSE TITLE: INTRODUCTION TO CINEMA (COMPULSORY)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course will introduce students to film as an art form and in so doing will also provide the theoretical and philosophical basis for the study of film at undergraduate level. It is designed to provide students with an understanding of film art as a product of society and as a mechanism for change. There are five key areas to be addressed: Film as Art; Film and Society; Film Genres; Film and Politics; and Film as Document.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: FILM 1002\***

**COURSE TITLE: FILM, LITERATURE AND DRAMA (COMPULSORY)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course will explore the nature of film form in the first instance. It will then examine the differences between literature, stage drama and film. It will proceed to an exploration of the exigencies of narrative structure and the particularities of narrative time and cinema time.

**Assessment:**

Coursework	40%
Class project	20%
Final Examination	40%

**LEVEL: I**

**SEMESTER: I & II (YEAR-LONG)**

**COURSE CODE: FILM 1299\*\***

**COURSE TITLE: PRODUCTION TOOLS (COMPULSORY)**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: NONE**

**Course Description:** Using the digital video medium, this course is an introduction to the roles, tools, organization, and processes used in the production of a video. The students will be exposed to many different aesthetic and storytelling problems and solutions as an introduction to the many aspects of filmmaking. The class will move in sync through each phase of pre-production, production and postproduction by writing the script, preparing the director's, producer's and cinematographer's notebooks, shooting and editing at the same time. The course will also introduce scheduling and budgeting software and production planning forms in addition to Final Cut Pro editing software.

**Assessment:**

Five projects	100%
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**LEVEL II**

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: FILM 2001\***

**COURSE TITLE: EARLY AND SILENT CINEMA AND THE RISE OF NATION (COMPULSORY)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course shall foreground the debates about realism and fantasy, Soviet cinema and its relationship to communist state and socialist realism. It will look specifically at the relationship between German Expressionism and the growth of fascism and the early period of Hollywood and its ideologies and its perpetuation of the star system. As an entry into European modernism it will look at the importance of cinema in the shaping of European nationalisms.

**Assessment:**

Coursework:	40%
Examination	60%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: FILM 2002\***  
**COURSE TITLE: CARIBBEAN AND LATIN AMERICAN FILM I (COMPULSORY)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**  
**Course Description:** This course will ensure that students have a clear understanding of the development of Caribbean cinema and of the philosophical imperatives that have motivated a radical filmmaking industry in the neighboring regions and to see this as a whole. It is also vital that the film products of this region should be explored with informed critical judgment.  
**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: II**  
**SEMESTER: I & II**  
**COURSE CODE: FILM 2299\*\***  
**COURSE TITLE: THE MAKING OF A DOCUMENTARY: FILM EDITING AND PRODUCTION (COMPULSORY)**  
**NUMBER OF CREDITS: 6**  
**PREREQUISITES:**  
**Course Description:** The documentary exercises will cover pre-production, production and postproduction exercises to prepare the students for the production of a documentary that focuses on local issues. Students will be encouraged to produce projects for community groups, heritage organizations and non-profit agencies. Emphasis is placed on 'real-world' problem solving and the development of creative communication skills. Students will work in teams and will plan, organize, staff, budget, produce and edit the documentary project. Work includes story development, research and casting, planning and distribution, interviewing, field research and the study of archival sources. The production teams will shoot sequences, conduct on-camera interviews and deal with continuity and post-production issues.  
 A key component will be that of the ethics of making a documentary.

**Content**

- Film as Promotion and Advertising
- Documentary research, scripting, location scouting, permits and permissions
- Videotaping and camera techniques
- Interviewing
- Crew interactions
- Editing and post production

**Assessment:**

Documentary exercises	40%
Documentary project	60%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: VART 2324\*\***  
**COURSE TITLE: FILM AND VIDEO II (FILM & TV WRITING) (COMPULSORY FOR FILM PRODUCTION MAJORS)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: FILM 1001 OR FILM 1002, OR FILM 1299, OR VART 1101, OR VART 1001, OR LITS 1201 OR MUSC 1201**  
**Course Description:** This is an introduction to the basics of Film & Video production. It teaches the construction of storyboards, technical concepts and the composition of the Production handbook.  
**Assessment:**

Coursework	60%
Examination	40%

**LEVEL: II**  
**SEMESTER:**  
**COURSE CODE: FILM 2101\***  
**COURSE TITLE: CINEMA AND GENDER**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**  
**Course Description:** The focus of the course is the development of the gendered 'gaze'. While the films analyzed in this course will be drawn from international cinema, the course will pay particular attention to the portrayal of masculinity and femininity in popular international films on the Caribbean as well as screen those made in the Caribbean by Caribbean filmmakers. Cinema in this course also incorporates the media of television. This course has two main components. The first component will explore the construction of gender in cinema. The second component examines the complex and contradictory ways in which commercial films negotiate important questions contemporary feminism has raised about gender roles, sexual difference and sexual identities.  
**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: II**  
**SEMESTER:**  
**COURSE CODE: FILM 2102\***  
**COURSE TITLE: IDEAS OF AUTHORSHIP**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**  
**Course Description:** The purpose of this course is to provide potential filmmakers and critics with an understanding of the controversial role played by film directors. It will look at the idea of the auteur and concomitant questions arising from this such as the relationship between film, society and revolution. The course will then explore issues such as the privileging of the spectator by the director; the relationship of spectator to film; film's relationship to reality as well as the idea that film creates reality.  
**Methodology:** Lectures, discussions and student presentations. Support Screenings.  
**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: FILM 2201\*\***

**COURSE TITLE: DIRECTING**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** The director is the person who pulls together all the technical and creative elements of a film. The director has to translate the script to the visual medium of film and understand narrative logic. The director has to be able to work closely with the cinematographer in achieving the desired look, selecting appropriate camera positions and movements. The director will be required to block the scenes and direct cast and crew.

**Content**

The shot list

The non moving camera

The moving camera

Camera blocking

Actor blocking

The floor plan

Directing a production.

**Assessment:**

3 directing projects 100%

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: FILM 2202\*\***

**COURSE TITLE: PRODUCTION SOUND FOR FILM AND DIGITAL MEDIA**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Sound is a key element in the production of a film or television programme. This course will detail the relative and technical aspects of production sound recording. It will include an understanding of signal flow and other basic audio concepts, recording and mixing equipment. Students will also receive an introduction to field and studio recording and post-production editing and mixing with Pro Tools. The students will be exposed to lectures and discussion and "hands" on labs in all aspects of sound production.

**Content**

- Signal flow and basic audio concepts
- Microphones
- Audio mixing consoles
- Audio recorders
- Field and studio recordings
- Time code and synchronization of audio
- Non linear audio editing and Pro Tools
- Special effects
- Voice overs

**Assessment:**

4 audio assignments 100%

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: FILM 2301\*\***

**COURSE TITLE: CINEMATOGRAPHY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Cinematography is a key element in the production of a film or television programme. The course will provide knowledge of the fundamental principles of contemporary motion picture cinematography, related and support equipment, film stocks, lab procedures and terminology. It will include lighting techniques and the use of different lenses.

**Content**

- Framing
- Composition of the film image
- Characteristics of film stocks
- Proper use and care of motion picture cameras and support gear
- Light meters
- Exposure control
- Lighting for technical and aesthetic purposes

**Methodology:** Interactive lectures, discussions, practical demonstrations, workshops, group work and student presentations.

**Assessment:**

3 film projects 100%

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: FILM 2302\*\***

**COURSE TITLE: EDITING**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Through lectures, demonstrations and practical postproduction assignments this course will expose students to a full range of editing technologies and techniques. It will cover film editing from traditional methods to state-of-the-art digital non-linear systems. Topics will include terminology and technologies of editing; basic editing skills; and the editor's role, augmented by hands-on experience. It will cover the entire editorial process examining from the editorial perspective, successful and problematic elements in feature films and documentaries. Students will receive instruction on Final Cut Pro editing software. The course will include both off line and on line methods and technology and cover the editor's choices and responsibilities. Upon completion, students should be able to use editing equipment and basic editing skills.

**Content**

- Montage and other editing techniques
- Shot selection
- Story structure
- Use of music and sound effects
- Special effects
- Final Cut Pro editing software
- Media management
- Working in different resolutions
- Advanced trimming for maintaining sync
- Multi-track trimming and segment editing.

**Methodology:** Interactive lectures, discussions, group work and student presentations.

**Assessment:**  
3 projects 100%

### LEVEL III

**LEVEL: III**

**SEMESTER:**

**COURSE CODE: FILM 3001\***

**COURSE TITLE: SOUND AND VISUAL DYNAMICS (COMPULSORY)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Traditionally the leaders of cinema have been both theorists and artists and have fore-grounded the importance of critical thought and post production analysis. This course is designed to work in tandem with Production Level 3 and will provide the means to more sophisticated critical thinking and analytical processes while reinforcing elements of art.

Content

- Cinema and propaganda; film's capacity to persuade through manipulation of cinematic elements
- An analysis of features of advertising
- Theories of Perception
- Sound in documentary
- Debates about sound cinema
- Using sound as signature of authenticity
  - Music in cinema
  - Working in Light
- The dynamics of sound, light and visual image in transmitting and manipulating audience feeling
- Psychological impact of sound and visual interaction

**Methodology:** This will be taught using a seminar system to enable discussion of current projects and to allow for the dissection of films that have been screened. There will be one screening of an art film every week. Students will be assessed by essay and by participation in discussions and through oral presentations. There will be a written exam at the end of the semester.

**Assessment:**  
Coursework: 40%  
Examination: 60%

**LEVEL: III**

**SEMESTER:**

**COURSE CODE: FILM 3002\***

**COURSE TITLE: CARIBBEAN AND LATIN AMERICAN CINEMA II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This is a follow on course from Caribbean and Latin American Film I but will be more specifically focused on the art of cinema. It will analyse the work of traditional filmmakers as well as experimental filmmakers in the Caribbean and Latin America. Its project is to be analytical. This analysis will include new areas of study such as music and mythologies in filmmaking.

Content

- The role of the local: myth and folklore in filmmaking of the region:
- Translation in film industry of the region
- Magical Realism in Caribbean and Latin American Cinema]
- Caribbean Music in Caribbean cinema
- Cinema and masquerade
- Religion and representation in the cinema of the Caribbean
- Rites, rituals and their representation in Caribbean cinema
- The role of the Caribbean Actor

**Methodology:** Seminars with student participation and student presentations with a focus on analysis and criticism.

**Assessment:**

Group project work 30%  
Course work (5000 word long essay) 70%

**LEVEL: III**

**SEMESTER:**

**COURSE CODE: FILM 3099\* (REPLACEMENT FOR FOUN 3099)**

**COURSE TITLE: ADVANCED RESEARCH SEMINAR**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:** Research is the basis of learning and experimentation. This course builds on the skills in analysis gained from level one and level two courses. It is intended to act as a stepping-stone to postgraduate work in film studies. The course is designed to enable students to explore the archives of Caribbean cinema in an analytical and critical way and to interact at an advanced level with Caribbean filmmaking. It will therefore guide scholars in the collation of archival material in the area of film. It will encourage students to record the working processes and the creative thinking behind filmmaking; interviewing of film directors, actors and set designers will be keyed into the content. This course should actively create resources for the future. Students will be guided in their individual research into specific aspects of Caribbean filmmaking.

**Content**

Research component involving archival research, collation, interviews with filmmakers, screenings, and on line research.

**Methodology:** The course will involve weekly meetings with a research supervisor. It will contain obligatory introductory sessions during which students will be guided in the principles of:

1. Research Methods in Caribbean culture with particular emphasis on film
2. Interview methods
3. Archival Research Methods

Timelines will be set. Students will be required to present to their peers at regular intervals.

**Assessment:**

work in process	20%
discussions and presentation	20%
Dissertation - 5000 word essay which may be lessened by the inclusion of photomontage or video documenting aspects of research.	60%

**LEVEL: III**

**SEMESTER:**

**COURSE CODE: FILM 3101\***

**COURSE TITLE: INDIAN CINEMA**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** The output from Asia exceeds that of Hollywood. Despite this Hollywood cinema remains the primary force within world cinema. This course will look at the development of postcolonial cinemas in general and then look specifically at the evolution of filmmaking in India. It will seek to explore the themes, forms, content and art of this cinema tradition in particular in its difference from both European and Hollywood cinemas as well as its dependencies.

**Content**

General introduction to the history of Indian cinema

Questions of identity

Indian cinema and questions of nationalism

Myth and Indian cinema

Indian cinema and debates about culture and cultural identity

Issues of authenticity

An exploration of the question of the dominant and the mainstream in world cinema: questions of hegemony

Issues concerning distribution

**Methodology:** Two-hour lectures weekly plus one-hour tutorial for student discussions and presentations weekly. One film screening support session per week.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: III**

**SEMESTER:**

**COURSE CODE: FILM 3102\***

**COURSE TITLE: EMERGENT CINEMAS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course is designed to look at particular contemporary national cinemas and to provide a global view of the way in which world cinema is emerging. Its project is to position particular traditions within the context of their social, political and ideological contexts and to analyze key films in terms of film form and language and the relation of that form and language to philosophical ideas.

**Content**

- Issues of race and ethnicity
- Political cinema
- Representing nation: insider and outsider perspectives
- African cinema and ideas of authenticity
- Irish cinema and issues of identity

**Methodology:** Lectures with support tutorials prioritizing analysis and student discussion of particular films.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: III**  
**SEMESTER:**  
**COURSE CODE: FILM 3103\***  
**COURSE TITLE: REPRESENTATION AND TELEVISION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**

**Course Description:** This course will seek to ensure that filmmakers understand the ethics and the responsibilities of filmmaking. It will analyze key programmes in terms of such elements as: content, ideology, representations of race, representations of women, representations of creed, and representations of culture. It will introduce students to their rights as filmmakers. It will also be pragmatic in its approach to matters such as contracts and agreements and licenses as well as copyright.

**Methodology:** Students will be required to survey set television programmes and then analyze them within certain key parameters and conceptual frameworks. Class presentations will be peer reviewed as a mechanism for teaching critical awareness and self-criticism. There will be one-hour lecture per week and a two-hour seminar thereafter during which class participation will be monitored.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: III**  
**SEMESTER:**  
**COURSE CODE: FILM 3199\* (FOUN 3099 SUBSTITUTE)**  
**COURSE TITLE: THE IMPACT OF FILM ON CARIBBEAN CULTURE AND PERCEPTION**  
**NUMBER OF CREDITS: 6**  
**PREREQUISITES:**

**Course Description:** This will involve a series of lecture/seminars, which will direct students to key areas of research into Caribbean cinema and Caribbean culture. Its focus is interdisciplinary and the course will build on the skills and knowledge base acquired in Film, Literature and Drama (Level 1). One area of study will be the impact of film on Caribbean writing. In this, students will look at literary texts to explore the ways in which the film sense has shaped form and image in literary production. Parallel to this will be an examination of the interrelationships between film art and painting, architecture, music. The course will also begin the process of looking at film's contribution to philosophy in the light of Gilles Deleuze's two works on cinema. This will form the basis for postgraduate work.

**Content**

- The filmic sense in Caribbean writing
- Exploration of continuities within cinema and writing
- Analysis of experimentation in form in Caribbean writing
- Interrelationships between film and the visual arts
- film and music
- Principles of Caribbean aesthetics

**Methodology:** Seminar type classes. One-hour lecture followed by one-hour seminar discussion. Seminars will include student presentations. Attention to analyses of specific texts and films. Support screenings.

**Assessment:**

Group Work:	40%
Individual projects:	20%
Examination:	40%

**LEVEL: III**  
**SEMESTER:**  
**COURSE CODE: FILM 3201\*\***  
**COURSE TITLE: FILM MARKETING AND DISTRIBUTION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**

**Course Description:** The course introduces students to the background and practices of film marketing and distribution. This is a critical issue for filmmakers from the developing world who may have the creative and technical skills but are unable to raise money for their projects or receive revenue for their films without an effective marketing and distribution strategy. It will provide an analysis of why films succeed and fail regardless of their inherent quality. Students will be introduced to successful film marketing strategies that will help them to design their own film marketing campaigns. The course will include the marketing and distribution of films by the Hollywood studios, Bollywood, independent film companies and independent filmmakers. It will also focus on the role of new media, especially the Internet.

**Assessment:**

**Coursework:**

Essay	40%
Project	60%

**LEVEL: III**  
**SEMESTER:**  
**COURSE CODE: FILM 3202\*\***  
**COURSE TITLE: THE FILM PRODUCER**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**

**Course Description:** What exactly does a film producer do? It varies from project to project and depends on the individual. The goal of the course will be to learn about the various definitions of producing and to identify and develop the skills that all producers need for completing a project successfully. The students will be put into production teams and given a short script. They will come up with the concept for the production, hire a creative team, put together a business plan, budget, and breakdown and schedule the shoot.

**Content**

- The role of the producer
- Film financing
- Portfolio development
- Pitch sessions
- Breaking down a script
- Film budgeting and use of computer software
- Scheduling and use of computer software
- The business plan
- The role of the field and line producer
- The role of the producer during production and post production

**Methodology:** Interactive lectures, discussions, group work and student presentations.

**Assessment:**

A producer's journal/portfolio with production schedule, production budget and business plan: 80% Pitch session (oral presentation) 20%

**LEVEL: III**

**SEMESTER:**

**COURSE CODE: FILM 3299\*\***

**COURSE TITLE: CAPSTONE – MAKING A FILM (REQUIRED FOR FILM PRODUCTION MAJORS IF NOT TAKING VART 3399- FILM AND VIDEO 3)**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:** This yearlong course will involve the production of a strong, well constructed, compelling film with a unique voice and style. The film can be narrative-dramatic, animation or experimental in nature. The students will work in teams and will be expected to participate in a minimum of two projects. Students will work in a variety of roles: producer, director, writer, editor, sound operator and cinematographer. One project role will be a major role and the other a minor role. Students may be asked to take on two minor roles if their major role is a short term one such as cinematography. The lecturer must approve all roles and projects. The students will work under close supervision of the lecturer and be expected to make class presentations and provide a journal of their activities.

**Content**

- Selection of a script/writer
- Scriptwriting/storyboard production
- Selection of production team
- Pre-production planning
- Budgeting
- Scheduling
- Locating scouting
- Rehearsals
- Cinematography
- Rough assembly editing
- Sound editing
- Graphics
- Final editing
- Marketing plan
- Screening
- Distribution

**Methodology:** Tutorials, discussions, group work and student presentations.

**Assessment:**

Major role on film project	60%
Major role on production	30%
Journal	10%

**LEVEL: III**

**SEMESTER:**

**COURSE CODE: VART 3399\*\***

**COURSE TITLE: FILM AND VIDEO III (REQUIRED FOR FILM PRODUCTION MAJORS IF NOT TAKING CAPSTONE)**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:** To give students practical experience in making experimental non-narrative as well as narrative films.

**Content**

Module 1 Electronic Cinema and Digital Image

- Analog u digital – frame rates, resolution and screen ratio, digital video formats
- Techniques of videography lighting design
- Review of style and technique

Module 2 Digital Sound

- Soundscaping
- Sound recording techniques
- Manipulating audio in digital sound production

Module 3 Directing and producing the digital film

- Production phases
- Roles of director and producer

Module 4 Production 1

- Planning and management
- Screenwriting
- Story idea, synopsis treatment and screenplay
- Storyboarding as blueprint for production and scheduling

Module 5 Production 2

- Camera, lights, action
- Editing techniques

Module 6 Exhibition and presentation

- Treatment and storyboard
- Production handbook
- Promotion screenplay and distribution
- Directors cut
- Final Cut

**NB:** Students are required to meet all deadlines on or before scheduled dates

**Methodology:** Tutorials, discussions, group work and student presentations.

**Assessment:**

Major role on film project	60%
Minor role in film project	30%
Journal	10%

\* History, Theory, Aesthetics courses

\*\* Production courses

## FOUNDATION COURSES

### SEMESTER:

### COURSE CODE:

### COURSE TITLE: ENGLISH LANGUAGE PROFICIENCY TEST

There is an English Language Proficiency Test (ELPT) at the beginning of the academic year for students entering the Faculty. The ELPT may be taken again at the end of each semester.

### PREREQUISITES: STUDENTS WITH THE FOLLOWING QUALIFICATIONS ARE EXEMPTED FROM THE ELPT:

- General Paper, Grade A or B
- CXC General Proficiency, Grade 1 English A
- CAPE Communication Studies Grade I or II
- A Pass in FOUN 0000- English as a Foreign Language (Intermediate)

The ELPT is compulsory for all other students entering the Faculty.

**Course Description:** The purpose of the ELPT is to determine whether students have attained the level of proficiency in written English required for entry into the Level I English Language courses. Students who do not demonstrate the required proficiency may do a remedial course for which a separate fee must be paid.

## REMEDIAL COURSES

### SEMESTER:

### COURSE CODE: FOUN 0000 (EL10)

### COURSE TITLE: ENGLISH AS A FOREIGN LANGUAGE (INTERMEDIATE)

### PREREQUISITES: THIS COURSE IS TO BE TAKEN BY NON-NATIVE SPEAKERS OF ENGLISH, WHO FAIL THE ELPT.

**Course Description:** The course will involve 4-6 hours of language work per week through a multi-syllabus approach highlighting problematic areas of English language via the four skills of listening, reading, speaking and writing, using materials drawn from a range of authentic sources. It will equip students to function at an undergraduate level in an environment in which English is the spoken language.

## LEVEL I COMPULSORY COURSES

### Please note:

For students of the Faculty of Humanities and Education (two courses):

- |           |  |
|-----------|--|
| FOUN 1001 | English for Academic Purposes - Semesters I AND II       |
| FOUN 1102 | Academic Writing for Different Disciplines - Semester II |

Prerequisites for entry into FOUN 1001 and FOUN 1102 are any one of the following:

- CXC English Language Grade 1 (General Proficiency)
- GCE English Language: Distinction
- General Paper Grade A or B
- A Pass in the English Language Proficiency Test
- A Pass in FOUN 0000 - English as a Foreign Language (Intermediate)
- CAPE Communication Studies Grade I or II

## ATTENDANCE REGULATION

A student in any of the Foundation Courses in English Language who misses two out of any six class hours will be warned, and after two warnings any further absence without prior permission or an acceptable medical certificate will result in automatic exclusion from the examination.

### LEVEL: I

### SEMESTER: I & II

### COURSE CODE: FOUN 1001 (FD10A)

### COURSE TITLE: ENGLISH FOR ACADEMIC PURPOSES

### NUMBER OF CREDITS: 3

### PREREQUISITES: CXC ENGLISH LANGUAGE GRADE I (GENERAL PROFICIENCY)

GCE English Language: Distinction

General Paper Grade A or B

A pass in the English Language Proficiency Test

A pass in FOUN 0000 - English as a Foreign Language (Intermediate)

CAPE Communication Studies Grade I or II

The aim of this course is to provide skills in comprehension, analysis and production of academic writing at tertiary level.

There will be 24 contact hours. Classroom activity will be supplemented by a course book which provides self-directed instruction.

Content includes the following:

- Language in the Caribbean
- The Formal Essay
- Exposition
- Methods of Organising Information

Students must pass the final examination in order to qualify for an overall pass in the course.



**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: FOUN 1102 (FD11B)**

**COURSE TITLE: ACADEMIC WRITING FOR DIFFERENT DISCIPLINES**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

CXC English Language Grade 1 (General Proficiency)

- GCE English Language: Distinction
- General Paper Grade A or B
- A Pass in the English Language Proficiency Test
- A Pass in FOUN 0000 - English as a Foreign Language (Intermediate)

CAPE Communication Studies Grade I or II

**Course Description:** The aim of this course is to develop students' writing skills in areas related to their academic disciplines. There will be 24 contact hours. Classroom activity will be supplemented by printed materials.

**OPTIONS**

Option A - Writing about Literature (Compulsory for Literatures in English Majors and Language and Literature with Education Major)  
Critical Reading  
Writing the Critical Analysis

Option B - Argument and Report Writing  
Report Writing  
Logical Argument

Option C – Scientific and Technical Writing (Compulsory for Faculty of Science and Agriculture students)  
Technical Description  
Expository Writing for Scientific and Technical Purposes

**Assessment:**

Coursework	50%
Final examination	50%

Students must pass both Coursework and final examination in order to qualify for an overall pass in the course.

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: FOUN 1101 (FD11A)**

**COURSE TITLE: CARIBBEAN CIVILISATION (NOT FOR HUMANITIES STUDENTS)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

1. To develop an awareness of the main process of cultural development in Caribbean societies, highlighting the factors, the problematics and the creative output that have fed the emergence of Caribbean identities.
2. To develop a perception of the Caribbean as wider than island nations or linguistic blocs.
3. To stimulate students' interest in, and commitment to Caribbean civilisation and to further their self-definition.

**Assessment:**

In-course test	40%
Final 2-hour examination	60%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: FOUN 1210 (FD12A)**

**COURSE TITLE: SCIENCE, MEDICINE AND TECHNOLOGY IN SOCIETY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course is offered in the distance mode. There are no lectures. However, there will be scheduled tutorials and a reading manual will be provided for the course. The evaluation of the course is by final examination only, consisting of three (3) questions to be answered in two (2) hours. Two questions will be of the essay type and one will be structured.

**LEVEL: II**

**SEMESTER: I & II**

**COURSE CODE: FOUN 1301 (FD13A)**

**COURSE TITLE: LAW, GOVERNANCE, ECONOMY AND SOCIETY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course is delivered through the medium of print. The print package comprises a student manual, a study guide and a reader. In addition to the print material there are teleconferencing and/or tutorials.

The course introduces students to some of the major institutions in Caribbean society. It exposes the student to both the historical and contemporary aspects of Caribbean society, including Caribbean legal, political and economic systems. In addition, Caribbean culture and Caribbean social problems are discussed.

Assessment is based solely on a final examination at the end of the semester. It consists of twelve essay-type questions, of which students are required to write on three. All questions carry equal marks.

The examination is divided into four sections corresponding to the four subject areas in the course. Students are not allowed to do more than one question in any one section.

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: FOUN 3099 (UC300)**

**COURSE TITLE: CARIBBEAN STUDIES PROJECT**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:**

1. In the final year of their degree programme, undergraduates reading for the B.A. are required to investigate some topic relating to the Caribbean, and to report the results in the form of a paper, except where permission has been given to substitute a Faculty Course or Courses for Caribbean Studies.
2. In order to qualify for exemption from the Caribbean Studies requirement the student must satisfy the Faculty that the alternate course will contain a significant Caribbean content and an adequate research component. In this connection the Faculty shall maintain an up-to-date list of approved courses to which the Dean shall refer in determining each application.
3. Students electing to do a course in place of UC300 must select such course(s) when registering in the Third Year. Retroactive credit will not be given for any course(s) as a replacement for UC300.
4. Students straddling Years II and III and wishing to read a substitute course for UC300 - Caribbean Studies might be permitted to do so provided that the substitute course is included in the Year III programme.

5. The topic, which must be substantially different from the Faculty Coursework undertaken by the student, must normally be chosen from one of the student's major areas of study and must be approved by the Moderator of Caribbean Studies. In all cases, approval will only be given when the topic is feasible and a Supervisor has been identified.
6. An outline plan indicating the scope and organisation of the pro-posed study together with a bibliography or list of source materials, should normally be submitted when seeking this approval.
7. Topics approved by the Moderator shall be registered by the last day of Semester II in the year preceding the final year but changes of the title will be permitted up to the end of the registration week of the ensuing Semester I.
8. The paper shall be between 5,000 and 8,000 words excluding bibliography, and must be of a quality appropriate to the work of an undergraduate in the final year of the degree course.
9. The paper shall be submitted to the Faculty Office, by the first Tuesday in April, except where the Moderator in exceptional circumstances allows up to one more week.
10. Candidates who do not submit a paper by the deadline in 9 above shall be deemed to have failed, and shall re-register for UC300 in the next academic year and submit by the deadline set out in 9 above.
11. In cases where all regulations governing Final Year Supplemental Examination have been met (i.e. that the candidate has only these 6 credits left to complete the degree and has obtained at least 35% in UC300) candidates who, having duly submitted, do not pass at the first attempt and wish to graduate without losing time may re-submit not later than the last Friday before the beginning of the next academic year.
12. Candidates are allowed to repeat UC300 so long as they have not exhausted the maximum time permitted to complete the degree. Such repeat Studies must be handed in by the first Tuesday in April. Any change in topic must be approved by an registered with the Moderator.
13. Deferral of UC300:

The following students are required to register their Caribbean Study as "deferred":

- (a) Full-time students who are allowed to take more than 36 but not more than 42 credits in their final year to complete the degree.
- (b) Final year students who, as a result of having failed one or more courses in Semester I, need to gain 21 credits in Semester II to complete the degree or similarly, Part-time students needing more than 15 credits in Semester II.

- (c) Part-time students who are given permission to register for over 24 credits in their Final Year in keeping with the provisions of Faculty Regulation 9 (d).

If such students have successfully completed all other requirements for the degree by the end of the Semester II examinations, they will be permitted to submit their Study not later than the last Friday before the beginning of the next academic year. Such students must register their topic with the Moderator by May 31.

14. Summer School Registration:

Students who need only UC300 to complete their degree or who will be registering in the Summer School for all remaining credits needed to complete their degree will be allowed to register for UC300 in the Summer School. Topics must be registered with the Moderator by 31st May and the study must be submitted not later than the last Friday before the beginning of the next academic year. Approval shall be subject to identification of an available Supervisor.

15. All studies shall be marked as received. However, after marking, a study may be returned for correction of minor editorial/stylistic errors, for purposes of lodgement in the Library but not for remarking.

Students are advised that they must consult with their Supervisor on a regular basis or risk failure in the course.

16. Two Faculty book prizes may be awarded on each campus each year for the best studies.
17. The following courses are substitute courses for UC300. Please note that the relevant pre-requisites must be met:
- (i) CANV 3499 - Festival Project
  - (ii) COMS 3099 - Language and Communication Seminar
  - (iii) LITS 3501 - Advance Seminar in West Indian Literature A  
&  
LITS 3502 - Advance Seminar in West Indian Literature B
  - (iv) LING 3099 - Special Project in Linguistics

Note: Candidates who, at the beginning of an academic year, need only Caribbean Studies to complete the degree, are reminded that they are required to register for the one remaining course and to submit the study at the normal time.

**FRENCH LANGUAGE COURSES**

**LEVEL I**  
**SEMESTER I**

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: FREN 1401 (F14A)**  
**COURSE TITLE: FRENCH LANGUAGE IA**  
**NUMBER OF CREDITS:**  
**CREDITS: 3**

**PREREQUISITES: A' LEVEL FRENCH**

**Course Description:** F14A and F14B introduce post-A' Level Students to advanced French language study. During the 6 contact hours, students will focus on French grammar; reading and listening comprehension; process writing; the analysis of texts of a literary nature and oral expression. Students will gain increased proficiency in the use of French to express themselves in both written and oral modes on a variety of contemporary topics. Teaching and testing are in French. Evaluation is by means of continuous assessment.

**Assessment:**  
In-course assessment 100%

**LEVEL I**  
**SEMESTER II**

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: FREN 1402 (F14B)**  
**COURSE TITLE: FRENCH LANGUAGE IB**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: F14A**

**Course Description:** See description of F14A.

**Assessment:**  
In-course assessment 100%

**LEVEL II**  
**SEMESTER I**

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: FREN 2401 (F24A)**  
**COURSE TITLE: FRENCH LANGUAGE IIA**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: F14B**

**Course Description:** F24A and F24B build on the skills acquired at Level I. Students will develop greater mastery in handling oral and written discourse from a variety of contexts. A new component for the Level II student will be an introduction to translation to and from the target language. Teaching and testing are in French. Evaluation is by means of continuous assessment.

**Assessment:**  
In-course assessment 100%



**LEVEL: II/III NOT OFFERED IN 2006/2007**

**SEMESTER: I**

**COURSE CODE: FREN 2612 (F26L)**

**COURSE TITLE: FRANCOPHONE CULTURE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: F14A, F14B**

**Course Description:** This course will seek to familiarise students with the society, politics and culture of the French-speaking world outside of metropolitan France. Particular emphasis will be placed on the Caribbean.

Instruction in French – Three (3) hours per week

The reading list will be supplemented by excerpts from newspapers and magazines as well as audiovisual material.

Film may be shown on Fridays at 2:00 p.m. in the Learning Resource Centre (L.R.C.). Attendance is compulsory.

**Assessment:**

Mid-term examination	30%
Class participation	10%
Final examination	60%

**LEVEL II/III**

**SEMESTERS II**

**LEVEL: II/III OFFERED IN ALTERNATE YEARS WITH F26G**

**SEMESTER: II**

**COURSE CODE: FREN 2605 (F26E)**

**COURSE TITLE: THE FRENCH NOVEL IN THE 19<sup>TH</sup> CENTURY (COMPULSORY FOR FRENCH MAJORS)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: F150**

**Course Description:** A close reading of texts that reflect the Romantic, Realist and naturalist movements in a century of rapid literary change. Authors to be studied include Balzac and Flaubert with excerpts from the works of Stendahl and Zola.

**Assessment:**

Two Coursework assignments	30%
Exposés/Class participation	10%
Final examination	60%

**LEVEL: II/III (OFFERED IN ALTERNATE YEARS WITH F26E)**

**SEMESTER: II**

**COURSE CODE: FREN 2607 (F26G)**

**COURSE TITLE: POST-ROMANTIC FRENCH POETRY (COMPULSORY FOR FRENCH MAJORS)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: F150, F14A, F14B**

**Course Description:** A study of Poetry in the post-romantic period of the 19<sup>th</sup> century, examining the movement from Romanticism through symbolism to the beginnings of Surrealism. Particular emphasis will be placed on the works of Baudelaire, Verlaine and Rimbaud.

**Assessment:**

Two written Coursework assignments	30%
Exposé and Class participation	10%
One 2-hour examination	60%

**LEVEL III**

**SEMESTER I**

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: FREN 3004 (F30C)**

**COURSE TITLE: REPRESENTING THE 'NEW' IN POSTWAR FRENCH FICTION, THEATRE, AND FILM (COMPULSORY FOR FRENCH MAJORS)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NORMALLY PASSES IN F15A AND F15B**

**Course Description:** The post-war period of France saw a proliferation of new forms of representation across the cultural spectrum. This course will bring together and analyse the three most important and influential manifestations of this drive for the new: the Nouveau Roman, the Nouveau Théâtre/Theatre of the Absurd, and the Nouvelle Vague in French cinema. Introductory lectures will provide students with information on the cultural, political and social contexts which gave rise to these new forms. Close analysis of one prominent example from each genre – La Modification by Michel Butor, En attendant Godot by Samuel Beckett and Les 400 coups by Francois Truffaut – will thereafter lead to a more profound understanding of the ways in which previous, 'conventional' modes of representation were challenged and overturned. The emphasis is on a comparative approach: each piece is not treated discretely, but as a manifestation of a wider trend to rethink culture tradition, new conceptions of humanity in the post-war period, representations of time and place, the relationship between individual and society, the links between form and content.

**Assessment**

Two essays	40%
Oral presentations	10%
Final examination	50%

**LEVEL: III NOT OFFERED IN 2006/2007**

**SEMESTER: I**

**COURSE CODE: FREN 3701 (F37A)**

**COURSE TITLE: THE FRENCH NEW NOVEL OFFERED IN ALTERNATE YEARS WITH F37B**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: F150, F26G OR F26E**

**Course Description:** A close reading of texts and critical writings by practitioners of the new novel. Authors include Alain Robbe-Grillet, Michel Butor and Claude Simon.

**Assessment:**

Two written Coursework assignments 30%  
Exposés and Class participation 10%  
One 2-hour final examination 60%

**LEVEL: III NOT OFFERED IN 2006/2007**

**SEMESTER: I**

**COURSE CODE: FREN 3702 (F37B)**

**COURSE TITLE: THEATRE OF THE ABSURD (OFFERED IN ALTERNATE YEARS WITH F37A)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: F150, F26G OR F26E**

**Course Description:** A study not only of the notion of the absurd in the Modern French Theatre but also of the new techniques used to create a particular vision of reality.

**Assessment:**

Two written Coursework assignments 30%  
Exposés/Class participation 10%  
Final Examination 60%

**LEVEL III**

**SEMESTER II**

**LEVEL: III NOT OFFERED IN 2006/2007**

**SEMESTER: II**

**COURSE CODE: FREN 3501 (F35A)**

**COURSE TITLE: THE FRENCH CARIBBEAN NOVEL (OFFERED IN ALTERNATE YEARS WITH F35B)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: F150, F 26G OR F 26E**

**Course Description:** The course invites a critical examination of the narrative techniques and various thematic concerns in the French Caribbean Novel with particular emphasis on the development of a Caribbean aesthetic as seen through the works of Joseph Zobel, Simone Schwarz-Bart and Patrick Chamoiseau.

**Assessment:**

Two written Coursework assignments 30%  
Exposés/Class participation 10%  
Final examination 60%

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: FREN 3502 (F35B)**

**COURSE TITLE: FRENCH CARIBBEAN POETRY AND DRAMA (OFFERED IN ALTERNATE YEARS WITH F35A)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: F150, F26G OR F26E**

**Course Description:** The course focuses on the development of French Caribbean poetry and drama from the 1930's to the present day with special emphasis on the Negritude movement.

**Assessment:**

Two written Coursework assignments 30%  
Exposés/class participation 10%  
Final Examination 60%

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: FREN 3505 (F35E)**

**COURSE TITLE: FRENCH CARIBBEAN PROSE (F35A AND F35B ARE OFFERED IN ALTERNATE YEARS)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: F150, F26G OR F26E. NORMALLY PASSES IN F15A AND F15B, F26G OR F26E**

**Course Description:** A course designed to analyse the prose writings of the Negritude movement with special focus on the major writers from Haiti and the French Caribbean territories (Roumain, Glissant, Juminer).

**Assessment:**

Two Coursework assignments 30%  
Exposés/Class participation 10%  
One 2-hour final examination 60%

**LEVEL III**

**SEMESTERS I & II**

**LEVEL: III NOT OFFERED IN 2006/2007**

**SEMESTER: I & II**

**COURSE CODE: F330 (FREN 3399)**

**COURSE TITLE: FROM NÉGRITUDE TO CRÉOLITÉ**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: F150, F26G OR F26E**

**Course Description:** This course will examine the evolution of French Caribbean writings through the stages of Négritude, Antillanité and Créolité. It will involve the study of selected works of the Négritude poets as well as the novels and theoretical works of Édouard Glissant and Patrick Chamoiseau.

**Assessment:**

Two written Coursework assignments 30%  
Exposés and Class participation 10%  
One 2-hour examination 60%

**GENDER STUDIES COURSES**

**LEVEL I**

**SEMESTER**

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: GEND 1103 (AR11C)**

**COURSE TITLE: INTRODUCTION TO WOMEN'S STUDIES: THEORETICAL CONCEPTS AND SOURCES OF KNOWLEDGE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** 1) To introduce feminism, which may be defined as a conscious opposition to gender hierarchies which structurally oppress some groups in society, particularly women, while privileging others 2) To untangle the complex web of oppression and privileges based on race, class, gender and sexual orientation in order to understand their connections and impact on the wider society 3) To celebrate women's struggles for autonomy and empowerment 4) To examine the ways in which women's subordination negatively affects men and men's responses to the women's movement 5) To use all the skills available to us, observation, speaking, reading and listening critically in an effort to work together in an environment of active learning.

**Assessment**

Family History	20%
Feminist Activism/Workshop	20%
Final Examination	60%

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: GEND 2013 (AR20M)**

**COURSE TITLE: MEN AND MASCULINITIES IN THE CARIBBEAN**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course aims to develop an awareness of the main issues involved in the study of men and masculinities. Masculinity studies emerged in response to the feminist discourses on women, femininity and gender. It is now a growing and significant body of knowledge both internationally and in the Caribbean. This course will explore the approaches to the study of men and masculinities and identify key concepts and issues for in depth consideration.

**Assessment**

Course/tutorial attendance and participation	10%
Gender and family/Coursework essay	15%
Book review	15%
Examination	60%

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: GEND 2013 (AR20M)**

**COURSE TITLE: MEN AND MASCULINITIES IN THE CARIBBEAN**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course aims to develop an awareness of the main issues involved in the study of men and masculinities. Masculinity studies emerged in response to the feminist discourses on women, femininity and gender. It is now a growing and significant body of knowledge both internationally and in the Caribbean. This course will explore the approaches to the study of men and masculinities and identify key concepts and issues for in depth consideration.

**Assessment**

Course/tutorial attendance and participation	10%
Gender and family/Coursework essay	15%
Book review	15%
Examination	60%

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: GEND 2203 (AR22C)**

**COURSE TITLE: FEMINIST THEORETICAL FRAMEWORKS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course provides students with an enhanced theoretical approach to women's and gender studies. Feminist Theory attempts not only to describe the present condition of women and men but also to prescribe methods to change that condition, towards the elimination of gender, race, class and sexual hierarchies. Reading a variety of theoretical materials, the class will examine several theoretical approaches to feminism and evaluate each theory's effectiveness in explaining reality and in facilitating change locally and globally. Students will emerge from this course of study with a comprehension of the many faces of feminism and a better understanding and grasp of their convictions regarding some of today's most challenging debates.

**Assessment**

Book Review/Essay	10%
Coursework	30%
Final Examination	60%

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: SOCI 2016 (SY27D)**

**COURSE TITLE: GENDER AND DEVELOPMENT: WITH REFERENCE TO THE CARIBBEAN**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course examines the emergence of the field of women and gender and development since its emergence in the 1970s, its research agenda and theoretical and policy debates. The feminist critique of 'development' is examined as well as the social, political and economic aspects of gender relations and their relation to the so-called development process. Some key aspects of gender and development practice will also be examined. The course also provides an introduction to tools for gender analysis which are used to influence policy decisions. This course has a strong practical component.

This course is a core course in the Minor in Gender and Development, an optional course in the Minor in Gender Studies (Faculty of Humanities and Education) and an optional course in the Minor in Social Policy.

**Assessment**

Tutorial attendance and participation	5%
Coursework assignment	35%
Examination (2hour)	60%

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: AGEX 3003 (AX39A)**

**COURSE TITLE: GENDER ISSUES IN AGRICULTURE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** Societies in the English-speaking Caribbean are of agrarian origin and influence. Many occupations directly or indirectly derive their activities from the agricultural sector. It is important to be aware of the gender issues, which concern agricultural development. Much scholarship, grants and employment opportunities are now available to students in the area of gender. Be prepared!

**Assessment**

Coursework	40%
Final Examination	60%

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: GEND 3260 (NS21B)**

**COURSE TITLE: GENDER AND SCIENCE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SUCCESSFUL COMPLETION OF 16 LEVEL ONE CREDITS**

**Course Description:** This course aims to give breadth to the narrow range of disciplines/perspectives to which students majoring in Science are currently exposed. They would then be better able to situate their own discipline in the context of other disciplines and in society as a whole. Through a critical analysis of selected major papers on Gender and Scientific Inquiry published from the 1980s to the present, students will be exposed to the History and Philosophy of Science beginning from the 16<sup>th</sup> Century (Bacon and Descartes) and will be able to explore the different ways in which prevailing gender ideology (one of many analytical tools) has influenced the form, content and production of Scientific knowledge in various historical periods. Attempts will be made to situate the materials in a Caribbean (colonial and post-colonial) context.

**Assessment**

Coursework	40%
Research Journal	10%
Research Project	20%
Oral Presentation	10%



**LEVEL: III**

**COURSE CODE: GEND 3501**

**COURSE TITLE: THE PHILOSOPHY OF GENDER**

**SEMESTER: SEMESTER I**

**CREDITS: 3**

**Pre-requisites: AR20A AND AR20M**

**Course Description:** The course attempts to understand the intellectual challenges and gains of introducing gender into the academy. It takes on board how we think about gender in a selected set of discourses within mainstream philosophy and, thus, is highly recommended for undergraduate students who intend to pursue the MSc, Gender and Development Studies as well as those undergraduate students who intend to use gender as a category of analysis in their graduate research. It traces the both the intersection of feminist thought with popularly received ideas of philosophy as well as its digression from these ideas. To blend the popular with the academic discourse, the course adopts a problem solving approach by locating the discussion of each topic around specific Caribbean readings which raise the general issues in the context of their relevance to the Region.

Course Content:

1. Feminist critique of selected discourses within mainstream western philosophy – dualism and the Derridan and Foucaultian critiques
2. Gender Epistemology: “Fighting With Meaning” –; knowledge production in metaphysical thought ; theology, origin stories and mythologies of gender; feminism versus empiricism and rationalism
3. Being, self and reality: the question of material being in ontology – the construction of the body and the mediating influence of socio-economic class, race/ethnicity, sex and geography.
4. Feminist ethics and moral theory – ‘the other’ and ‘otherness’; moral sensibility and the human experience of difference.

**Methodologies:** This is a reading/seminar course which will make use of independent research, group and independent presentations and tutoring.

**Course Assessment:**

- Two major course work essays of approximately 5,000 words. (This will be assessed by two internal examiners.) 40%
- 2 hour Written examination 60%

**HISTORY COURSES**

**NOTE:** Students reading History courses are advised that even if they attain an overall pass mark (40 and above) inclusive of Coursework, they will not be awarded an overall pass unless they have passed at least one of the written examination questions.

**LEVEL I**

**SEMESTER I**

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: HIST 1001 (H10A)**

**COURSE TITLE: THE CARIBBEAN WORLD TO C. 1660–1830 (COMPULSORY FOR HISTORY MAJORS)**

**NUMBER OF CREDITS:**

**PREREQUISITES: NONE**

**Course Description:** This course aims at introducing first year students to the major concepts of Caribbean History and to the dominant themes during the first two centuries of external penetration of the region. As envisaged, the course can be adequately covered during a single semester and although ten top-ics have been identified, it is under-stood that some of these will re-quire longer treatment than others.

Students who have completed this course should have the foundation to read second and third level courses in various aspects of Caribbean History.

**Assessment:**

Tutorial	10%
Coursework	30%
Final examination	60%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: HIST 1302 (H13B)**

**COURSE TITLE: AFRICAN CIVILISATIONS FROM EARLIEST TIMES TO AD 1000**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** The course introduces the culture-history of the African continent. Major themes: the nature of African history; Africa the ‘cradle of humankind’; Nile Valley, Sahara and adjoining regions as early world centres of the ‘Agricultural-Urban transformation; science & mathematics in Ancient Egypt; the religio-philosophical system of Nile Valley civilisations & continuities into later Judeo-Christianity; the coming of Judaism and Christianity to ‘late Classical’ Egypt, Kush and Axum (Ethiopia); commerce between Africa north of the Sahara, the Mediterranean, the Middle East, and the Indian sub-continent by A.D. 1000; the status of Islam in North Africa by A.D. 1000.; the “Early Iron Age” below the Sahara.

**Assessment:**

Tutorial	10%
Coursework	30%
Final examination	60%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: HIST 1406 (H14F)**

**COURSE TITLE: THE RISE OF ATLANTIC EUROPE 1400–1800**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** To provide explanations for the establishment (between the 15<sup>th</sup> and 18<sup>th</sup> centuries) of a “European World-economy” with the Atlantic states of Europe as its hub or core. While the focus will be on economic developments, political and social structures will be considered in so far as they help to explain this phenomenon.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: HIST 1801 (H18A)**

**COURSE TITLE: INTRODUCTION TO ARCHAEOLOGY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course introduces the principles, methods, techniques and goals of Archaeology. The nature of Archaeological evidence, their interpretation and related problems are examined. Students will be introduced to elementary surveying and excavation techniques mapping the recording systems in Archaeology as well as analysis (sorting, cataloguing, and classification) of archaeological data.

Students will be given the opportunity to actively participate in handling of a variety of archaeological material.

**Assessment:**

Tutorial	10%
Coursework	30%
Final examination	60%

**LEVEL I**

**SEMESTER II**

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: HIST 1303 (H13C)**

**COURSE TITLE: AFRICAN CIVILISATIONS**

**FROM AD 1000 TO 1800**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** Main themes: the culture-history of the continent from the deepening of the ‘Iron-Age’ agro-metallurgical transformations in sub-Saharan Africa; ‘traditional’ African religions south of the Sahara; the interactions of Islam with ‘traditional’ cultures as well as Coptic Ethiopia; Berber-Islamic revolutions (the Almoravids and Almohads); the trans-Saharan, and the Red Sea-East African Coast-Indian Ocean commercial networks; the coming of the West Europeans to Africa; the growth of the Atlantic slave trade and the impact this and other older networks of slave trades on the continent; Portugal-Ethiopian relations; relations between Portugal and the Kingdom of Congo; European settlement and colonization in South Africa.

**Assessment:**

Tutorial	10%
Coursework	30%
Final examination	60%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: HIST 1504 (H15D)**

**COURSE TITLE: FOUNDATIONS OF SOUTH ASIAN CIVILISATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** A survey of the main themes and debates in the history and civilisation of South Asia up to 1500. Topics include: the ecological setting (climate, landscape and man in South Asia); the Indus culture, the Aryan age and the spread of Brahmanical influence to South India; state and Empire in India and expansion overseas and contacts with the wider world; the development of Hinduism and heterodox systems (Buddhism and Jainism); change and development in the social system (varna, caste and jati, and the changing position of women) and in patterns of economic activity; the Classical age and the impact of Islam; change and continuity in South Asian History.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: HIST 1603 (H16C)**

**COURSE TITLE: FOUNDATIONS OF THE AMERICAS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** The earliest Americans. The Agricultural Revolution and its impact. Indian Civilisations before the Conquest. Aboriginal demography c. 1500. Iberian exploration, conquest and colonization in the 16<sup>th</sup> century. The church and colonial society. The colonization of Brazil. The genesis of African slavery in Spanish America and Brazil. International relations in the 16<sup>th</sup> and early 17<sup>th</sup> centuries. England and France in America to 1650. White servitude and black slavery in the Americas. Formation of the British and French New World empires 1650-1700. The colonial world in the Americas c. 1700. Comparative slave systems in the Americas to 1750. The frontier in New France, Anglo-America and Brazil. The process of creolisation.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: HIST 1703 (H17C)**

**COURSE TITLE: INTRODUCTION TO HISTORY (COMPULSORY FOR HISTORY MAJORS)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE OPEN TO HISTORY MAJORS ONLY**

**Course Description:** H17C introduces students to the discipline of history. It considers the nature of history; how the historian works; the sources; issues of explanation, theory, objectivity, 'truth' and 'scientific' approaches; the major branches or genres of history.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL II/III**

**SEMESTER I**

**LEVEL: II/III**

**SEMESTER: I**

**COURSE CODE: HIST 2003 (H20C)**

**COURSE TITLE: HISTORY OF THE WEST INDIES C. 1660-1830 (COMPULSORY FOR HISTORY MAJORS)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This is a survey course of the major developments in West Indian History 1600 – 1830. The geographical scope of the course includes the Spanish, British, French, Dutch and Danish West Indies. It begins with the establishment of colonies in the West Indies and the introduction of sugar and slavery as central components in the development of the colonies. The course ends in the 1830s when these factors once thought essential to the West Indian development begin to be questioned and are challenged from both within the West Indies and Europe. The major topics which will be examined include: the Geo-politics of the Caribbean in the 17<sup>th</sup> century, Colonial Administration, the Development of Plantations, the Sugar Revolution, Social Organization, War and Trade, the Spanish Economic Revolution, the Development of the Haitian Republic, Religion, Anti-slavery movements.

**Assessment:**

Tutorials	10%
In-course Test	10%
Essay	20%
Final examination	60%

**LEVEL: II/III**

**SEMESTER: I**

**COURSE CODE: HIST 2005 (H20E)**

**COURSE TITLE: CARIBBEAN ECONOMIC HISTORY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course surveys the economic history of the Caribbean. It begins with the neo-Indian economy and ends with analysis of the Caribbean in an increasingly globalised world. It is designed for history students wishing to take specialised courses in Economic History and for Social Sciences students wishing to use history as a tool for understanding the economic developments of the region. There is a strong focus on questions of economic theory as well as historical interpretation. The topics covered include:

- Theorising Caribbean Economic Development
- The First Caribbean Economies
- The Plantation System
- The Labour Systems and Demographic Changes
- The Peasantry
- Sugar in the 20th and 21st Centuries
- The Modern Agricultural Sector
- The Commercial Sector
- Integration into the World Economy
- Caribbean Economic Integration
- Issues in Caribbean Economic Development

**Assessment:**

Tutorial	10%
In-course Test	10%
Essay	20%
Final examination	60%

**LEVEL: II/III**  
**SEMESTER: I**  
**COURSE CODE: HIST 2101 (H21A)**  
**COURSE TITLE: HISTORY OF LATIN AMERICA 1810–1910**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**  
**Course Description:**  
**Assessment:**

Coursework (2 pieces)	40%
Final examination	60%

**LEVEL: II/III**  
**SEMESTER: I**  
**COURSE CODE: HIST 2201 (H22A)**  
**COURSE TITLE: HISTORY OF THE UNITED STATES TO 1865**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**  
**Course Description:** A broad survey of the history of the United States. Coverage includes politics and personalities, cultural, social and economic themes, foreign and domestic concerns and events. Emphasis is on the national experience: the achievement of independence and union, the development of political institutions, the evolution of political forms and practices, the antebellum cultural and social fabric, development, growth, expansion and conflict: slavery, sectionalism and the Civil War.  
**Assessment:**

Tutorial	10%
Coursework (2 pieces)	30%
Examination	60%

**LEVEL: II/III**  
**SEMESTER: I**  
**COURSE CODE: HIST 2301 (H23A)**  
**COURSE TITLE: HISTORY OF AFRICA, A.D. 1800 TO 1900**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**  
**Course Description:** A survey of the history of the African continent in the long 19<sup>th</sup> century. Major themes: abolition of the trans-Atlantic slave trade and continuities of the trans-Saharan, Red Sea and East African coast slave trades; economic re-orientation to abolitionism and differential deepening of plantation and domestic slavery; Islamic fundamentalism in 19<sup>th</sup> century North Africa and Western Sudan; the Mfecane/Difaqane of Southern Africa; European exploration, Christianity, tropical medicine and technologies of penetration and domination; the European Scramble, final partition and conquest: origins and dynamics (1870-1914); African initiatives and resistance in the face of the 'Scramble'; final partition and conquest (regional case examples).  
**Assessment:**

Tutorial	10%
Coursework (2 pieces)	30%
Final written examination	60%

**LEVEL: II/III**  
**SEMESTER: I**  
**COURSE CODE: HIST 2401 (H24A)**  
**COURSE TITLE: CONTINUITY AND CHANGE IN 19<sup>TH</sup> CENTURY EUROPE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**  
**Course Description:** This course offers a broad survey of the key economic, social, political and ideological processes in 19<sup>th</sup> century Europe. The course will explore aspects of continuity and change in the modernisation of European society, focusing on the nature of legacies of the political revolution in France and the Industrial revolution beginning in Britain.  
**Assessment:**

Coursework (2 pieces)	40%
Examination	60%

**LEVEL: II/III**  
**SEMESTER: I**  
**COURSE CODE: HIST 2501 (H25A)**  
**COURSE TITLE: SOUTH ASIAN HISTORY 1500 TO 1860**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**  
**Course Description:** The history of the Indian sub-continent from the advent of the Mughals to the assumption by Britain of Crown Rule. Hindu beginnings and Islamic penetration. The establishment of the Mughal Empire and its political, economic and social policies. The state and the cultivator. Akbar and the Imperial idea. Islam in Indian life, conversion and new religious currents. The Hindu South, the Sikhs and the Marathas. Mughal decline and Western intrusion. Trade, tribute and empire in the 17<sup>th</sup> and 18<sup>th</sup> centuries. British attitudes towards India, social and cultural contacts to 1850 and the Indian reaction. The Bengali Renaissance, the Mutiny of 1857-8, and its aftermath.  
**Assessment:**

Coursework (2 pieces)	40%
Final examination	60%

**LEVEL: II/III**

**SEMESTER: I**

**COURSE CODE: HIST 2601 (H26A)**

**COURSE TITLE: IMPERIALISM**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course examines the characteristics of imperialism over the period 1763-1918. It discusses the reasons why some nations became dominant and others dominated. The aims, methods and systems used by the imperial powers to administer their empires will be analysed to show how these varied a) among the imperial powers and b) at different time periods. In addition relations among the imperial powers and between the imperial powers and the subjugated peoples will be examined. In particular, the phenomenon of the 'new imperialism' will be addressed and the overall impact and legacy of imperialism will be assessed.

**Assessment:**

Tutorial	10%
In-course test	10%
Coursework essay	20%
Final examination	60%

**LEVEL: II/III**

**SEMESTER: I**

**COURSE CODE: HIST 2804 (H28B)**

**COURSE TITLE: A SURVEY OF WORLD PRE-HISTORY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:**

- a) The cultural and physical manifestations of our early ancestors.
- b) The origins and development of food production and settled village life and
- c) The emergence of the first literate complex societies, with towns, bureaucracies and rulers.

**Assessment:**

In-course essay	25%
WebCT Assignments	15%
Two-hour final examination	60%

**LEVEL II/III**

**SEMESTER II**

**LEVEL: II/III**

**SEMESTER: II**

**COURSE CODE: HIST 2004 (H20D)**

**COURSE TITLE: HISTORY OF THE WEST INDIES SINCE THE 1830S (COMPULSORY FOR HISTORY MAJORS)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course surveys the Caribbean in the changing environments of the 19<sup>th</sup> and 20<sup>th</sup> centuries, and introduces the twenty-first century. The course therefore examines the transition from the colonial West Indies to the modern West Indies. The areas examined include: British, French and Spanish Emancipation, Post-emancipation Adjustments, Foreign Intervention, Resistance and Revolution, The Independent States (Haiti, the Dominican Republic), the French Overseas Departments, Constitutional Reform to independence in the British West Indies, Cuban Independence, Economic Development in the 20th Century, the Rise of Caribbean Leaders/Personalities, Caribbean Integration. It ends with "Re-thinking" the Caribbean in the Twenty-first Century. Particular emphasis is placed on continuities and changes which can be identified during this period.

**Assessment:**

Tutorials	10%
In-course Test	10%
Essay	20%
Final examination	60%

**LEVEL: II/III**

**SEMESTER: II**

**COURSE CODE: HIST 2102 (H21B)**

**COURSE TITLE: LATIN AMERICAN HISTORY SINCE 1910**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** The Revolt of the Masses in Mexico: urban and peasant sectors; the educated middle class; foreign interests and intervention; the Constitution of 1917: the temporary stabilisation of the revolution: the impact of the revolution on Latin America. The Economic Consequences of the Great Depression for Latin America. Nationalism, Working Class and Peasant Movements in the 1930s. The Military, Politics and Ideology during the 1930s. Roosevelt's Good Neighbor Policy: implications for U.S. economic and political strategies. Argentina: resistance to U.S. hegemony. The Impact of the Cold War on Latin America: the U.S. response to nationalist regimes in Argentina, Bolivia and Guatemala. The Cuban Revolution: U.S./O.A.S. responses. The Soviet Response. Effects on the Cuban economy and society. Guerilla Movements and the Challenge to U.S. Hegemony in Latin America (1962-1979). The military Seizure of State Power in Latin America (1964-1973). Economic Crisis in Latin America: the end of the import-substitution cycle; the debt crisis; hyperinflation; multinational domination and relations with the International Monetary Fund, Free Trade and Globalisation.

**Assessment:**

Coursework (2 pieces)	40%
Final examination	60%

**LEVEL: II/III**  
**SEMESTER: II**  
**COURSE CODE: HIST 2202 (H22B)**  
**COURSE TITLE: HISTORY OF UNITED STATES SINCE 1865**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** Survey of the history of the United States continued. Emphasis is on the emergence of the United States as a world power and on the evolution of modern American society: industrial development, political responses, involvement in European wars and post-war global politics, and changes and trends in contemporary American society.

**Assessment:**

Tutorial	10%
Coursework (2 pieces)	30%
Examination	60%

**LEVEL: II/III**  
**SEMESTER: II**  
**COURSE CODE: HIST 2302 (H23B)**  
**COURSE TITLE: HISTORY OF AFRICA, A.D. 1900 TO THE PRESENT**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** A survey of the historical development of the African continent under the rule of different European Powers: Africa at 1900; Scramble, Partition, Conquest and Resistance; the colonial situation: an overview; ideology, methods and institutions of comparative colonial rule systems in Africa; the colonial economy: to World War II; politics, nationalism and decolonisation; independence; military intervention; the Organisation of African Unity, African Union and Regionalism; neo-colonialism, International Monetary fund and 'structural adjustments' in Africa.

**Assessment:**

Tutorial	10%
Coursework (2 pieces)	30%
Examination	60%

**LEVEL: II/III**  
**SEMESTER: II**  
**COURSE CODE: HIST 2402 (H24B)**  
**COURSE TITLE: CONFLICT AND INTEGRATION IN 20<sup>TH</sup> CENTURY EUROPE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** Beginning by tracing the origins and impact of the First World War, this course examines the economic, social and political upheavals of the mid-20<sup>th</sup> century. Central themes in this upheaval were the crisis in democratic states and the emergence of totalitarian regimes in the inter-war period. It will examine the extent to which economic, social and ideological polarisation was superseded by a new process of integration in European society after the Second World War, as Europe adjusted to its role in a New World Order.

**Assessment:**

Coursework (2 pieces)	40%
Examination	60%

**LEVEL: II/III**  
**SEMESTER: II**  
**COURSE CODE: HIST 2502 (H25B)**  
**COURSE TITLE: SOUTH ASIA 1860 TO THE PRESENT**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course is the third segment of a programme of work in which South Asian civilisation has been traced from its early beginnings to the present time. This part of the programme examines the process of historical development in South Asia from mid-19<sup>th</sup> century to post colonial India.

**Assessment:**

Coursework (2 pieces)	40%
Final examination	60%

**LEVEL: II/III**  
**SEMESTER: II**  
**COURSE CODE: HIST 2602 (H26B)**  
**COURSE TITLE: IMPERIALISM SINCE 1918**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course analyses the historical developments which contributed to the collapse of the colonial empires. The Colonial policies and practices of different imperial powers are compared, changes in their methods over time are identified and their impact on the colonised world is discussed. The response to the imperial presence and the rise and progress of the movement for decolonisation are analysed with special reference to nationalism, socialism and Pan Africanism. Case studies of specific rational liberation movements from different parts of the colonised world are discussed.

**Assessment:**

In-course test	15%
Research essay	25%
Final examination	60%

**LEVEL: II/III**

**SEMESTER: II**

**COURSE CODE: HIST 2503 (H27B)**

**COURSE TITLE: THE HISTORY OF MODERN CHINA**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course will provide a general survey of one hundred and fifty years of Chinese history from 1839-42 (the first Opium War against China and the acknowledged beginning of modern Chinese history) to the present. It will highlight China's evolution from a period of strength, stability and growth as the dominant power in East Asia before the end of the 18<sup>th</sup> century, to the modern age when its traditional foundations began to undergo erosion from domestic developments as well as international challenges, culminating in the fall of the ancient regime and the birth of the Republic in 1912. It will analyse the growth of the Republic through its various phases, from the period of initial instability to the period of

Nationalist rule under the Guomindang (Kuomintang) to the birth of the Communist People's Republic in 1949, through the left-radical (Mao) and left-moderate (Deng) phases of the post-1949 regime. Attention will be paid to the role played by Western imperial and post-imperial connections, alternative modernisation agendas, ideology and culture in the shaping of modern China.

**Assessment:**

Written assignments (2 Pieces)	40%
Final examination	60%

**LEVEL: II/III**

**SEMESTER: II**

**COURSE CODE: HIST 2801 (H28A)**

**COURSE TITLE: RESEARCH METHODS AND TECHNIQUES IN ARCHAEOLOGY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course covers the theoretical concepts and methodologies of practical field archaeology. Particular emphasis is placed on introducing the student to basic techniques of archaeological survey, mapping, data recovery, conservation, port-excavation, analysis, interpretation and report writing. It will also deal with Cultural Resource Management and such issues as the ethics and politics of excavation and preservation.

Opportunities will be given for students to participate in excavation and/or post-excavation work.

**Assessment:**

WebCT Assignments	15%
Field Exercises	15%
Field Notebook	25%
Research Design	5%
Final examination	40%

**LEVEL III**

**SEMESTER I**

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: HIST 3001 (H30A)**

**COURSE TITLE: TOPICS IN THE HISTORY C OF TRINIDAD & TOBAGO 1783–1898**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course examines the main aspects of the historical development of Trinidad & Tobago from the late 18<sup>th</sup> century to the end of the 19<sup>th</sup>. It deals with the peculiar historical development of each island. The history of Tobago is examined from the era of British cession in 1763 up to its union with Trinidad in 1898. The History of Trinidad is examined from the era of Spanish possession, through the British capture in 1797 and the nature of British administration of the island up to the end of the 19<sup>th</sup> century. The historical experiences of these islands will be compared. Document based analysis is an important segment of the course.

**Assessment:**

Tutorials	10%
Coursework (Research Essay)	30%
Final examination	60%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: HIST 3003 (H30C)**

**COURSE TITLE: WOMEN AND GENDER IN THE HISTORY OF THE ENGLISH-SPEAKING CARIBBEAN**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY**

**Course Description:** HIST 3003 seeks to insert women and gender into our study of Caribbean history. After considering theoretical, methodological and historiographical issues, it examines women's experiences in Caribbean history from pre-Columbian times to the 20<sup>th</sup> Century. Throughout the course, attention is paid to gender as a vital tool with which to analyse the evolution of Caribbean societies.

**Assessment:**

Tutorial	10%
Coursework (Essay)	30%
Final examination	60%

**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: HIST 3005 (H30E)**  
**COURSE TITLE: LAW AND SOCIETY IN MODERN TRINIDAD & TOBAGO**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY EXCEPT FD 11A**

**Course Description:** An inter-disciplinary course which examines the role of Law in the shaping of selected aspects of life in modern Trinidad & Tobago including: The Reception of English Law in Trinidad: the legal system, sources, reasoning, evidence and proof.

Jurisprudence and Legal Concepts (including Rights, duties, Conduct, Persons) and the History of Legal Thought (including Natural Law, Positivism, Historical and Anthropological Approaches, the Economic and Marxist Approach, American Realism, Sociological Jurisprudence and the Sociology of Law).

Law Making and Law Reform in modern Trinidad & Tobago with special emphasis on the following: Law and Domestic Life; Law and Women; Law and the Workplace; Law and Public Policy.

**Assessment:**  
Coursework 40%  
Final examination 60%

**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: HIST 3503 (H35C)**  
**COURSE TITLE: THE ECONOMIC HISTORY OF MODERN INDIA 1757-1947**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This is a survey course that aims at providing an understanding of the nature and development of Indian Economy during the colonial rule from 1757 to 1947. It is designed to provide explanations and insights into the transition in Indian economy during the British rule.

**Assessment:**  
Coursework 40%  
Final Examination 60%

**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: HIST 3605 (H36E)**  
**COURSE TITLE: THE AFRICAN DIASPORA I: FROM EARLIEST TIMES TO A.D. 1800**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ANY TWO LEVEL II COURSES IN HISTORY (NOT UC COURSES)**

**Course Description:** The rationale behind this course and the follow-up "African Diaspora II: A.D. 1800 to Pre-sent Times"; is to present an Afro-centric, revisionist interpretation of the place of Africa, Africans and communities of African descent in the diaspora in Europe, Asia and the New World by A.D. 1800 in world history.

This is to counter the received 'Hegelian' and 'scientific-racist' view of the 19<sup>th</sup> century North Atlantic world, to the effect that Africa and Africans had been a civilisational nullity i.e. un-til the era of contact with the North Atlantic world from the 15<sup>th</sup> century.

Special focus will be given in the course to the history of the evolution of negative views of Africa and Africans from the writings of certain ancient Jewish, Talmudic writers, through the writings of medieval Muslim intellectuals and then to the 19<sup>th</sup> century school of scientific racism across the North Atlantic. Also too, the evolution of windows of African culture life by transfer from Africa, in New World slave societies by A.D. 1800.

**Assessment:**  
Coursework 40%  
Final examination 60%

**LEVEL III**  
**SEMESTER II**

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: HIST 3002 (H30B)**  
**COURSE TITLE: TOPICS IN THE HISTORY OF TRINIDAD & TOBAGO SINCE 1898**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY**

**Course Description:** This course examines the main features of the historical evolution of the united colony of Trinidad & Tobago. It discusses the salient features of the development of each island and examines the relationship established between the two island units since the union. The major economic, constitutional and social events will be analysed and the impact of internal events on the county will be assessed with reference to select documents.

**Assessment:**  
Coursework (Research Essay) 40%  
Final examination 60%



**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: HIST 3006 (H30F)**  
**COURSE TITLE: LAW AND BUSINESS HISTORY IN MODERN TRINIDAD & TOBAGO**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY**

**Course Description:** An inter-disciplinary course which examines the intersection between law and the history of business in Trinidad & Tobago since 1900, including the following topics:

1. Introduction: Jurisprudence Revisited; Economic interpretations of the law; law and economics, the development of Contract, the legal theory of the Firm, law and Entrepreneurship.
2. The regulatory environment: the history of Company law reform in Trinidad & Tobago.
3. Business development in Trinidad: beyond the plantation. The history of Land legislation, the law and agriculture.
4. Small business and the informal sector; hucksters, shopkeepers; small family enterprises.
5. The law and industry: State business in Trinidad & Tobago. The Transnational corporations.
6. Money, banking and commerce; the development of financial institutions; credit unions and conglomerates. The history of Taxation.
7. Human capital: The history of the professions.
8. New disciplines: Globalisation and trade in historical perspectives; preferences, free trade, competition, and the WTO.

**Assessment:**

One Coursework extended essay	40%
Final examination	60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: HIST 3504 (H35D)**  
**COURSE TITLE: THE SOCIAL HISTORY OF MODERN INDIA 1757–1947**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This is a survey course that aims at providing an understanding of the nature of Indian society at the commencement of colonial rule, the perceptions of the English of this society, the attempts of the colonial state to order this society through its own systems and ideas of progress, the reactions of the indigenous society and the social changes that occurred during the colonial period under Company and Crown rule. It would discuss the following topics:

1. Social History: Concept and approaches.
2. Social structure and Institutions in per-colonial Indian society: Family, Marriage, Varna, Caste, Jajmani System, Tribe, Class and Community.
3. Colonialism and the perception of Indian society.
4. Colonial Intervention and the ideas of Social Change – Evangelicals and Utilitarians.
5. Origin and growth of modern education.
6. Rise of new social classes with special reference to educated middle classes.
7. Development of modern Indian languages.
8. Religion and Society: Socio-religious movements in the 19<sup>th</sup> century – Brahmo Samaj, Arya Samaj, Rama Krishna Mission, Theosophical Society. Aligash and the Singh Sabha Movements.
9. Continuity and Change: Position of women, caste movements with special references to Depressed castes, Tribal movements, Patterns of Urbanisation.
10. Summing up Indian Colonial Society: Tradition and modernity.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: HIST 3601 (H36A)**  
**COURSE TITLE: CAPITALISM AND SLAVERY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY**

**Course Description:** This course is based on an historiographical and substantive analysis of the debate generated by Eric Williams' seminal work *Capitalism and Slavery*. The areas examined include the content of the book, historiography before and after its publication, the historiographical debate generated, new areas of scholarship spawned by the book and the impact of the text on Caribbean Economic thought.

**Assessment:**

Tutorials	10%
Coursework (Essay)	30%
Final examination	60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: HIST 3603 (H36C)**  
**COURSE TITLE: FROM MONROE TO CASTRO: UNITED STATES RELATIONS WITH LATIN AMERICA AND THE CARIBBEAN**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY, U.S. OR LATIN AMERICAN HISTORY EXCEPT FD 11A**

**Course Description:** This semester course is intended to give the student an insight into the historical evolution of U.S. relations with Latin America and the Caribbean since the enunciation of the Monroe Doctrine until the end of the Cuban missile crisis. It examines the implications of the Monroe Doctrine and Manifest Destiny ideology in the context of U.S. territorial expansionism in the 19<sup>th</sup> century and treats that expansionism against the background of West European rivalry for trade, territory and political influence in Latin America and the Caribbean. The emergence of the U.S.A. as a world power following the Cuban/Spanish/American war; the growth of gun-boat and dollar diplomacy; and the U.S. reaction to the rise of Latin American and Caribbean nationalism between the two world war are also themes that are addressed. The course ends with an examination of the drive towards the creation of a U.S.-led Pan-American system, formalised in the creation of the Organisation of American States, and the implications of that system for Latin America and the Caribbean in the context of the Cold War up to the Cuban revolution.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: HIST 3606 (H36F)**  
**COURSE TITLE: THE AFRICAN DIASPORA II: A.D. 1800 TO PRESENT TIMES**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ANY TWO LEVEL II DEPARTMENTAL COURSES IN HISTORY (NOT UC COURSES)**

**Course Description:** This course covers the major developments which have shaped the history of Africa, Africans and diaspora communities in a wider world, that moved from Abolitionism and Emancipation through the "New Imperialism" and a new post-Emancipation phase of internal-colonialism-structuring; to a climax of self-determination from A.D. 1800 to the present.

Emphasis will be placed on the survival initiatives, cultural and otherwise, of African-descended communities in the various parts of the New World; on the comparative historical experience of such diaspora communities' and on linkages both between communities in the New World diaspora, and between these New World communities and Africa.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: HIST 3613 (H36M)**  
**COURSE TITLE: THE MODERN INDIAN DIASPORA**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** The course will explore comparative histories of Indian communities located in different parts of the world. It will examine the modern Indian Diaspora from the early 19<sup>th</sup> century up to the present time.

**Assessment:**

One (1) Coursework essay	40%
End of semester examination	60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: HIST 3801 (H38A)**  
**COURSE TITLE: HISTORICAL ARCHAEOLOGY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: H28A OR H28B**

**Course Description:** The course provides a general survey of historical archaeology its definitions, techniques and methodological approaches; sources used by historical archaeologists and their limitations; material culture of the historical period generally, as well as analytical approaches to different types of evidence.

**Assessment:**

One in-course essay	25%
WebCT Assignments	5%
Laboratory exercises	10%
Two-hour final examination	60%

## HINDI LANGUAGE COURSES

CONTACT HOURS: 6 PER WEEK

### LEVEL I SEMESTER I

LEVEL: I

SEMESTER: I

COURSE CODE: HIND 0101 (HN01A)

COURSE TITLE: BEGINNERS' HINDI A (BEGINNER'S PART I SEMESTER I)

NUMBER OF CREDITS:

PREREQUISITES: NONE

#### Course Description:

1. Introductory information on the Hindi language and the Devanaagari script.
2. Formulaic courtesy expressions. Vocabulary of elementary needs.
3. Simple syntactic information deriving from vocabulary (affixation).
4. Practice in reading and writing the Devanaagari script will be interspersed throughout the course.

#### Assessment:

(100% in-course). A minimum of two tests per semester, consisting of reading and listening comprehension, written composition and conversation

LEVEL: I

SEMESTER: I

COURSE CODE: HIND 1001 (HN10A)

COURSE TITLE: HINDI LANGUAGE 1A

NUMBER OF CREDITS:

PREREQUISITES: HN01B

**Course Description:** This course is designed to develop communicative proficiency in Hindi (speaking, listening, reading and writing). On completing the course students should be able to perform the following functions in Hindi:

- Narrate and describe in present, past and future
- Understand simple texts presenting biographical information and narratives in present, past and future.
- Read simple proverbs, stories and poems from Hindi literature.
- Understand spoken language related to the above.

#### Assessment:

Minimum of two in-course tests 40%

A final test 60%

(Reading, Listening, Writing and Speaking)

### LEVEL I

### SEMESTER II

LEVEL: I

SEMESTER: II

COURSE CODE: HIND 0102 (HN01B)

COURSE TITLE: BEGINNERS' HINDI B (BEGINNER'S PART II SEMESTER II)

NUMBER OF CREDITS:

PREREQUISITES: HN01A

#### Course Description:

1. Elements of grammar and sentence construction; Habitual present; Number in nouns and pronouns; Basic postpositions; Fundamentals of agreement
2. Simple written expression and comprehension
3. Conversation
  - Common polite expressions and
  - Introductions
  - Everyday language functions
4. Introduction to Indian customs and civilisation through audio-visual aids

#### Assessment:

(100% in-course). A minimum of two tests per semester, consisting of reading and listening comprehension, written composition and conversation

LEVEL: I

SEMESTER: II

COURSE CODE: HIND 1002 (HN10B)

COURSE TITLE: HINDI LANGUAGE IB

NUMBER OF CREDITS:

PREREQUISITES: HN10A

**Course Description:** The course is designed to develop functional language skills. It will reinforce oral and written skills that the students have begun to develop in HN10A. Reading material includes proverbs, stories, and simple poems from Hindi folklore and literature. Students will also be informed about:

- Cultural norms and practices that govern interaction with Hindi speakers in everyday situations
- Family relationships and kinship terms
- Some popular songs

#### Assessment:

Minimum of two in-course tests 40%

A final test 60%

(Reading, Listening, Writing and Speaking)

**LEVEL II  
SEMESTER I**

**LEVEL: II  
SEMESTER: I**

**COURSE CODE: HIND 2001 (HN 20A)  
COURSE TITLE: HINDI LANGUAGE 20A  
NUMBER OF CREDITS:  
PREREQUISITES: HN10B**

**Course Description:** This course is designed to develop communicative proficiency in Hindi (speaking, listening, reading and writing). Emphasis is placed on expressing opinions, beliefs and hypothesis. Focus is specifically on the subjunctive, infinitives and auxiliary verbs. It also introduces students to:

- Cultural norms and practices governing interaction with native speakers.
- Major cultural differences in the Indian subcontinent
- Some popular songs

**Assessment:**

Minimum of two in-course tests      40%  
A final test      60%  
(Reading, Listening, Writing and Speaking)

**LEVEL: II  
SEMESTER: I**

**COURSE CODE: HIND 2002 (HN20B)  
COURSE TITLE: HINDI LANGUAGE 20B  
PREREQUISITE: PASS IN HN20A  
NUMBER OF CREDITS:**

**Course Description:** This course is designed to consolidate communicative proficiency in Hindi (speaking, listening, reading and writing). Emphasis is placed on expressing opinions, beliefs and hypothesis. Grammar content includes compound verbs, contrary to fact conditional sentences, causative verbs, perfective particles, indirect commands. The course also focuses on reading more advanced literary texts.

**Assessment:**

Minimum of two in-course tests      40%  
A final test      60%  
(Reading, Listening, Writing and Speaking)

**LEVEL III  
SEMESTER**

**LEVEL: III  
SEMESTER:**

**COURSE CODE: HIND 3001 (HN30A)  
COURSE TITLE: HINDI LANGUAGE 30A  
NUMBER OF CREDITS:  
PREREQUISITES: PASS IN HN20B**

**Course Description:** This course aims to train students to:

- a. Understand complex structures of Hindi spoken by native speakers of the language.
- b. Speak and write fairly complex structures in Hindi accurately and appropriately for general purposes and in social, cultural and survival situations requiring communication with Hindi speakers.
- c. Understand the content of more complex literary and functional materials.
- d. Understand some behavioural norms and practices associated with interacting formally and informally with Hindi speakers.

**Assessment:**

Minimum of two in-course tests      40%  
A final test      60%  
(Reading, Listening, Writing and Speaking)

**LEVEL: III  
SEMESTER:**

**COURSE CODE: HIND 3002 (HN30B)  
COURSE TITLE: HINDI LANGUAGE 30B  
NUMBER OF CREDITS:  
PREREQUISITES: PASS IN HN30A**

**Course Description:** This course is designed to consolidate communicative proficiency in Hindi (speaking, listening, reading and writing). Special attention is given to:

- Discussing ideas.
- Filling out forms and questionnaires.
- Writing messages and letters related to daily routine, cultural and national life.
- Understanding the content of more complex texts presenting biographical information, narratives and news in present, past and future time.
- Reading narratives and poems from Hindi folklore and literature.

**Assessment:**

Minimum of two in-course tests      40%  
A final test      60%  
(Reading, Listening, Writing and Speaking)

## LINGUISTICS COURSES

### LEVEL I SEMESTER I

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: LING 1001 (L10A)**  
**COURSE TITLE: INTRODUCTION TO PHONETICS AND PHONOLOGY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course is designed to introduce students to the analysis, recognition, reproduction and transcription of speech sounds, and to enable them to understand the myriad possible patterning of these sounds in a wide cross-section of the world's languages. It is especially useful for anyone studying or teaching a foreign language. By the end of the course, students will be able to recognize the difference between phonetic (etic) and phonological (emic) data.

**Assessment:**  
100% in-course assessment

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: LING 1002 (L10B)**  
**COURSE TITLE: INTRODUCTION TO MORPHOLOGY AND SYNTAX**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** Words are composed of smaller units of meaning and function, and the course investigates the linguistic processes by which words are derived. It also focuses on the composition of sentences and on the processes by which sentences of infinite number and complexity can be produced.

**Assessment:**  
100% in -course assessment  
Three tests 70%  
Practical and tutorials 30%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: LING 1005 (L10C)**  
**COURSE TITLE: INTRODUCTION TO LANGUAGE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** The course aims at familiarising students with a range of ways in which language operates in human society, introducing students to language as a dynamic phenomenon, varying and changing from region to region, from one historical period to another and from one culture to the next. The course also aims at sensitising students to the systematic nature of language and to possibilities for objective description.

**Assessment:**  
In-course tests and project 100%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: LING 1006 (L10D)**  
**COURSE TITLE: INTRODUCTION TO LINGUISTIC ANALYSIS**  
**NOT OFFERED IN 2005/2006**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:**

1. Descriptive approaches to language. Language as a system. Rules (Week 1).
2. The production of speech sounds. Sound patterns of language and the relationship between sound and meaning. Introduction to phonological description. (Weeks 2-4).
3. Word classes, word-formation and word meaning. Inflection and grammatical categories. Introduction to morphological description. (Weeks 5-7).
4. Sentence structure, sentence meaning and ambiguity. Introduction to syntactic description. (Weeks 8-10).
5. The discourse. Meaning, context and usage. Introduction to semantics and pragmatics. (Weeks 11-12)
6. Variation and change within a system. Applications of linguistics analysis. (Week 13).

**Assessment:**  
As for L10C

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: LING 1103 (L11C)**  
**COURSE TITLE: INTRODUCTION TO METHODOLOGY, LESSON PLANNING AND CLASSROOM MANAGEMENT (PROFESSIONAL DEVELOPMENT COURSE IN TESOL) (6 CONTACT HOURS PER WEEK)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course and L11D/LING 1104 are designed to serve as an effective basic training for persons who wish to teach English as a Foreign Language but who do not have a prior degree in this or a related area. They include a survey of approaches and methodologies to teaching English, a brief survey of language acquisition and learning, language awareness training, significant features of English grammar, classroom procedures, observation and evaluation and syllabi and material design.

**Assessment:**  
100% in-course – one theoretical assignment and three practical exercises.

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: LING 1104 (L11D)**  
**COURSE TITLE: PRACTICAL AND INNOVATIVE APPROACHES TO TEFL (PROFESSIONAL DEVELOPMENT COURSE IN TESOL)**  
**NUMBER OF CREDITS: 6**  
**PREREQUISITES: NONE**

**Course Description:** L11D LING 1104 includes a teaching internship of approximately 20 hours to be completed in an English Language school of the student's choice at the discretion of its Director. This internship will be an integral part of Course 2.

**Assessment:**  
100% in-course assessment

**LEVEL I**  
**SEMESTER II**

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: LING 1001 (L10A)**  
**COURSE TITLE: INTRODUCTION TO PHONETICS AND PHONOLOGY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course is designed to introduce students to the analysis, recognition, reproduction and transcription of speech sounds, and to understand the myriad possible patterning of these sounds in a wide cross-section of the world's languages. It is especially useful for anyone studying or teaching a foreign language. By the end of the course, students will be able to recognise the difference between phonetic (etic) and phonological (emic) data.

**Assessment:**  
100% in-course assessment (2 tests, 2 take-home assignments and 1 project)

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: LING 1002 (L10B)**  
**COURSE TITLE: INTRODUCTION TO MORPHOLOGY AND SYNTAX**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** Words are composed of smaller units of meaning and function, and the course investigates the linguistic processes by which words are derived. It also focuses on the composition of sentences and on the processes by which sentences of infinite number and complexity can be produced.

**Assessment:**  
100% in course assessment  
Three tests 70%  
Practical and tutorials 30%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: LING 1005 (L10C)**  
**COURSE TITLE: INTRODUCTION TO LANGUAGE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** The course aims to familiarize students with a range of ways in which language operates in human society, to introduce students to language as a dynamic phenomenon, varying and changing from region to region, from one historical period to another and from one culture to the next. The course also aims to sensitize students to the systematic nature of language and to possibilities for objective description.

**Assessment:**  
In-course tests and project 100%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: LING 1006 (L10D)**  
**COURSE TITLE: INTRODUCTION TO LINGUISTIC ANALYSIS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:**

1. Descriptive approaches to language. Language as a system. Rules (Week 1).
2. The production of speech sounds. Sound patterns of language and the relationship between sound and meaning. Introduction to phonological description. (Weeks 2-4).
3. Word classes, word-formation and word meaning. Inflection and grammatical categories. Introduction to morphological description. (Weeks 5-7).
4. Sentence structure, sentence meaning and ambiguity. Introduction to syntactic description. (Weeks 8-10).
5. The discourse. Meaning, context and usage. Introduction to semantics and pragmatics. (Weeks 11-12)
6. Variation and change within a system. Applications of linguistics analysis. (Week 13).

**Assessment:**  
As for L10C

**LEVEL II**  
**SEMESTERS I & II**

**LEVEL: II**  
**SEMESTER: I & II**  
**COURSE CODE: LING 2499 (L240)**  
**COURSE TITLE: LANGUAGE THEORY AND LINGUISTIC ANALYSIS**  
**NUMBER OF CREDITS: 6**  
**PREREQUISITES: L10C, L10A AND L10B**

**Course Description:** This programme is designed to provide an integrated approach to the understanding of more recent theoretical orientations Linguistics and to provide opportunities to do practical work based on these theories. It is intended that this course will provide a broad base in linguistics for students wanting to pursue any further work in the field of linguistics. It may be subdivided to two discrete 3 credit components in 2005/2006.

**Assessment:**  
In-course assignments 50%  
Final 3-hour examination 50%

**LEVEL: II**

**SEMESTER: I & II**

**COURSE CODE: LING 2899 (L280)**

**COURSE TITLE: FRENCH-LEXICON CREOLE**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: NONE**

**Course Description:** This course is designed both as a foreign language course and as one in structure, essential to later stages of undergraduate training in Caribbean linguistics. A knowledge of French will be an advantage but is not a prerequisite. Students will be trained in oral and written expression and comprehension as well as being instructed in the structure of the language. Problems of orthography, standardisation and instrumentalisation will also be discussed.

**Assessment:**

100% in-course: a minimum of two tests per semester (a total of four), consisting of reading and listening comprehension, linguistic analysis, written composition and conversation.

**LEVEL II**

**SEMESTER I**

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: LING 2101 (L21A)**

**COURSE TITLE: LANGUAGE ACQUISITION**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: L10C, L10A AND L10B**

**Course Description:** This course is designed to enable students to comprehend the natural processes of primary language acquisition in monolingual, bilingual and multilingual situations. It examines theories on language acquisition as they have developed throughout this century, and measures these against experimental and naturalistic findings in this burgeoning field. It examines the contribution of neurolinguistic findings to the field. It investigates the major current issues in language acquisition research, specifically the roles of the first language(s), environmental, social-psychological and neurological factors. Language acquisition is distinguished from language learning which is studied later in other courses.

**Assessment:**

Coursework	40%
Examination (2 hours)	60%

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: LING 2306 (L23F)**

**COURSE TITLE: APPROACHES TO DISCOURSE ANALYSIS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: AN ENGLISH LANGUAGE FOUNDATION COURSE AND AN INTRODUCTORY LINGUISTICS COURSE**

**Course Description:** The course is designed to enable participants to retrieve the complexities of meaning that are embedded within the discourse delivered in the media and in a variety of institutional settings. Control over our lives is worked out more by our bombardment with dominant ideologies and through interactional control today than through force or law. Yet many of us are entirely unaware of the insidious control which modes of discourse exert over us. This is a recommended course for Linguistics Majors and for the B.A. in English Language, Literature with Education as well as for students of Communication Studies, History, Literature and Social Sciences.

**Assessment:**

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: LING 2403 (L24C)**

**COURSE TITLE: CHANGE AND DEVELOPMENT IN THE ENGLISH LANGUAGE**

**NUMBER OF CREDITS: 3G59**

**PREREQUISITE: LING 1001, LING 1002 AND LING 1005, AND LING 2402 (STUDENTS ARE STRONGLY ENCOURAGED TO READ LING 2302 SOCIOLINGUISTICS BEFORE READING LING 2403)**

**Course Description:** The course offers a guide through the formation of English. It demonstrates how the language has changed and developed with the experiences and needs of its speakers. It familiarizes students with the language of authors like Chaucer, Shakespeare and Milton. It demonstrates the form of English at the point of contact with West African languages – the contact that gave rise to Caribbean Creoles. Expansion and contact, and variety and standardisation are dimensions of this dynamic development.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: LING 2404 (L24D)**  
**COURSE TITLE: STRUCTURE AND MEANING IN LITERARY DISCOURSE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: 6 CREDITS OF LEVEL 1 LINGUISTICS, 3 CREDITS OF LEVEL 1 LITERATURE**  
**Course Description:** This course prepares the student to interpret poetry and prose through the analysis of language. Issues associated with structure at the level of sound, sentence and discourse have implications for meaning in the text. The course leads students through description of narrative and verse form to critical interpretation.  
**Assessment:**  
 100% in-course

**LEVEL: II NOT OFFERED IN 2006/2007**  
**SEMESTER: I**  
**COURSE CODE: LING 2501 (L25A)**  
**COURSE TITLE: LANGUAGE, GENDER AND SOCIETY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L10C, L10A AND L10B STRONGLY PREFERRED**  
**Course Description:** This course focuses on the relationship between gender as a social phenomenon and language, and investigates some of the theoretical frameworks through which it has been studied, especially during the last three decades. It also examines the extent to which the stereotypes which have emerged are applicable outside the contexts in which they were originally generated, and specifically to the Caribbean.  
 Linguistic gender in a number of unrelated languages, including Caribbean Creoles, is also discussed, with a view to assessing how relevant charges of sexism might be.  
**Assessment:**

Coursework	40%
One 2-hour examination	60%

**LEVEL II**  
**SEMESTER II**

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: LING 2006 (L20F) (NEW COURSE)**  
**COURSE TITLE: SPEECH AND HEARING SCIENCE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MD10C; MD10D; L10A**  
**Course Description:** This course is designed to provide students with a knowledge of the properties of sounds with specific reference to acoustics. Students will be expected to acquire an understanding of how the various properties of a sound wave influence its character and its perception by the hearer. In addition, the ability of the articulatory apparatus to generate and modify sound waves will be considered. This course is part of the new Certificate and Minor in Speech and Language Pathology.

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: LING 2101 (L21A)**  
**COURSE TITLE: LANGUAGE ACQUISITION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L10C, L10A AND L10B**  
**Course Description:** This course is designed to enable students to comprehend the natural processes of primary language acquisition in monolingual, bilingual and multilingual situations. It examines theories on language acquisition as they have developed throughout this century, and measures these against experimental and naturalistic findings in this burgeoning field. It examines the contribution of neurolinguistic findings to the field. It investigates the major current issues in language acquisition research, specifically the roles of the first language(s), environmental, social-psychological and neurological factors. Language acquisition is distinguished from language learning which is studied later in other courses.  
**Assessment:**

Coursework	40%
Examination (2 hours)	60%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: LING 2105 (L21E)**  
**COURSE TITLE: LANGUAGE DEVELOPMENT AND LANGUAGE AND LEARNING DISABILITIES**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L21A (OR EQUIVALENT)**  
**Course Description:** This course offers an introductory survey of the range of language and learning disabilities and will equip participants with a basic understanding of these conditions, and their symptoms. It is part of a larger Certificate programme and a Minor in Speech and Language Pathology, which will equip the community with persons sufficiently cognizant of language disabilities and their manifestations as to be able to take the appropriate identification measures, to make referrals and assist in intervention strategies. This course targets social workers, nurses, educators and undergraduate students who are or will be teachers/researchers/consultants in language development, or simply parents.  
**Assessment:**

One theoretical paper	20%
One case study	30%
Final examination	50%



**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: LING 2302 (L23B)**  
**COURSE TITLE: SOCIOLINGUISTICS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L10A AND L10B; L10C**

**Course Description:** Sociolinguistics is concerned with the relationship between the language we speak and the society we live in. It is concerned with describing dialects of language in their own right and evaluating their diverse uses. It studies language as a tool of power and identity. Within this introductory course fundamental sociolinguistic concepts and premises are introduced; we look at the ways in which social variation can be correlated with linguistic variation, and examine issues of gender, ethnicity, class, age and education as critical variables. This is a recommended course for language teachers and students of social sciences.

**Assessment:**

Coursework	40%
2-hour examination	60%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: LING 2304 (L23D) NOT OFFERED 2006/2007**  
**COURSE TITLE: LANGUAGE SITUATIONS IN THE MODERN WORLD**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L10C, L10A AND L10B**

**Course Description:** This course introduces students to speech situations such as monolingualism, bilingualism, and multilingualism in a wide variety of settings and contexts, and to the dynamic sociolinguistic processes that give rise to these situations. These sociolinguistic processes range from language birth to death, and include contact, maintenance, attrition, shift and also revival. A number of societies and communities will be examined through case studies.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: LING 2305 (L23E)**  
**COURSE TITLE: INTRODUCTION TO EDUCATIONAL LINGUISTICS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L10C, L10A AND L10B**

**Course Description:** Linguistics, as a discipline, has the potential to make significant contributions to Education. These contributions are wide and varied. This course enhances the level of linguistic knowledge, awareness and understanding of the student as he/she examines the potential contribution of the discipline to the processes of education. It promotes an understanding of the nature and purpose of education as well as of the processes of education in formal education systems. It also addresses the obvious need for teachers in the Caribbean to be acquainted with basic linguistic information needed for adequate functioning in the classroom.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: LING 2402 (L24B)**  
**COURSE TITLE: STRUCTURE OF THE ENGLISH LANGUAGE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L10A AND L10B; L10C**

**Course Description:** This course addresses the need for classroom teachers and students of Linguistics to develop clear understandings of the structure of English and of the nature of English as a world language. Students are expected to be able to deal with issues of Standard varieties of English, as well as those pertaining to Internationally Acceptable English. Students are also expected to display specific knowledge of the structural and usage characteristics of English. Coursework assessment will be based mainly on knowledge of the various word classes, sentence structure patterns, syntactic requirements of the language.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: LING 2702 (L27B)**  
**COURSE TITLE: POINT-OF-VIEW AND MEANING IN LITERARY DISCOURSE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: 6 CREDITS OF LEVEL 1 LINGUISTICS; 3 CREDITS OF LEVEL 1 LITERATURE**

**Course Description:** The course aims at preparing students to interpret poetry and prose by analysis of perspective and semantics in the discourse. It also aims at familiarizing students with theoretical linguistic issues associated with poetics, in particular those issues associated with point-of-view and with the linguistic bases of figurative language. At the end of the course students should be prepared to describe and to explain how perspective is conveyed in fiction and poetry.

**Assessment:**  
100% in-course assessment

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: LING 2803 (L28A) NOT OFFERED IN 2006/2007**  
**COURSE TITLE: CHANGE AND DEVELOPMENT IN SELECTED EUROPEAN LANGUAGES**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L101; OR L10C AND L10D; OR L10A AND L10B**

**Course Description:** Course Content:

1. Common origins - Indo-European
2. Roots of the Romance group. Roots of the Germanic group.
3. Medieval language contact. English, French and Latin.
4. The Renaissance. Influence of Classical Latin.
5. Exploration, expansion, language contact and diversity in Spanish, French and English.
6. Options: Language change in Spanish/French/English.

**Assessment:**  
100% in-course tests (including a minimum of two supervised tests and one project).

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: LING 2901 (L29A)**  
**COURSE TITLE: INTRODUCTION TO COMPUTATIONAL LINGUISTICS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L10D & L20C**

**Course Description:**

1. Survey of approaches to Linguistics Analysis
  - a. Non-computational approaches
  - b. Computational approaches
2. Objectives and motivations for research in computational linguistics
  - a. to develop specific practical systems: machine translation, information retrieval, human-machine interaction, text analysis, computer aided instruction (CAI), aids to text generation (word processing), expert system.
  - b. to test linguistic theories
  - c. to understand human cognitive process involved in human processing and production.
3. Introduction to programming languages for linguistics: PROLOG, LISP
4. Method to express computational procedures: Flow chart, algorithm
5. Major components of a natural language processing system.
6. Application of computational techniques to a linguistic problem.

**Assessment:**

One practical project	40%
Final examination	60%

**LEVEL III**  
**SEMESTERS I AND II**

**LEVEL: III**  
**SEMESTER: I & II**  
**COURSE CODE: LING 3099 (L300)**  
**COURSE TITLE: SPECIAL PROJECT IN LINGUISTICS (MAY BE READ AS A SUBSTITUTE COURSE FOR CARIBBEAN STUDIES)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: AT LEAST TWO SECOND OR THIRD YEAR COURSES, TO BE DETERMINED ACCORDING TO THE TOPIC SELECTED.**

**Course Description:** This course initiates students into research in Linguistics. It specifically enhances understanding of the nature of research in general and linguistics research in particular. Students are expected to develop skills at identifying and defining problems, selecting appropriate approaches to research, and designing and executing research programmes across the broad spectrum of possibilities in Linguistics. The primary emphasis is on practical exercises, workshop and seminar presentations. Coursework evaluation is based on exercises.

**Assessment:**

5,000 – 8,000 work research paper.	60%
Oral presentation	20%
Research design	10%
Literature review	10%

**LEVEL III**  
**SEMESTER I**

**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: LING 3201 (L32A)**  
**COURSE TITLE: CARIBBEAN DIALECTOLOGY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L10A AND L10B; L10C AND A LEVEL II COURSE**

**Course Description:** This course examines the socio-historical background and development of Caribbean dialects and languages, as well as descriptions and analyses of contemporary Caribbean language structures. Theories such as the Caribbean continuum will be considered. Students will examine indigenous, Creole and immigrant languages.

**Assessment:**

In-course assignments and 2-hour examination

**LEVEL III**  
**SEMESTER II**

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: LING 3101 (L31A)**  
**COURSE TITLE: APPLIED LINGUISTICS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L21A OR L21E**

**Course Description:** Applied Linguistics provides the theoretical and descriptive foundations for the investigation and solution of language-related problems, especially those of language education (first-language, second-language and foreign-language teaching and learning), but also problems of translation and interpretation, lexicography, forensic linguistics and (perhaps) clinical linguistics. Its main distinguishing characteristic is its concern with professional activities whose aim is to solve “real world” language-based problems, which means that research touches on a particularly wide range of issues – psychological, pedagogical, social, political and economic as well as linguistic.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: LING 3202 (L32B)**  
**COURSE TITLE: CREOLE LINGUISTICS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: L10A AND L10B, L10C AND A LEVEL II COURSE**

**Course Description:** This course develops specific knowledge of the nature of Creole languages. Students are expected to demonstrate a clear understanding of the history and development of these languages across the world but more specifically those of the Caribbean area. Students are also expected to demonstrate a clear understanding of the processes of civilisation of language as well as of the phonological, morphological, syntactic and semantic characteristics of specific Creoles. Field exercise will be used to promote a greater appreciation of the links of this course to day-to-day existence in one or more selected communities.

**Assessment:**

Coursework	40%
Final examination	60%

## MUSIC COURSES

### LEVEL I SEMESTER I

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: MUSC 1001 (MU10A)**  
**COURSE TITLE: MUSIC ORIENTATION (NOT FOR B.A. SPECIAL IN MUSIC)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course, an introduction to music literacy, consists of practical experience and theoretical knowledge of the main elements of music - rhythm, melody, texture, form, expressive qualities.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: MUSC 1003**  
**COURSE TITLE: INTRODUCTION TO WORLD MUSIC**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**

**Course Description:**

- Folk music in a context of tradition and change
- Selected folk and traditional music of Africa, India, China, Japan, Indonesia, Brazil
- The roles and functions of music in such societies
- Music learning in a cross-cultural perspective

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: MUSC 1102 (MU11B)**  
**COURSE TITLE: AURAL TRAINING I (COMPULSORY, B.A. SPECIAL IN MUSIC)**  
**NUMBER OF CREDITS: 3**

**PREREQUISITES: ABILITY TO READ MUSIC**  
**Course Description:** This course consists of two main components (i) vocal sight-reading and (ii) aural skills development. The overall aim is to suggest strategies whereby students can become truly musically literate-to 'hear' with their eyes and the 'see' with their ears. By the end of this course, students will have the ability to translate symbols into sound and conversely to translate sound into symbols. Content includes discrimination and dictation exercises in rhythm patterns up to sub-divisions in simple time, discrimination and dictation exercises in melodic patterns of limited range (pentatonic and diatonic), sight reading rhythm patterns in simple time and pitch patterns in pentatonic and major keys.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: MUSC 1103 (MU11C)**  
**COURSE TITLE: MUSIC THEORY (COMPULSORY FOR B.A. MUSIC BELOW UNDER GRADE 8 IN THEORY).**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: GRADE 6 MUSIC THEORY**

**Course Description:** This course is a review of theory: simple and compound time, scales including pentatonic and whole tone, intervals, triads, melodic analysis, setting words to rhythm and introduction to diatonic harmony.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: MUSC 1401 (MU14A)**  
**COURSE TITLE: INSTRUMENTAL MUSIC I (COMPULSORY FOR B.A. MUSIC)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ABILITY TO READ MUSIC**

**Course Description:** This course consists of FOUR components: pan lessons, pan ensemble, music reading on pan and at least ONE secondary instrument: voice, piano or drumming (tabla, drum kit, Afro-Caribbean).

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL I**  
**SEMESTER I AND II**

**LEVEL: I**  
**SEMESTER: I & II**  
**COURSE CODE: MUSC 1199 (MU110)**  
**COURSE TITLE: CHORAL ENSEMBLE/CHOIR**  
**NUMBER OF CREDITS: 6**  
**PREREQUISITES: ACCEPTANCE IS BY ANNUAL AUDITION (SEPTEMBER).**

**Course Description:**

NOTE: Staff and students of The UWI are encouraged to join the choir. One can become a member of the choir without registering for credit. Classes /Rehearsals will incorporate training in vocal sight-reading

**Assessment:**

Coursework	100%
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**LEVEL I**  
**SEMESTER II**

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: MUSC 1002 (MU10B)**  
**COURSE TITLE: WORLDS OF MUSIC (NOT FOR B.A. SPECIAL)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This course surveys music of some of the world's peoples. It consists of theory and history of music in West Africa, India and the United States (Jazz).

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: MUSC 1104 (MU11D)**  
**COURSE TITLE: WESTERN MUSIC LITERATURE (COMPULSORY FOR B.A. SPECIAL)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ABILITY TO READ MUSIC NOTATION**

**Course Description:** This course is a brief survey of music history from Medieval times to the Twentieth Century. The primary emphasis is on the music itself (music literature). Pieces of music representative of each era have been selected to demonstrate some of the specific musical traits that characterize each. By the end of the course, then, students will have the tools to aurally analyze portions of music e.g., distinguish the timbres of standard orchestral instruments, recognize the elements that characterize different musical styles and name the relevant eras (or periods). This knowledge is indispensable for professionals in the field of music whether they work as conductors, composers, arrangers, performers or teachers.

**Assessment:**

Coursework (listening quiz, 3 assignments)	50%
Examination	50%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: MUSC 1105 (MU11E) (COMPULSORY FOR B.A. SPECIAL)**  
**COURSE TITLE: AURAL TRAINING II**

**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU11B**

**Course Description:** This is a continuation of Aural Training I and builds on skills developed so far. Content is extended to include discrimination and dictation exercises in rhythm patterns up to sub-divisions in simple and compound time, discrimination and dictation exercises in melodic patterns in minor keys, dictation of triads (major, minor, augmented and diminished), recognition of harmonic progressions (primary triads and V7 only), recognition of cadences, sight reading rhythm patterns in simple and compound time and pitch patterns in minor keys.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: MUSC 1201 (MU12A) NOT OFFERED IN 2006/2007**  
**COURSE TITLE: ETHNOMUSICOLOGY I**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** This is an introduction to the foundations of ethnomusicology and the application of selected theories to the development of the steel pan.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: MUSC 1402 (MU14B)**  
**COURSE TITLE: INSTRUMENTAL MUSIC II (COMPULSORY FOR B.A., SPECIAL)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU14A**

**Course Description:** This continues from MU14A and also consists of FOUR components: pan lessons, pan ensemble, music reading on pan and at least ONE secondary instrument: voice, piano or drumming (tabla, drum kit, Afro-Caribbean)

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL II**  
**SEMESTER I**

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: MUSC 2003 (MU20C)**  
**COURSE TITLE: PAN ARRANGING, PART I (COMPULSORY FOR B.A., SPECIAL)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU11A AND MU13B OR MU11E AND MU14B**

**Course Description:**

This course focuses on the adaptation of classical repertoire for the steelpan. Students will learn how to analyze a piece of concert music (solo, ensemble or orchestral) and to suitably orchestrate it for the steelpan(s). Adaptation of classical works will include discussions on matching timbres of orchestral, band and solo instruments to those of the steelband. Students will learn how to condense music with large ranges into an adaptation that best represents the intent of the composer and sounds convincingly similar to the original.

Coursework will include arranging a piece of classical literature for the steelpan (s) using music writing software

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**  
**SEMESTER: I**

**COURSE CODE: MUSC 2005 (MU20E)**  
**COURSE TITLE: INSTRUMENTAL MUSIC III (COMPULSORY FOR B.A., SPECIAL)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU14B**

**Course Description:** This continues from MU14B and also consists of four components: pan lessons, pan ensemble, music reading on pan (where applicable) and at least one secondary instrument: voice, piano or drumming (tabla, drum kit, Afro-Caribbean)

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**  
**SEMESTER: I**

**COURSE CODE: MUSC 2101 (MU21A)**  
**COURSE TITLE: COMPOSITION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU11E, MU11C OR GRADE 7 THEORY**

**Course Description:** This course for music majors is meant to enhance the students' musical creativity by providing exposure to compositional tools and technical devices such as melodic writing, phrase structure, motivic development, free counterpoint and harmonising melody.

**Assessment:**

Coursework (portfolio of pieces)	100%
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**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: MUSC 2201 (MU22A)**  
**COURSE TITLE: ETHNOMUSICOLOGY II NOT OFFERED IN 2005/2006**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: MU12A OR PERMISSION OF LECTURER**

**Course Description:** This course is a survey of folk and traditional music of the Caribbean with emphasis on those genres created, re-created and developed in Trinidad & Tobago such as calypso, parang and chutney.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**  
**SEMESTER: I**

**COURSE CODE: MUSC 2007**  
**COURSE TITLE: MUSICS OF THE CARIBBEAN**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:**

- Overview defining musical regions of the Caribbean:
  - French Caribbean – French Guyana, Martinique, Guadeloupe, Haiti
  - Spanish Caribbean – the Dominican Republic, Cuba, Puerto Rico
  - English Caribbean – Trinidad and Tobago, Jamaica,
- A broad survey of the historical, social and cultural evolution of genres created in the French-, Spanish-, and English-speaking Caribbean: Zouk, Cadence, Reggae, Salsa
- Merging cultures and styles, assimilation and the indigenous music of Trinidad and Tobago: calypso, soca, rapso, chutney, parang

**LEVEL: II**  
**SEMESTER: I**

**COURSE CODE: MUSC 2501 (MU25A)**  
**COURSE TITLE: JAZZ THEORY, PART I**  
**NUMBER OF CREDITS: 3**

**PREREQUISITES: MU11C OR GRADE 7 THEORY**

**Course Description:** This course gives an historic overview of the evolution of jazz from Blues to Swing. It also introduces the student to the elementary principles of this modern genre. It focuses on contemporary harmony with chord identification, analysis and medication of chord progressions, secondary and extended dominants, diminished chord patterns and the construction of modal scales. These principles will be applied in the composition of simple jazz melodies

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL II**  
**SEMESTER II**

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: MUSC 2002 (MU20B)**  
**COURSE TITLE: PAN THEORY & PRACTICE 1**  
**(NOT FOR B.A. SPECIAL)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU10A OR PERMISSION OF THE LECTURER**

**Course Description:** This course gives non-music majors the opportunity to investigate the history of the national instrument and to systematically learn how to read music and play the pan.

**Assessment:**  
Coursework 50%  
Examination 50%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: MUSC 2004 (MU20D)**  
**COURSE TITLE: PAN ARRANGING II**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU20C**

**Course Description:** This course is a continuation of Pan Arranging I and encompasses those musical genres that are not classical (e.g., calypso, jazz, popular). Content will include (1) the roles, function, and idiomatic writing for each instrument of the steelpan family; (2) theoretical discussions on re-harmonization, chord progressions, jazz nomenclature, rhythmic devices, strumming patterns, melodic nuances, scales, and modes; (3) rules and factors that affect the arrangement, and (4) the role of the arranger. Students will learn various styles of arranging by listening to famous arrangers, analyzing their works and mapping out forms (how the arrangement flows from section to section).

**Assessment:**  
Coursework 50%  
Examination 50%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: MUSC 2006 (MU20F)**  
**COURSE TITLE: INSTRUMENTAL MUSIC IV (COMPULSORY FOR B.A. SPECIAL)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU20E**

**Course Description:** This continues from MU20E and also consists of four components: pan lessons, pan ensemble, music reading on pan (where applicable) and at least one secondary instrument: voice, piano or drumming (tabla, drum kit, Afro-Caribbean)

**Assessment:**  
Coursework 50%  
Examination 50%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: MUSC 2008**  
**COURSE TITLE: STEEL PAN HISTORY AND DEVELOPMENT**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**

**Course Description:**

- An overview of the various sagas about the pan's development including bamboo and early beating metal bands.
- A study of pan innovators, virtuosos, and innovations.
- The development of pan and its music decade by decade from the 1950s focussing on changes in playing techniques and early panorama arrangements.
- The historical place of governing bodies for pan.
- The acceptance of pan from grassroots to national instrument – standardization, music literacy issues and pan in the education system.

**Assessment:**  
Coursework 50%  
Examination 50%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: MUSC 2008**  
**COURSE TITLE: PRACTICAL EAR TRAINING**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: GENERAL MUSICIANSHIP II**

**Course Description:**

- Reading rhythm in simple, compound and asymmetrical metres including syncopation, changes of metre, division and subdivision of the beat.
- Melodic sight-reading in diatonic keys with some chromaticism.
- Discrimination exercises that emphasise listening and error detection.
- Drills of intervals, triads and harmonic identification.
- Dictation of melodies which include modulation to closely related keys; rhythm dictation; two-voice dictation; and harmonic dictation.
- Aural differentiation of major and minor melodies

**Assessment:**  
Coursework 50%  
Examination 50%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: MUSC 2009**

**COURSE TITLE: FUNDAMENTALS OF PAN ARRANGING**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: GENERAL MUSICIANSHIP III**

**Course Description:**

- The role of the arranger
- Ranges of the steel pan family
- Roles and functions of each voice in the ensemble
- Arranging classical music, transposing and adapting techniques
- Arranging calypsos and an introduction to idiomatic writing for each instrument in the family
- Layering voices (frontline, midrange, bass)
- Strumming patterns and voicings, jazz nomenclature
- Use of chord progressions, techniques of re-harmonization
- Modulation devices
- Formal construction of an arrangement

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: MUSC 2010**

**COURSE TITLE: MUSIC LITERATURE OF THE STEEL PAN**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: STEEL PAN HISTORY AND DEVELOPMENT**

**Course Description:**

A variety of music scores will be examined ranging from music for solos, pan exam pieces, large and small ensembles, orchestral adaptations, test pieces, and panorama transcriptions.

Topics to be covered include:

- Instrumentation and scoring pan music in the 21<sup>st</sup> century
- Various approaches to technical studies and aspects of pan pedagogy including factors that constitute a good method book or video
- Teaching devices for pan: video, live performances, written and oral examples
- Chronological survey of music written for pan and copyright issues

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: MUSC 2202 (MU22B)**

**COURSE TITLE: INDIAN (CLASSICAL) MUSIC (COMPULSORY FOR B.A. SPECIAL)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course is a brief survey of the rudiments of Indian classical music from ancient to modern times. By the end of the course students will have a general knowledge of the basic elements and principles of Indian classical music, practical as well as theoretical. Indian classical music is highly aesthetic and scientific. Knowledge of this music will give students in-depth information of the profound, cultural significance it has for the musical world.

**CONTENT**

- Theory – based on the Hindusthani Classical music system
- A brief history of Indian classical music
- Basic knowledge of notes (swar) and their forms
- A study of the raga system
- Music forms
- Musical terms
- A study of the taal system
- Indian instruments and their classification
- A brief description of the various gharanas (schools) and their eminent musicians
- A knowledge of the prevalent Bhatkhande notation system

**Practical**

- Knowledge of swar (notes)
- Knowledge of Alankars
- Knowledge of drut Khayal with alap, taan in the following ragas
  - Raga Yaman (ii) Raga Bhairav

**Assessment:**

Coursework	50% (three assignments: two written 20% + 15% and one practical 15%)
Examination	50% (written 35%; practical 15%)

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: MUSC 2404 (MU22B)**

**COURSE TITLE: MUSICOLOGY II (COMPULSORY FOR B.A. SPECIAL)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: MU11D OR MU24C**

**Course Description:** This consists of a survey and musical analysis of selected, original, solo and orchestral music composed for the steel pan.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: MUSC 2502 (MU25B)**

**COURSE TITLE: JAZZ THEORY, PART II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: MU25A**

**Course Description:** This continues on from Jazz Theory I with a further study of the history of other jazz styles from Bebop to Jazz Fusion. It builds on the elementary principles of contemporary harmony and explores other components (techniques) that include modal interchange, minor key harmony, substitute dominants and secondary substitute dominants, melodic analysis, modulation (direct, pivot and transitional), non-functional harmony and diminished chord scales. Students will write jazz compositions to demonstrate the use of these techniques.

**Assessment:**

Coursework portfolio	50%
Examination	50%

**LEVEL III**

**SEMESTER I**

**LEVEL: III NOT OFFERED IN 2006/2007**

**SEMESTER: I**

**COURSE CODE: MUSC 3001 (MU30A)**

**COURSE TITLE: PAN THEORY & PRACTICE II (NOT FOR B.A. SPECIAL)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: MU20B**

**Course Description:** This course for non-music majors introduces students to the world of the arranger through analysing instrumentation (arrangements) of master arrangers and doing elementary re-scoring of piano pieces for pan. Students will also gain further practice in playing the instrument and in reading music at sight.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: MUSC 3003 (MU30C)**

**COURSE TITLE: ARRANGING FOR CALYPSO BANDS I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: PAN ARRANGING I (MUSC 2003 OR COMPOSITION (MUSC2101) OR JAZZ THEORY I (MUSC 2501)**

**Course Description:** This course is designed to guide the student through the essential steps in composing and arranging a calypso for a small band. This will include ranges, transpositions and limitations of instruments in the saxophone and brass families, writing for the rhythm section – guitar, drums, keyboard and bass guitar, principles of melodic analysis, one-part and two-part density, background writing, approach note patterns and score analysis.

**Assessment:**

Coursework	100%
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**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: MUSC 3201 (MU32A)**

**COURSE TITLE: CHORAL ARRANGING (COMPULSORY FOR MUSIC TEACHERS)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: MU20C**

**Course Description:** This introduces the student to voice-type ranges and intensities, arranging techniques for choirs in various combinations 2-part, 4-part, SSA, SATB, etc.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: MUSC 3305 (MU33E)**

**COURSE TITLE: INSTRUMENTAL MUSIC V (COMPULSORY FOR B.A. SPECIAL)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: MU20F**

**Course Description:** This course for Music Majors consists of pan lessons, pan ensemble, reading on pan (where applicable) and secondary option.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: III**

**SEMESTER: I (ALSO OFFERED IN SEMESTER II)**

**COURSE CODE: MUSC 3402 (MU34B) NOT OFFERED IN 2006/2007**

**COURSE TITLE: ETHNOMUSICOLOGY III**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: MU12A OR MU22A**

**Course Description:** This course compares and contrasts some contemporary musical genres and trends emerging in the Caribbean from native and foreign influences: Soca, Reggae, Zouk and various crossover creations.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: MUSC 3403 (MU34C)**

**COURSE TITLE: ETHNOMUSICOLOGY IV**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: MU22A OR PERMISSION OF THE LECTURER**

**Course Description:** This course focuses on theory and method in ethnomusicological research, observing the 'uses' and 'functions' of music in various contexts and analysing the data collected.

**Assessment:**

Coursework	50%
Examination	50%



**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: MUSC 3501 (MU35A)**  
**COURSE TITLE: MUSIC EDUCATION I (COMPULSORY FOR MUSIC TEACHERS)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU13B OR MU20F OR MU20B OR MU22A**  
**Course Description:** This course consists of systematic approaches to music education such as Orff, Kodaly and Suzuki, a survey of learning theories in music including the theory of multiple intelligences and introduction to measurement and evaluation in music.  
**Assessment:**  

Coursework	50%
Examination	50%

**LEVEL III**  
**SEMESTER II**

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: MUSC 3004 (MU30D)**  
**COURSE TITLE: ARRANGING FOR CALYPSO BANDS II**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU30C**  
**Course Description:** This course builds on the essential steps established in Arranging for Calypso Bands I and focuses on composing and arranging a calypso for the large band. The advanced techniques of arranging to be explored include writing interludes, modulations and extended endings, harmonic continuity, embellishment of melody, counter lines (their derivation and embellishment), three-part to six-part density, other voicing techniques and scoring for the calypso band  
**Assessment:**  

Coursework	100%
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**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: MUSC 3102 (MU31B)**  
**COURSE TITLE: CHORAL TECHNIQUES (COMPULSORY FOR MUSIC TEACHERS)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU32A**  
**Course Description:** Topics covered include the musical, technical and psychological elements of conducting, a survey of choral literature, interpretation, rehearsal and performance techniques.  
**Assessment:**  

Coursework	50%
Examination	50%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: MUSC 3103 (MU31C)**  
**COURSE TITLE: STEEL ORCHESTRAL TECHNIQUE (COMPULSORY FOR MUSIC TEACHERS)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU20C AND MU33E**  
**Course Description:** Content to be covered includes baton technique, conducting patterns, score reading, score analysis, general rehearsal procedures, pan adaptations of ensemble arrangements.  
**Assessment:**  

Coursework	100%
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**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: MUSC 3306 (MU33F)**  
**COURSE TITLE: INSTRUMENTAL MUSIC VI (COMPULSORY FOR B.A. SPECIAL)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU33E**  
**Course Description:** This course for Music Majors consists of pan lessons, pan ensemble and a half-recital II of 30 minutes of music (solo and chamber music with up to 5 other players).  
**Assessment:**  

Coursework	50%
Examination	50% (recital)

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: MUSC 3402 (MU34B)**  
**COURSE TITLE: ETHNOMUSICOLOGY III**  
**NUMBER OF CREDITS: 3**  
 (See description in Semester I)

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: MUSC 3502 (MU35B)**  
**COURSE TITLE: MUSIC EDUCATION II (COMPULSORY FOR MUSIC TEACHERS)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: MU35A**  
**Course Description:** This consists of foundations of music education and exploration of methods and materials for teaching pan in the music classrooms of Trinidad & Tobago.  
**Assessment:**  

Coursework	50%
Examination	50%

## PHILOSOPHY COURSES

### LEVEL I SEMESTER I

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: PHIL 1003 (PH10C)**  
**COURSE TITLE: INTRODUCTION TO PHILOSOPHY**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**

**Course Description:**

**TOPICS:**

Reasoning:

Practical and theoretical reasoning; reasons for reasoning; reasons for reasoning about reasoning.

Theoretical reasoning:

- a. beliefs; language and statements, arguments, justifications; explanations
- b. reasoning about the world: scientific reasoning
- c. reasoning about other people: humanities
- d. reasoning about the past: historical reasoning
- e. reasoning about gods: theological reasoning
- f. relativism as a problem for rationality

Practical reasoning:

- a. decisions; intentions; plans - justifying and explaining actions
- b. prudential reasoning; selecting aims and methods
- c. strategic reasoning; selecting methods of co-operation and competition
- d. problems of public choice and public reason: selecting ways of making collective decisions.

Philosophy, reasoning and the idea of humanity.

**Assessment:**

Two tests (20% each)	40%
One examination	60%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: PHIL 1004 (PH10D)**  
**COURSE TITLE: INTRODUCTION TO PHILOSOPHY I**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**

**Course Description:** First level course designed to introduce students to the methodology and problems of reasoning and philosophical issues. As such, the course will concentrate on equipping the student to deal with, handle and utilize reasoning processes by means of an engagement in and with various philosophical issues that have typified human endeavour in contemporary times and throughout the ages.

**Assessment:**

Coursework (One extended essay)	30%
End of Year Examination	70%

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: PHIL 1404 (PH14D)**  
**COURSE TITLE: HISTORY OF WESTERN PHILOSOPHY I: GREEK AND HELLENISTIC PHILOSOPHY**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**

**Course Description:** An introduction to philosophy using selected writings from philosophers of the ancient period of western philosophy. After a brief study of the Pre-Socratics, the major emphasis of the course will be on reading of selected texts of Plato and Aristotle. The course will end with a survey of philosophical movements of the Hellenistic period, up to Plotinus.

**Assessment:**

A two-hour examination at the end of the semester	75%
One written assignment of ca. 1500 words	25%

### LEVEL I SEMESTER II

**LEVEL: I**  
**SEMESTER: II**  
**COURSE CODE: PHIL 1002 (PH10B)**  
**COURSE TITLE: ETHICS AND APPLIED ETHICS**  
**NUMBER OF CREDITS:**  
**PREREQUISITES:**

**Course Description:**

Topics from Moral Philosophy

1. Morality: the problem of identifying the nature and point of morality, the objects of morality - thoughts; desires; feelings; motives; actions; lives.
2. Morality and religion.
3. The problem of moral knowledge: (a) relativism; non-cognition; anti-realism; (b) moral realism and rational morality.
4. Utilitarianism: consequentialism and welfare.
5. Deontology: duty; right; rules; justice.
6. Virtue and moral character.
7. Tolerating immorality.

Application to some current issues:

(Selections to be made from the following (or other) topics)

(a) abortion; (b) environmental ethics; (c) ethnicity, nationalism, racism; (d) marriage and sexual relations; (e) morality and the law; (f) moral education; (g) pornography and censorship; (h) poverty and wealth; (i) punishment and capital punishment; (j) treatment of animals; (k) war and pacifism.

**Assessment:**

Two pieces of Coursework:	
1) on moral philosophy	20%
2) on practical application	20%
Examination	60%

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: PHIL 1005 (PH10E)**

**COURSE TITLE: INTRODUCTION TO PHILOSOPHY II**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:** First level course designed to introduce students to the methodology and problems of reasoning and philosophical issues. As such, the course will concentrate on equipping the student to deal with, handle and utilize reasoning processes by means of an engagement in and with various philosophical issues that have typified human endeavour in contemporary times and throughout the ages.

**Assessment:**

Coursework (One extended essay) 30%

End of year examination 70%

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: PHIL 1405 (PH14E)**

**COURSE TITLE: HISTORY OF WESTERN PHILOSOPHY II: PHILOSOPHY FROM DESCARTES TO THE PRESENT TIME**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:** An introduction to Modern and Contemporary Western Philosophy using selected writings from Philosophers of these periods. The course will concentrate on the contributions of Descartes, Hume, Kant, Hegel and Nietzsche and will end with a survey of trends in the 20<sup>th</sup> century philosophy.

**Assessment:**

One 2-hour examination at the end of the semester 75%

One written assignment of ca. 1500 words 25%

**LEVEL II**

**SEMESTER I**

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: PHIL 2004 (PH20D)**

**COURSE TITLE: PHILOSOPHY OF SCIENCE**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:** An introduction to some of the central topics in the contemporary methodology and philosophy of science.

**Assessment:**

Coursework (One assignment) 25%

Examination 75%

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: PHIL 2008 (PH20H)**

**COURSE TITLE: PHILOSOPHY OF HISTORY**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:**

1. Introduction  
Philosophy of history: justifying claims about the past
2. Problems of historical knowledge  
Anti-realism & relativism; from data to evidence: describing the present; narrative networks: constructing the past and predicting the discovery of data; some issues in the interpretation of texts
3. Historical explanation  
Explanation: its point and objects; holism and individualism; causation and regularities; the theory of rational action; interpreting action; institutions and roles; values in explanation.
4. Constructing narratives  
The point of narration and its elements: events, changes and their explanations; selecting narrative subjects: conceptualising social life; selecting beginnings and endings: structures and periods; evaluating narratives: bias and incompleteness.
5. The uses of the past and the justification of historians

**Assessment:**

Coursework (2 pieces) 40%

Examination 60%

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: PHIL 2402 (PH24B)**

**COURSE TITLE: HERMENEUTIC PHILOSOPHY**

**NUMBER OF CREDITS:**

**PREREQUISITES:**

**Course Description:** A study of Hermeneutic theory from Schleiermacher to the present time with special emphasis on the theories of textual interpretation of Gadamer and Ricoeur.

**Assessment:**

One 2-hour examination at the end of the semester 70%

Two short essays 30%

**LEVEL II**

**SEMESTER II**

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: PHIL 2405 (PH24E)**

**COURSE TITLE: STRUCTURALISM AND POST-STRUCTURALISM**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course will explore directions taken by contemporary Structuralist and Post-Structuralist thought as these pertain to Philosophy as well as to the study of language and literature.

**Assessment:**

Two short essays 30%

One 2-hour examination 70%

**LEVEL III**  
**SEMESTER I**

**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: PHIL 3401 (PH34A)**  
**COURSE TITLE: TRENDS IN TWENTIETH-CENTURY PHILOSOPHY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: HISTORY OF WESTERN PHILOSOPHY II**

**Course Description:** A survey of majors trends in 20<sup>th</sup> century philosophy with particular emphasis on the contributions of Wittgenstein and Heidegger and on the significance of their work for contemporary theology.

**Assessment:**

Two short essays 30%  
One 2-hour examination at the end of the semester 70%

**LEVEL III**  
**SEMESTER II**

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: PHIL 3306 (PH33F)**  
**COURSE TITLE: GENERAL ETHICS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**

**Course Description:**

1. Morality - its objects; relation to other forms of practical reasoning; its claims to priority
2. Morality and Religion - the euthyphro dilemma; issues in the interpretation of god's will
3. The problem of Moral Knowledge -
  - a. rejection of absolute moral knowledge: non-cognitivism; relativism; coherentism; quasi-realism
  - b. claims for moral knowledge: moral realism; rationality and moral cognitivism
4. Forms of Moral Reasoning
  - a. reasons and reasoning;
  - b. moral character and virtue;
  - c. moral duties and rules;
  - d. consequentialism and welfare (utilitarianism)
5. Moral responsibility, Moral Autonomy and Moral Luck
6. Justifying Morality

**Assessment:**

Coursework (2 pieces) 40%  
Examination 60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: PHIL 3307 (PH33G)**  
**COURSE TITLE: SOCIAL ETHICS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**

**Course Description:**

**Evaluation:**  
Coursework (2 pieces) 40%  
Examination 60%

**PORTUGUESE LANGUAGE COURSES**

Contact Hours: 6 per week

All courses are based upon authentic audio-visual and audio lingual materials, magazine and newspaper articles as well as literary texts which reflect the socio-historical and cultural aspects of the programme, that focus particularly on Brazil.

**Assessment:**

A minimum of two in-course tests designed to evaluate essential skills: reading and listening comprehension, written and oral expression.

**LEVEL I**  
**SEMESTER I**

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: PORT 0101 (PG01A)**  
**COURSE TITLE: BEGINNERS' PORTUGUESE A**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**

**Course Description:** The goal of this course is to develop in participants receptive and productive skills that will enable them to use the target language effectively to communicate with native speakers in various social contexts. Classroom activities will be based on real life situations. Reading materials include selections from prominent Brazilian authors.

**LEVEL I**  
**SEMESTER II**

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: PORT 0102 (PG01B)**  
**COURSE TITLE: BEGINNERS' PORTUGUESE B**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: PORT 0101**

**Course Description:** The course is designed to further develop receptive and productive competence and to provide further input for socio-linguistic fluency in Portuguese. Students will be presented with cultural input which will allow them to advance beyond routine situations and equip them for competent interaction in the target community.

Themes include Popular art forms, folklore, traditional festivals, creative arts, entertainment (theatre, cinema). Brazilian Popular Music: Carnival rhythms ("Samba" and "Frevo") The Course looks at Contemporary Brazilian literature and writers (Graciliano Ramos, Luis Fernando Verissimo, Carlos Drummond de Andrade).

Brazilian Popular Music: Carnival rhythms ("samba" and "frevo").

**LEVEL II**  
**SEMESTER I**

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: PORT 1001 (PG10A)**  
**COURSE TITLE: PORTUGUESE LANGUAGE IA**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: PORT 0102 OR EQUIVALENT PROFICIENCY, TO BE DETERMINED BY A TEST.**

**Course Description:** The course is designed to further develop receptive and productive competence in Portuguese Language and to provide enough cultural information for social as well as linguistic performance. Students will be provided with a content base and language skills to advance them beyond routine situations and survival purposes and to equip them for competent interaction in the target language community.

**LEVEL II**  
**SEMESTER II**

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: PORT 1002 (PG10B)**  
**COURSE TITLE: PORTUGUESE LANGUAGE IB**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: PORT 1001**

**Course Description:** This course further develops the objectives of PG10A and students will examine contemporary Brazilian writers.

**LEVEL III**  
**SEMESTER I**

**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: PORT 2001 (PG20A)**  
**COURSE TITLE: PORTUGUESE LANGUAGE IIA**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: PORT 1002**

**Course Description:** This course will enable students to improve language performance by providing them with content that is relevant to situations in which they must express their points of view. Emphasis will be placed on the acquisition and use of a wider formal vocabulary as opposed to vernacular language. Materials used will focus on Brazilian cinema, women in Brazilian Literature, the Creative Arts, and Brazilian Popular Music (MPB).

**LEVEL III**  
**SEMESTER II**

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: PORT 2002 (PG20B)**  
**COURSE TITLE: PORTUGUESE LANGUAGE IIB**  
**Credits: 3**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: PORT 2001**

**Course Description:** The course seeks to increase the students' knowledge of more specific vocabulary as well as sharpen their ability to express abstract thought in the language. Students will engage in analysis of social, economic, historical literary and scientific issues.

**SPANISH LANGUAGE COURSES**

Contact Hours: 6 per week

**LEVEL I**  
**SEMESTER I**

**LEVEL: I**  
**SEMESTER: I**  
**COURSE CODE: SPAN 1001 (S15A)**  
**COURSE TITLE: SPANISH LANGUAGE IA**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: A' LEVEL SPANISH**

**Course Description:** This course is designed to strengthen students' proficiency in the Spanish language in the four major skill areas: grammar and composition (written experience), listening comprehension, reading comprehension and conversation (oral expression). Students will be exposed to different varieties of the Spanish language and aspects of Hispanic culture. The themes dealt with at this level include the Hispanic family and family-related issues.

**Assessment:**

Two in-course tests

100%



**LEVEL III  
SEMESTER I**

**LEVEL: III  
SEMESTER: I**

**COURSE CODE: SPAN 3001 (S35A)**

**COURSE TITLE: SPANISH LANGUAGE IIIA**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 2001 AND SPAN 2002**

**Course Description:** This course includes the five components of translation, listening comprehension, reading comprehension, conversation (oral expression), and written expression. The course is designed to provide students with a broader range of communicative strategies and vocabulary. S35A SPAN 3001 is specifically geared towards developing advanced vocabulary, speaking and writing skills, the acquisition of important Hispanic cultural knowledge; the analysis and synthesis of advanced texts and translation.

**Assessment:**

Two in-course tests	100%
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**LEVEL III  
SEMESTER II**

**LEVEL: III  
SEMESTER: II**

**COURSE CODE: SPAN 3502 (S30B)**

**COURSE TITLE: BUSINESS SPANISH**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: B AVERAGE IN SPAN 3001**

**Course Description:** This course helps students to master basic commercial Spanish and improves their knowledge of the language in business-related situations. Students are introduced to Spanish business terminology and communication; and develop their skills in understanding and preparing a variety of business documents. Each business aspect will be reinforced by written and oral exercises, a review of technical and commercial terms and concepts; translation of business documents, composition of business letters, etc. The importance of cultural and psychological approaches in business communications are also emphasized.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: III  
SEMESTER: II**

**COURSE CODE: SPAN 3002 (S35B)**

**COURSE TITLE: SPANISH LANGUAGE IIIB**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 2001 AND SPAN 2002**

**Course Description:** This course shares the objectives of SPAN 3001 with more emphasis being placed on abstract themes, translation and culture. By the end of the course, students are expected to be highly proficient in the target language both orally and in written communication and should have developed the ability of critical thinking in Spanish. The thematic areas for this course include the political process in Latin America and major international events.

**Assessment:**

Two in-course tests	100%
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**HISPANIC LITERATURE COURSES**

**LEVEL I  
SEMESTERS I & II**

**LEVEL: I  
SEMESTER: I & II**

**COURSE CODE: SPAN 1699 (S160)**

**COURSE TITLE: INTRODUCTION TO HISPANIC LITERATURE - PROSE, POETRY, DRAMA**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: NONE**

**Course Description:** This course gives an introduction to literary criticism together with the study of leading contemporary writers of short fiction, poetry and drama in the Hispanic world. All instruction and written work to be done in the foreign language.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL II  
SEMESTER I**

**LEVEL: II  
SEMESTER: I**

**COURSE CODE: SPAN 2212 (S22L)**

**COURSE TITLE: HISPANIC LITERARY CULTURE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:**

This course examines selected aspects of Hispanic civilisation as defined in the literatures. Selected texts and films from the works of Almodovar, Novato, Alea, Vasconcelos, Paz, Allende, Borges, Garcia Marquez, and/or any other writer/s considered appropriate.

**Assessment:**

Coursework	40%
Final examination	60%

**LEVEL: II  
SEMESTER: I**

**COURSE CODE: SPAN 2603 (S26C)**

**NOT OFFERED IN 2006/2007**

**COURSE TITLE: DEATH AS A RECURRENT THEME IN HISPANIC LITERATURE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course will focus on different perspectives on death offered in the Spanish and Spanish American traditions.

Selected texts are chosen from the works of Quevedo, Calderón, Unamuno, Cela, Garcia Lorca, Paz, Rulfo and/or any other writer/s considered appropriate.

**Assessment:**

Coursework assignment	40%
Examination	60%

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: SPAN 2605 (S26E)**  
**COURSE TITLE: EXISTENCIALISM IN HISPANIC LITERATURE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: SPAN 1001 AND SPAN1699**

**Course Description:**

1. To familiarise students with Existentialism and its Hispanic literary manifestations
2. To examine the genesis and principal characteristics of Existentialism;
3. To analyse three Hispanic Existentialist works with a view to identifying the Existentialist features which appear therein;
4. To analyse the relevant literary and aesthetics qualities in these works, their role and function therein.

Selected novels and texts are chosen from Unamuno, Ernesto Sábato, Cela and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

Two in-course assignments:	40%
Examination	60%

**LEVEL: II**  
**SEMESTER: I**  
**COURSE CODE: SPAN 2817 (S28Q)**  
**NOT OFFERED IN 2006/2007**  
**COURSE TITLE: TWENTIETH CENTURY LITERATURE OF COLOMBIA AND CENTRAL AMERICA**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course will emphasize the themes of myth and insurrections and the literary response to it in Central American texts.

Selected texts chosen from García Marquez, Asturias, Cardenal and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

One Coursework essay	40%
Examination	60%

**LEVEL II**  
**SEMESTER II**

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: SPAN 2301 (S23A)**  
**NOT OFFERED IN 2006/2007**  
**COURSE TITLE: TWENTIETH CENTURY SPANISH AMERICAN POETRY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: S15A SPAN 1001 AND S160 SPAN 1699+-**

**Course Description:** This course examines various trends in poetry from ultrismo through modernismo to the revolutionary resistance poetry so common in Spanish America today.

Selected texts from Borges, Dario, de Burgos and Neruda, and/or any other poet/s considered appropriate.

**Assessment:**

Coursework	40%
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**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: SPAN 2302 (S23B)**  
**NOT OFFERED IN 2005/2006**  
**COURSE TITLE: TWENTIETH CENTURY SPANISH AMERICAN NARRATIVE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course seeks to introduce students to the study of the Spanish American novel in the early 20<sup>th</sup> century. The principal focus of the course, is a detailed study of three texts selected from the authors provided.

Selected novels chosen from Rulfo, Garcia Marquez, Cortazar, Puig, Allende and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: SPAN 2601 (S26A)**  
**NOT OFFERED IN 2006/2007**  
**COURSE TITLE: CIVILISATION AND BARBARISM IN SPANISH AMERICAN LITERATURE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course examines a central theme and ideological formulation in Spanish American intellectual discussion and literary production. It examines how Spanish American reality was analysed.

Selected texts chosen from the works of Sarmiento, Rodó, Gallegos, Rivera, Vargas Llosa as well as extracts from selected essays and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: SPAN 2602 (S26B)**  
**COURSE TITLE: MARVELLOUS REALISM IN SPANISH AMERICAN WRITING**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course deals with a much-mooted element in Spanish American writing: "el realismo magico." The course explores the extent to which Spanish American literary situations are related to the marvellous or the magical.

Selected texts from the works of Carpentier, Garcia Marquez, Allende, Rulfo, Esquivel and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

Coursework	40%
Examination	60%



**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: SPAN 2604 (S26D)**

**COURSE TITLE: WOMEN IN HISPANIC LITERATURE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course will examine the work of female writers in the light of feminist theory and concerns. Consideration is given to traditional Spanish American patriarchal notions such as machismo and its perspectives.

Selected texts from the works of Santa Teresa, de la Cruz, Allende, Garro, Valenzuela, Traba, Vega, Morejon and/or any other writer/s considered appropriate.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: SPAN 2713 (S27M)**

**NOT OFFERED IN 2006/2007**

**COURSE TITLE: TWENTIETH CENTURY MEXICAN LITERATURE AND CULTURE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course will examine the trajectory of literature in the 20<sup>th</sup> century, its relation to post-revolutionary Mexico and the wider world of letters.

Selected texts of prose fiction, poetry and/or drama chosen from the works of Paz, Rulfo, Fuentes, López Velarde, Sainz, Leñero, Castellanos, Esquivel, Pacheco and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL III**

**SEMESTER I**

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: SPAN 3301 (S33A)**

**NOT OFFERED IN 2006/2007**

**COURSE TITLE: ISSUES IN CONTEMPORARY CUBAN CULTURE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** The course offers an analysis of the experimentation and controversies expressed in literature and deriving from the Revolutionary contexts in Cuba since 1959.

Selected novels, drama, poetry chosen from Morejon, Guillen, Cabrera Infante, Arenas, Arrufat, Otero, Padilla and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: SPAN 3604 (S36D)**

**COURSE TITLE: MAJOR SPANISH AMERICAN WRITERS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course offers an analysis of the works of one or two writers of international stature. In any year the writer/s and work/s will be studied in some depth taking account of their contributions in essay, novel or poetry.

Selected texts from the work of Neruda, Borges, Vallejo, Paz, García Márquez, Cortázar, Allende and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: SPAN 3706 (S37F)**

**NOT OFFERED IN 2006/2007**

**COURSE TITLE: SPANISH CARIBBEAN LITERATURE NARRATIVE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course considers various aspects of Spanish Caribbean writing including essays and biographies. It investigates the extent to which there are common preoccupations in the writing of the Spanish speaking countries of the Greater Antilles.

Selected texts chosen from Desnoes, Cabrera Infante, Laguerre, Sánchez, Vega, Palés Matos, Guillen, Soto, and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: SPAN 3901 (S39A)**

**COURSE TITLE: SOCIAL AND POLITICAL ISSUES IN**

**CONTEMPORARY SPANISH AMERICAN FILM AND NARRATIVE**

**NOT OFFERED IN 2005/2006**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course examines some of the key political, economic and social issues, which have helped to transform and shape the destiny of Spanish-American society today. The joint use of film and literary text aims at presenting a broader view of political, social and cultural events and their impact on the populace.

**Assessment:**

Seminar presentations	20%
Coursework	20%
Examination	60%

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**LEVEL III**  
**SEMESTER II**

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: SPAN 3303 (S33C)**  
**COURSE TITLE: TWENTIETH CENTURY ARGENTINE LITERATURE NARRATIVE**  
**NOT OFFERED IN 2006/2007**  
**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course will introduce students to the subtle questioning of received ideas so characteristic of major Argentine writers in the 20<sup>th</sup> century.

**Assessment:**

Coursework	50%
Examination	50%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: SPAN 3204 (S36B)**  
**NOT OFFERED IN 2006/2007**  
**COURSE TITLE: CERVANTES**  
**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** The work of Cervantes initiates modern prose fiction in the Western hemisphere. This is the basis of study for this course in which the main text is Don Quijote de la Mancha.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: SPAN 3603 (S36C)**  
**COURSE TITLE: HISPANIC DRAMA**  
**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course will survey and study the traditions of drama in Spain and Spanish America.

Selected texts from Lope de Vega, Calderón de la Barca, García Lorca, Chocón, Buenaventura, Marqués and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: SPAN 3703 (S37C)**  
**NOT OFFERED IN 2006/2007**  
**COURSE TITLE: THE NEW SPANISH AMERICAN NOVEL NARRATIVE**  
**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course offers an in-depth analysis of writing in Spanish America since the 'Boom' of the 1960's.

Selected novels chosen from Vargas Llosa, Carlos Fuentes, Gabriel García Márquez, Augusto Roa Bastos, Onetti, Donoso and/or any other writer/s that the instructor may consider appropriate.

**Assessment:**

Coursework	40%
Examination	60%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: SPAN 3705 (S37E)**  
**COURSE TITLE: CONTEMPORARY VENEZUELAN THEATRE**  
**NUMBER OF CREDITS: 3**

**PREREQUISITES: SPAN 1001 AND SPAN 1699**

**Course Description:** This course will focus on three Venezuelan dramatists who have made a profound impact on Venezuelan society: Chalbaud, Cabrujas and Chocón. They are the co-founders of the theatrical company "El Nuevo Grupo" and share the same aesthetic and ideological convictions. They have introduced a number of interesting stylistic and formal innovations, and continue to contribute richly to the body of drama being produced in Venezuela.

The course seeks to analyse these innovations critically, in addition to providing a close examination of the thematic concerns of these three dramatists.

**Assessment:**

Two in-course assignments	40%
Examination	60%

## THEOLOGY COURSES

### LEVEL I

#### I. BIBLICAL STUDIES

LEVEL: I

SEMESTER:

COURSE CODE: THEO 1001 (T10A)

COURSE TITLE: INTRODUCTION TO OLD TESTAMENT LITERATURE

NUMBER OF CREDITS: 3

PREREQUISITES:

**Course Description:** A survey of the literature of the Old Testament in terms of faith re-sponses to specific historical, religious and cultural crises. Some at-tention will also be given to the issues of canonization authority.

**Assessment:**

One written assignment of c.a. 1,500 words 30%  
One 2-hour examination at the end of the semester 70%

LEVEL: I

SEMESTER:

COURSE CODE: THEO 1002 (T10B)

COURSE TITLE: INTRODUCTION TO NEW TESTAMENT LITERATURE

NUMBER OF CREDITS: 3

PREREQUISITES:

**Course Description:** A survey of the literature of the New Testament, including a study of the New Testament context. The development and canonization of the literature and its content. Particular attention will be given to theological and spiritual content of the New Testament.

**Assessment:**

One written assignment of c.a. 1,500 words 30%  
One 2-hour examination at the end of the semester 70%

LEVEL: I

SEMESTER:

COURSE CODE: THEO 1003 (T10C)

COURSE TITLE: CONTEMPORARY APPROACHES TO BIBLE STUDY

NUMBER OF CREDITS: 3

PREREQUISITES:

**Course Description:**

A study of the major critical methods used in analysing and interpreting the Bible and the principles underlying the use of these methods. The course will also investigate how theology and spirituality are conveyed through form and style.

**Assessment:**

One written assignment of c.a. 1,500 words 30%  
One 2-hour examination at the end of the semester 70%

LEVEL: I

SEMESTER:

COURSE CODE: THEO 1004 (T10D)

COURSE TITLE: THE GEOGRAPHICAL AND CULTURAL WORLD OF THE BIBLE

NUMBER OF CREDITS: 3

PREREQUISITES:

**Course Description:** A study of the Geography of Palestine, the Near East and the Mediter-ranean region and some aspects of the cultures of the peo-ples who in-habited these regions in biblical times. The purpose of this study is to situate the biblical texts in their geographical and cultural context. and to underline the international character of some aspects of biblical theology and spirituality.

**Assessment:**

One mid-semester test 20%  
One 2-hour examination at the end of the semester 80%

## THEOLOGY COURSES

### LEVEL I

#### II. HISTORICAL STUDIES

LEVEL: I

SEMESTER:

COURSE CODE: THEO 1102 (T11B)

COURSE TITLE: SURVEY OF THE REFORMATION: 1517 - 1648

NUMBER OF CREDITS: 3

PREREQUISITES:

**Course Description:** A survey of the events beginning with Martin Luther in Germany, John Calvin in Geneva, Henry VIII in England and the radicals to the Catholic response - The Council of Trent.

**Assessment:**

One mid-semester test 20%  
One 2-hour examination at the end of the semester 80%

LEVEL: I

SEMESTER:

COURSE CODE: THEO 1103 (T11C)

COURSE TITLE: HISTORY OF THE CHURCH FROM PENTECOST TO CHARLEMAGNE

NUMBER OF CREDITS: 3

PREREQUISITES:

**Course Description:** A survey of the events and people that shaped Christianity and its re-sponse to the persecutions to acceptance and its subsequent growth in power in the Roman Empire.

**Assessment:**

One mid-semester test 20%  
One 2-hour examination at the end of the semester 80%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1106 (T11F)**

**COURSE TITLE: SURVEY OF THE MEDIEVAL CHURCH:  
750-1450**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** A survey of the history of the Church from Charlemagne to the Council of Basle with emphasis on the Carolingian Church, the Gregorian Reform, the Avignon Papacy, the Great Schism and Conciliarism.

**Assessment:**

One mid-semester test 20%  
One 2-hour examination at the end of the semester 80%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1107 (T11G)**

**COURSE TITLE: SURVEY OF THE WESTERN CHURCH IN THE  
MODERN WORLD**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** A survey of the interaction between Church(es) and the modern Secularised World from 1789 - 1962 with emphasis on the Napoleonic Wars, the Church and Social Work, Modernisation, the Church and the two World War , the Second Vatican Council.

**Assessment:**

One mid-semester test 20%  
One 2-hour examination at the end of the semester 80%

**THEOLOGY COURSES**

**LEVEL I**

**III. PASTORAL STUDIES**

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1202 (T12B)**

**COURSE TITLE: PASTORAL ANALYSIS AND  
CREATIVE MINISTRY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Understanding a parish; social and economic relationships; organizational structures, their functions and goals; possibilities for congregational growth and development. Theological reflection on pastoral analysis and experience.

**Assessment:**

One written assignment of 2,000 words 50%  
One 1-hour examination 50%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1203 (T12C)**

**COURSE TITLE: FUNDAMENTALS OF CHRISTIAN MINISTRY  
NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** A critical study of historical and contemporary models of ministry with particular reference to the Caribbean. The relationship of models of ministry to models of Church

**Assessment:**

A project report 50%  
One 1-hour examination at the end of the semester 50%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1206 (T12F)**

**COURSE TITLE: PSYCHOLOGY FOR MINISTRY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course seeks to explore the various internal and external forces which influence and shape behaviours. Thus it aims to equip the students with knowledge which facilitates understanding persons.

**Assessment:**

One written assignment of ca. 1,500 words 20%  
One 2-hour examination 80%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1207 (T12G)**

**COURSE TITLE: SOCIOLOGY FOR MINISTRY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course aims to facilitate reflection, from a sociological vantage point, upon the Church and its mission in the Caribbean.

**Assessment:**

One mid-semester test 20%  
One 2-hour examination at the end of the semester 80%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1208 (T12H)**

**COURSE TITLE: INTRODUCTION TO CHRISTIAN WORSHIP**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** A study of liturgical principles and their application. The study will cover the liturgical year, liturgy of the hours, icons, music, vestments, architecture and furniture, Eucharistic Liturgies and blessing.

**Assessment:**

One written assignment of ca. 1,500 words 20%  
One 2-hour examination 80%

**LEVEL: I**  
**SEMESTER:**  
**COURSE CODE: THEO 1212 (T12L)**  
**COURSE TITLE: THEORY & PRACTICE OF CHRISTIAN PREACHING**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**  
**Course Description:** A study of the theology of Preaching with a practicum on preaching ministry. The course will focus on different ways of "actualising" the word through e.g. sermons, homilies, and meditations.  
**Assessment:**  
 Two Preaching exercises (10-15 min.)                      50%  
 One 1-hour examination    50%

**LEVEL: I**  
**SEMESTER:**  
**COURSE CODE: THEO 1219 (T12S)**  
**COURSE TITLE: CHRISTIAN PREACHING AND THE ELECTRONIC MEDIA**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: NONE**  
**Course Description:**  
 The aim of this course is to expose students of Theology to the skills of communication - with particular reference to the electronic media - in the context of a critical study of the effects of the medium of communication on the message of the Gospel.  
**Assessment:**  
 Two practical assignments (30% each) in which communication skills, theological awareness and proper use of a given medium will be assessed    60%  
 One 1-hour written examination

**THEOLOGY COURSES**  
**LEVEL I**

**IV. THEOLOGICAL AND ETHICAL STUDIES**

**LEVEL: I**  
**SEMESTER:**  
**COURSE CODE: THEO 1301 (T13A)**  
**COURSE TITLE: INTRODUCTION TO SYSTEMATIC THEOLOGY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**  
**Course Description:** An examination of the nature, sources and methods used in theol-ogy. The course will also examine certain fundamental theological themes  
**Assessment:**  
 One mid-semester test    20%  
 One 2-hour examination at the end of the semester   80%

**LEVEL: I**  
**SEMESTER:**  
**COURSE CODE: THEO 1302 (T13B)**  
**COURSE TITLE: INTRODUCTION TO THEOLOGICAL ETHICS**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**  
**Course Description:** The purpose of this course is to introduce students to some key clas-sical and modern figures in the history of theological ethics and to some of their normative positions in the area of personal and so-cio-political morality.  
**Assessment:**  
 One written assignment of ca. 1,500 words                      20%  
 One 2-hour examination    80%

**LEVEL: I**  
**SEMESTER:**  
**COURSE CODE: THEO 1303 (T13C)**  
**COURSE TITLE: THEOLOGY, ETHICS AND CARIBBEAN LITERATURE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**  
**Course Description:** A consideration of selected Caribbean authors, their theological as-sumptions and ethical perspectives to see how literature may dia-logue with theology and ethics.  
**Assessment:**  
 Two book reports of ca. 1,000 words each                      30%  
 One 2-hour examination at the end of the semester   70%

**LEVEL: I**  
**SEMESTER:**  
**COURSE CODE: THEO 1304 (T13D)**  
**COURSE TITLE: FOUNDATIONS OF SYSTEMATIC THEOLOGY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**  
**Course Description:** The course will introduce students to the development of some doctrines of the Christian Church, with emphasis on philosophical presuppositions underlying the formulation of those doctrines, this with a view to helping them understand some of the basic theological concepts in the history of doctrine and the traditional language in which such concepts are usually expressed.  
**Assessment:**  
 One written assignment of ca. 1,500 words                      20%  
 One 2-hour examination at the end of the semester   80%

**THEOLOGY COURSES**

**LEVEL 1**

**V. RELIGIOUS AND PHILOSOPHICAL STUDIES**

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1401 (T14A)**

**COURSE TITLE: INTRODUCTION TO THE STUDY OF RELIGION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** An introduction to the major beliefs and practices of World Religions (with emphasis on their Caribbean manifestations) and to selected anthropological, sociological, psychological and philosophical issues to which religious belief gives rise.

**Assessment:**

One written assignment of ca. 1,500 words 30%

One 2-hour examination at the end of the semester 70%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1402 (T14B)**

**COURSE TITLE: PHILOSOPHY FOR CHRISTIAN THEOLOGY I - (CLASSICAL)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** A study of the interrelationship between philosophy and Christian Theology in Patristic and Medieval times, with equal emphasis on the Platonic and Aristotelian traditions. Attention will be focused on Justin Martyr and early Apologists, on the Christian Platonism of Augustine and selected Greek Fathers and on the Aristotelianism of Aquinas and the Scholastic Theologians.

**Assessment:**

One written assignment of ca. 1,500 words 20%

One 2-hour examination at the end of the semester 80%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1403 (T14C)**

**COURSE TITLE: PHILOSOPHY FOR CHRISTIAN THEOLOGY II (MODERN)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course will focus primarily on challenges to traditional Theistic belief that accompanied the rise of "Critical Philosophy and philosophical responses to such challenges. A survey of religion and/or theistic belief in the thought of writers such as Hume, Kant, Hegel, Comte, Marx, Freud, Nietzsche, Sartre, Marcel, Maritain and White-head.

**Assessment:**

One written assignment of 1,500 words 20%

One 2-hour examination at the end of the semester 80%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1404 (T14D)**

**COURSE TITLE: HISTORY OF WESTERN PHILOSOPHY I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** An Introduction to Philosophy using selected writings from philosophers in the ancient period of western philosophy. After a brief study of the Pre-Socratics, the major emphasis of the courses will be on reading of selected texts of Plato and Aristotle. The course will end with a survey of philosophical movements of the Hellenistic period, up to Plotinus.

**Assessment:**

One mid-semester test 20%

One 2-hour examination at the end of the semester 80%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: THEO 1405 (T14E)**

**COURSE TITLE: HISTORY OF WESTERN PHILOSOPHY - II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** An introduction to Modern and Contemporary Western Philosophy using selected writings from philosophers of these periods. The course will concentrate on the contributions of Descartes, Hume, Kant, Marx and Nietzsche, and will end with a survey of trends in the 20<sup>th</sup> Century philosophy.

**Assessment:**

One mid-semester test 20%

One 2-hour examination at the end of the semester 80%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: THEO 1408 (T14K)**

**COURSE TITLE: T14K MEDIA AND THE RELIGIOUS IMAGINATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** The aim of this course is to critically explore the relationship between communications media and the religious imagination in contemporary Caribbean society, this as a means toward making judicious use of these media in religious communication.

**Assessment:**

One practical (media-based) assignment 40%

One 2-hour examination at the end of the semester. 60%

## THEOLOGY COURSES

### LEVEL II/III

#### I. BIBLICAL STUDIES

LEVEL: II/III

SEMESTER:

COURSE CODE: THEO 2001 (T20A)

COURSE TITLE: THE PENTATEUCH

NUMBER OF CREDITS: 3

PREREQUISITES: AT LEAST 5 CREDITS AT LEVEL I IN BIBLICAL STUDIES.

**Course Description:** A study of the Pentateuch or Torah of the Hebrew Scriptures, with special emphasis on literary, historical and theological issues that arise from these texts.

**Assessment:**

One essay of ca. 2,000 words 25%

One 2-hour examination at the end of the semester 75%

LEVEL: II/ III

SEMESTER:

COURSE CODE: THEO 2002 (T20B)

COURSE TITLE: THE LATTER PROPHETS

NUMBER OF CREDITS: 3

PREREQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN BIBLICAL STUDIES.

**Course Description:** A study of the Latter Prophets of the Hebrew Scriptures, in particular the text of Amos, Isaiah, Hosea, Micah and Jeremiah, with special emphasis on literary, historical and theological issues that arise in the text. The course will investigate how the prophetic action issues from a deep-rooted spirituality.

**Assessment:**

1 essay of ca. 2,000 words 25%

One 2-hour examination at the end of the semester 75%

LEVEL: II/III

SEMESTER:

COURSE CODE: THEO 2006 (T20F)

COURSE TITLE: THE SYNOPTIC GOSPEL AND ACTS

NUMBER OF CREDITS: 3

PREREQUISITES: AT LEAST 5 CREDITS AT LEVEL I IN BIBLICAL STUDIES.

**Course Description:** An analysis of Matthew, Mark and Luke - Acts, with special reference to the teaching of Jesus and the teaching about Jesus. Attention will also be given to literary and historical questions raised by the literature, and to the spirituality mapped out in the texts for believers.

**Assessment:**

One essay of ca. 2,000 words 25%

One 2-hour examination at the end of the semester 75%

LEVEL: II/III

SEMESTER:

COURSE CODE: THEO 2007 (T20G)

COURSE TITLE: THE PAULINE EPISTLES

NUMBER OF CREDITS: 3

PREREQUISITES: AT LEAST 5 CREDITS AT LEVEL I IN BIBLICAL STUDIES.

**Course Description:** An examination of the theological, spiritual and pastoral concerns raised in the Pauline Epistles, with particular attention given to Romans, Galatians, Corinthians and Thessalonians. Attention will be given to literary and historical questions.

**Assessment:**

One essay of ca. 2,000 words 25%

One 2-hour examination at the end of the semester 75%

LEVEL: II/III

SEMESTER:

COURSE CODE: THEO 2008 (T20H)

COURSE TITLE: THE GOSPEL AND EPISTLES OF JOHN

NUMBER OF CREDITS: 3

PREREQUISITES: AT LEAST 5 CREDITS AT LEVEL I IN BIBLICAL STUDIES.

**Course Description:** A study of the Gospel and Epistles of John, paying particular attention to their distinctive features including their relationship to a common Gospel, and their understanding of Christ, the Holy Spirit, the Church, discipleship and eschatology. Attention will also be given to the vision of spirituality operative in the texts.

**Assessment:**

One essay of ca. 2,500 words 50%

One 1-hour examination at the end of the semester 50%

## THEOLOGY COURSES

### LEVEL III

#### I. BIBLICAL STUDIES

LEVEL: II/III

SEMESTER:

COURSE CODE: THEO 3004 (T30D)

COURSE TITLE: THEOLOGY OF DEUTERONOMY AND THE DEUTERONOMIC HISTORY

NUMBER OF CREDITS: 3

PREREQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN BIBLICAL STUDIES.

**Course Description:** A study of the Book of Deuteronomy with special emphasis on theological issues related to worship, the land, the role of Moses justice and inter-personal relationships. The course will also focus attention on similar theological and spiritual emphases of the "Deuteronomic History".

**Assessment:**

One essay of ca. 2,000 words 25%

One 2-hour examination at the end of the semester 75%

**LEVEL: II/III**  
**SEMESTER:**  
**COURSE CODE: THEO 3008 (T30H)**  
**COURSE TITLE: ISRAELITE WISDOM**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: AT LEAST 6 CREDITS AT LEVEL I IN BIBLICAL STUDIES.**

**Course Description:** An examination of the literature produced by the Hebrew Sages with special reference to Proverbs, Job, Ecclesiastes, Ben Sirach and Wisdom of Solomon. Particular attention will be given to the international character and cultural setting of the Wisdom Movement, Literary forms, influence, distinctive theological and existential spiritual concerns, and contemporary relevance.

**Assessment:**  
One essay of ca. 2,000 words 25%  
One 2-hour examination at the end of the semester 75%

## THEOLOGY COURSES

### LEVEL III

## II. HISTORICAL STUDIES

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: THEO 2106 (T21F)**  
**COURSE TITLE: PATRISTIC STUDIES**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN HISTORICAL STUDIES.**

**Course Description:** A comparative study on the writing of eastern and Western Fathers on selected topics, such as the Human condition, Death and resurrection. The place of women in the church, Prayer, Virginity and Martyrdom.

**Assessment:**  
One paper of ca. 2,500 words 50%  
One 1-hour examination at the end of the semester 50%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: THEO 2107 (T21G)**  
**COURSE TITLE: HISTORY OF THE CHRISTIAN CHURCHES IN THE CARIBBEAN: 1492-1834**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN HISTORICAL STUDIES.**

**Course Description:** The course will trace the historical development of the Christian Churches in the region from the arrival of the Europeans to the end of slavery in the British Caribbean. Special emphasis will be placed on the role of the Christian communities in the struggle for justice and freedom and the status and activities of the Churches in the developing colonial societies.

**Assessment:**  
One research paper of ca. 2,000 words 25%  
One 2-hour examination at the end of the semester 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: THEO 2108 (T21H)**  
**COURSE TITLE: HISTORY OF THE CHRISTIAN CHURCHES IN THE POST EMANCIPATION CARIBBEAN**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN HISTORICAL STUDIES.**

**Course Description:** A study of the role of the Churches in the post-emancipation period and the shaping of the West Indian Society. Special emphasis will be placed on the end of establishment, the growth of an interest in missions and movements for autonomy and unity.

**Assessment:**  
One research paper of ca. 2,000 words 25%  
One 2-hour examination at the end of the semester 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: THEO 3101 (T31A)**  
**COURSE TITLE: TOPICS IN THE HISTORY OF THE CHRISTIAN CHURCHES IN THE CARIBBEAN (19<sup>TH</sup>-20<sup>TH</sup> CENTURY) - SEMINAR**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: T21G**

**Course Description:** The course, which will be conducted on a seminar basis, will explore major topics in the development of the Christian churches in the Caribbean since 1800. Candidates will be required to write a re-search paper of ca. 3,000 words (75%) and to write a one-hour examination (25%).

**Note:**  
This course, in conjunction with T21G, may be taken as an alternative to Level III University Course.

**Assessment:**  
One research paper of ca. 3,000 words 75%  
One 1-hour examination at the end of the semester 25%

## THEOLOGY COURSES

### LEVEL III

## III. PASTORAL STUDIES

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: THEO 2201 (T22A)**  
**COURSE TITLE: RITES OF CHRISTIAN INITIATION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN PASTORAL STUDIES.**

**Course Description:** A study of contemporary sacramental rites of Christian initiation in the light of the origins and historical development of such rites. Practical and theological issues related to present-day celebration of these rites will also be discussed.

**Assessment:**  
One research project related to present-day celebration of the rites to parish communities 25%  
One 2-hour examination at the end of the semester 75%



**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2202 (T22B)  
**COURSE TITLE:** CHRISTIAN SACRAMENTAL RITES  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN PASTORAL STUDIES.

**Course Description:** A study of present-day Christian rites including rites of Penance, Anointing of the Sick, rites of ordination and of marriage, in the light of the origins and historical development of these rites. Theo-logical and pastoral issues related to the actual celebration of these rites will also be discussed.

**Assessment:**

One research project related to the present-day celebration of the rites in parish communities 25%  
One 2-hour examination at the end of the semester 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2203 (T22C)  
**COURSE TITLE:** PRINCIPLES OF PASTORAL CARE/COUNSELLING  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN PASTORAL STUDIES.

**Course Description:** This course seeks to promote an approach to helping/counselling inclusive of the whole person. It integrates resources from the Christian tradition and resources from psychology, psychiatry and psychotherapy to bear upon the helping/counselling situations.

**Assessment:**

Supervised field work with one of the counselling groups 20%  
One written assignments of 1,500 words 20%  
On 2-hour examination 60%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2204 (T22D)  
**COURSE TITLE:** SKILLS IN PASTORAL COUNSELLING  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** T22C

**Course Description:** This practicum pre-supposes that the Principles of pastoral Counselling have already been explored. It is therefore geared to allow the students to practice the skills which they were exposed to previously.

**Assessment:**

Supervised field work in a counselling situation 20%  
Two verbatims 10%  
Two reports on field work 10%  
One 2-hour examination on skills 60%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2205 (T22E)  
**COURSE TITLE:** GENERAL PRINCIPLES OF CHRISTIAN EDUCATION  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN PASTORAL STUDIES.

**Course Description:** The Purpose of this course is two-fold. Firstly, it seeks to aid the students in reflecting on the nature, aims, history and relevance of Catechesis, and secondly, to expose them to the various types of religious education programmes (and their rationale) existing in our region, so that they may understand their role in implementing the said programmes.

**Assessment:**

One written assignment ca. 2,000 words 50%  
Two projects:  
1. Preparing lesson Plan for Confirmation Students 25%  
2. Preparation of programme for specific age group in rural area 25%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2206 (T22F)  
**COURSE TITLE:** APPROACHES TO CHRISTIAN EDUCATION  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** T22E

**Course Description:** This course will explore and compare different contemporary approaches to Christian Education with special emphasis on those put forward by Groome, Fowler and Whitehead.

**Assessment:**

One paper on one of the methods of ca. 2,000 words 25%  
One 2-hour examination at the end of the semester 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2207 (T22G)  
**COURSE TITLE:** CANON LAW: HISTORY AND PRINCIPLES  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** NONE

**Course Description:** An historical overview of Canon Law. The format of the 1983 Code of Canon Law. Study of selected Canons from Books 1, 2 and 4 of the 1983 Code.

**Assessment:**

One written assignment of ca. 2,000 words 50%  
One 1-hour examination at the end of the semester 50%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2208 (T22H)  
**COURSE TITLE:** CANON LAW: THE SACRAMENTS  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** T22G

**Course Description:** A study of canons related to the celebration of the Sacraments with particular emphasis on the Sacrament of marriage and on Church praxis in the event of marital breakdown.

**Assessment:**

One written assignment of ca. 2,500 words 50%  
One 1-hour examination at the end of the semester 50%

**LEVEL: II**  
**SEMESTER:**  
**COURSE CODE: THEO 2209 (T22X)**  
**COURSE TITLE: CANON LAW III: CHURCH GOVERNANCE**  
**NUMBER OF CREDITS: 2**  
**PREREQUISITES:**  
**Course Description:** Origin and History, Structure of Church Governance: Supra diocesan – cc. 330–367 and Diocesan – cc. 368–572  
**Assessment:**

One written assignment of 2,000 words	50%
One 1-hour examination at the end of semester	50%

N.B. students are required to pass both components.

**LEVEL: II**  
**SEMESTER:**  
**COURSE CODE: THEO 2210 (T22Y)**  
**COURSE TITLE: CANNON LAW IV: THE CONSECRATED LIFE**  
**NUMBER OF CREDITS: 2**  
**PREREQUISITES:**  
**Course Description:** Norms governing the Consecrated Life: cc. 573–746  
**Assessment:**

One written assignment of 2,000 words	50%
One 1-hour examination	50%

N.B. students are required to pass both components.

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: THEO 3207 (T32G)**  
**COURSE TITLE: PEDAGOGY FOR JUSTICE**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: EITHER T22F-APPROACHES TO CHRISTIAN EDUCATION; OR T23P-CHRISTIAN SOCIAL ETHICS; OR T23L-LIBERATION THEOLOGIES.**  
**Course Description:** This course will explore the relationship between Christian religious education and liberation theology's concern for Justice. A study of the relationship between theology and religious education, the social dimensions of religious education, and the philosophy of Paulo Freire will guide the students towards the preparation of a project for adult religious education in a Caribbean context.  
**Assessment:**

Coursework (The project mentioned above)	40%
Final examination	60%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: THEO 3208 (T32H)**  
**COURSE TITLE: THEORY & PRACTICE OF ECUMENISM**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: AT LEAST 30 CREDITS OF THEOLOGICAL STUDY INCLUDING THE AREAS OF "BIBLICAL STUDIES," "THEOLOGICAL AND ETHICAL STUDIES," "HISTORICAL STUDIES" AND "PASTORAL STUDIES"**  
**Course Description:**  
 The aim of this course is to expose students who already have some background in Christian Theological Study to some major issues in the Contemporary Ecumenical Movement with a view to their actual involvement in ecumenical dialogue and practice.  
**Assessment:**

One report of approximately 1,500 words on an ecumenical project	20%
One essay of approximately 1,500 words	20%
One 2-hour examination at the end of the course	60%

**THEOLOGY COURSES**  
LEVEL II/III

**IV. THEOLOGICAL AND ETHICAL STUDIES**

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: THEO 2301 (T23A)**  
**COURSE TITLE: PERSPECTIVES IN CHRISTOLOGY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL STUDIES OR THEOLOGICAL AND ETHICAL STUDIES.**  
**Course Description:** This course aims at clarifying our belief in the humanity and divinity of Jesus the Christ and the nature of the relationship between the two. An examination will be made of methods, assumptions and cultural thought patterns that have influenced and continue to influence the shaping of this belief.  
**Assessment:**

One essay of ca. 2,000 words	25%
One 2-hour examination at the end of the semester	75%

**LEVEL: II/III**  
**SEMESTER:**  
**COURSE CODE: THEO 2304 (T23D)**  
**COURSE TITLE: THE TRINITY**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN THE RELIGIOUS AND PHILOSOPHICAL STUDIES OR THEOLOGICAL AND ETHICAL STUDIES.**  
**Course Description:** This course aims at examining the Christian theology of the Trinity: Father, Son and Holy Spirit - its origins, development and contemporary interpretations.  
**Assessment:**

One paper of ca. 2,000 words	25%
One 2-hour examination at the end of the semester	75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2306 (T23F)  
**COURSE TITLE:** PERSPECTIVES IN ECCLESIOLOGY  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL STUDIES OR THEOLOGICAL AND ETHICAL STUDIES.  
**Course Description:** This course will aim at analysis of the sociological, philosophical and theological foundations for understanding the Church. An examination will also be made of some contemporary issues.  
**Assessment:**  
 One paper of ca. 2,000 words 25%  
 One 2-hour examination at the end of the semester 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2310 (T23J)  
**COURSE TITLE:** THEOLOGY OF CREATION  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL STUDIES OR THEOLOGICAL AND ETHICAL STUDIES.  
**Course Description:** This course aims at reassessing the theology of Creation in the light of such contemporary issues on the ecological crisis, women's concerns. An examination will be made of the Judaeo Christian tradition, the religious reasons offered for the wanton destruction of the environment and a reappraisal of the theology of creation.  
**Assessment:**  
 One paper of ca. 2,000 words 25%  
 One 2-hour written examination at the end of the semester 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2312 (T23L)  
**COURSE TITLE:** LIBERATION THEOLOGIES  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES.  
**Course Description:** This course seeks to enable the student to make a critical analysis of liberation theology, its methodology, its reception of Marx and its epistemological break with "First World" theologies.  
**Assessment:**  
 One paper of ca. 2,000 words 25%  
 One 2-hour examination at the end of the semester 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2313 (T23M)  
**COURSE TITLE:** THE PRINCIPLES OF CHRISTIAN ETHICS I  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES.  
**Course Description:** This course will consider the sources and base points of Christian ethics as the foundation for moral discernment and decision-making.  
**Assessment:**  
 One paper of ca. 1,500 words 25%  
 One 2-hour examination at the end of the semester 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2314 (T23N)  
**COURSE TITLE:** PRINCIPLES OF CHRISTIAN ETHICS II  
**NUMBER OF CREDITS:** 2  
**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES.  
**Course Description:** This course will consider some of the major issues in fundamental Christian Ethics today.  
**Assessment:**  
 One research paper of ca. 2,500 words 50%  
 One 1-hour examination at the end of the semester 50%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2316 (T23P)  
**COURSE TITLE:** CHRISTIAN SOCIAL ETHICS  
**NUMBER OF CREDITS:** 2  
**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES  
**Course Description:** This course seeks to embark upon a textual and thematic study of the Social encyclicals and other major official social documents of the Christian Churches, paying special attention to methodology, anthropology and the evolution of ideas.  
**Assessment:**  
 Coursework 40%  
 One 2-hour examination at the end of the semester 60%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE:** THEO 2317 (T23Q)  
**COURSE TITLE:** THEOLOGY AND HUMAN SEXUALITY  
**NUMBER OF CREDITS:** 3  
**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES.  
**Course Description:** This course seeks to assist the student in developing an understanding of sexuality as it relates to one self and to the lives of other persons from the standpoint of faith.  
**Assessment:**  
 One paper of ca. 2,000 words 25%  
 One 2-hour examination at the end of the semester 75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: THEO 2319 (T23S)**

**COURSE TITLE: CHRISTIAN ETHICAL PRINCIPLES**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES. MAY NOT BE READ WITH T23M (THEO2313) OR T23N (THEO 2314) FOR CREDIT TOWARD A DEGREE.**

**Course Description:** This course will consider the base points of Christian Ethics as the foundation for moral discernment and decision-making. The course will also include a discussion of some major issues in Fundamental Christian Ethics such as Situation Ethics, natural and positive law and conscience.

**Assessment:**

One paper of ca 2,000 words 25%

One 2-hour examination at the end of the semester 75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: THEO 3301 (T33A)**

**COURSE TITLE: THE WOMEN'S MOVEMENT AND THEOLOGY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL OR THEOLOGICAL AND ETHICAL STUDIES.**

**Course Description:** This course will offer a critical appraisal of the manner in which the Women's Movement has influenced theology. It will examine the nature of the challenge made to the traditional images and language used in speaking of God and its shaping of cultural perceptions, attitudes and values.

**Assessment:**

One paper of ca. 2,500 words 50%

One 2-hour examination at the end of the semester 50%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: THEO 3304 (T33D)**

**COURSE TITLE: SPECIAL ETHICS**

**NUMBER OF CREDITS: 2**

**PREREQUISITES: T23M & T23N PRINCIPLES OF CHRISTIAN ETHICS.**

**Course Description:** This course seeks to uncover and explore the ethical issues surrounding selected topics from among the following.

- Topics in bio-ethics: e.g. Genetic engineering  
Problems of the beginning and end of life: In vitro fertilisation, termination of pregnancy, prolongation of life, euthanasia, contraception and population control.  
AIDS
- The drug trade
- War and Nuclear Armaments
- The Third World and the International Order
- Capital Punishment

**Assessment:**

One paper of ca. 2,500 words 50%

One 1-hour examination at the end of the semester 50%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: THEO 3308 (T33H)**

**COURSE TITLE: ETHICS OF HUMAN SEXUALITY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: AT LEAST 3 CREDITS IN THEOLOGICAL AND ETHICAL STUDIES AT LEVEL II. NOTE: CANDIDATES WHO OFFER T23Q (THEO 2317) TOWARD THEIR DEGREE MAY NOT ALSO OFFER T33H TOWARD THEIR DEGREE.**

**Course Description:**

1. Sexuality as intimacy; sexuality as language; sexuality in Scripture; in theology doctrinal development today; role of woman in contemporary society.
2. Marital sexuality; the end and purposes of marriage; the finality of marriage in contemporary theology; the question of responsible partnership and parenthood; family planning by artificial and natural means; Humanae Vitae, Gaudium et spes, and relevant statements; the formation of personal conscience.
3. Direct sterilization; indirect sterilization for medical reasons; conflict situations and epikeia.
4. Pre-marital and extra marital sexuality; homosexuality and related problems of human intimacy.
5. The indissolubility of marriage; divorce and separation; internal and external forum solutions in pastoral contexts.

**Assessment:**

One paper of ca. 2000 words 25%

One 2-hour examination at the end of the semester 75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: THEO 3310 (T33J)**

**COURSE TITLE: MARY IN THE CHRISTIAN TRADITION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: AT LEAST 6 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL AND/OR THEOLOGICAL AND ETHICAL STUDIES.**

**Course Description:** An examination of the theology of Mary as it is shaped in Scripture, Christian Tradition, Doctrines and Popular Belief; the relationship between Christology and Mariology; titles of Mary, popular devotions and representations in Art. Special attention to Catholic, Orthodox, Anglican and, various Protestant approaches to Mary.

**Assessment:**

One paper of ca. 2,000 words 25%

One 2-hour examination at the end of the semester 75%

**THEOLOGY COURSES**

**LEVEL III**

**V. RELIGIOUS AND PHILOSOPHICAL STUDIES**

**LEVEL:**

**SEMESTER:**

**COURSE CODE:** THEO 2401 (T24A)

**COURSE TITLE:** PHILOSOPHY OF RELIGION

**NUMBER OF CREDITS:** 3

**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL STUDIES.

**Course Description:** A critical approach to the Study of Religion; Method and Philosophical Issues

**Assessment:**

One paper of ca. 2,000 words	25%
One 2-hour examination at the end of the semester	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE:** THEO 2402 (T24B)

**COURSE TITLE:** HERMENEUTIC PHILOSOPHY

**NUMBER OF CREDITS:** 3

**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN PHILOSOPHY.

**Course Description:** A study of Hermeneutic theory from Schleiermacher to the present time with special emphasis on the theories of textual interpretation of Gadamer and Ricoeur.

**Assessment:**

One paper of ca. 2,000 words	25%
One 2-hour examination at the end of the semester	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE:** THEO 2404 (T24D)

**COURSE TITLE:** COMPARATIVE RELIGION

**NUMBER OF CREDITS:** 3

**PREREQUISITES:** AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL STUDIES.

**Course Description:** Theory of non-Christian Religions: Judaism, Hinduism, Islam and Afro-Caribbean Expressions: foundation for Inter-religious dialogue.

**Assessment:**

One paper of ca. 2,000 words	25%
One 2-hour examination at the end of the semester	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE:** THEO 2405 (T24E)

**COURSE TITLE:** STRUCTURALISM AND

**POST-STRUCTURALISM**

**NUMBER OF CREDITS:** 3

**PREREQUISITES:** NONE

**Course Description:** This course will explore directions taken by contemporary Structuralist and post-structuralist thought as these pertain to Philosophy as well as to the study of language and literature.

**Assessment:**

Two short essays	30%
One 2-hour examination	70%

**LEVEL:**

**SEMESTER:**

**COURSE CODE:** THEO 3401 (T34A)

**COURSE TITLE:** TRENDS IN 20<sup>TH</sup> CENTURY PHILOSOPHY

**NUMBER OF CREDITS:** 3

**PREREQUISITES:** AT LEAST 6 CREDITS AT LEVEL I AND/OR II AND/OR III IN PHILOSOPHY.

**Course Description:** A study of major trends in 20<sup>th</sup> century philosophy, with particular emphasis on the contributions of Wittgenstein and Heidegger.

**Assessment:**

One paper of ca. 2,500 words on some aspect of Heidegger's Philosophy	50%
One paper of ca. 2,500 words on some aspect of Wittgenstein's Philosophy	50%

**LEVEL:**

**SEMESTER:**

**COURSE CODE:** THEO 3402 (T34B)

**COURSE TITLE:** POPULAR RELIGIOSITY IN THE CARIBBEAN

**NUMBER OF CREDITS:** 2

**PREREQUISITES:** T14A: INTRODUCTION TO THE STUDY OF RELIGION.

**Course Description:** This course will consider the development, function, and influence of popular religious experiences and movements in the Caribbean as well as their relationship to the established traditions.

**Assessment:**

One paper of ca. 2,500 words	50%
One 2-hour examination at the end of the semester	50%

**NATURAL SCIENCES COURSES**

**COMPUTER SCIENCE**

**LEVEL I**

**LEVEL: I**

**SEMESTER:**

**COURSE CODE:** COMP 1100 (CS11E)

**COURSE TITLE:** COMPUTER PROGRAMMING I

**NUMBER OF CREDITS:** 6

**PREREQUISITES:** NONE

**Course Description:**

**Assessment:**

One 2-hour written paper	75%
Coursework	25%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE:** COMP 1200 (CS11F)

**COURSE TITLE:** COMPUTER PROGRAMMING II

**NUMBER OF CREDITS:** 6

**PREREQUISITES:** CS11E

**Course Description:**

**Assessment:**

One 2-hour written paper	75%
Coursework	25%

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**ADVANCED COURSES**

**LEVEL:**

**SEMESTER:**

**COURSE CODE: COMP 2000 (CS20A)**

**COURSE TITLE: DATA STRUCTURES**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: CS11E AND CS11F**

**Course Description:**

**Assessment:**

Coursework

25%

One 2-hour written paper

75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: COMP 2100 (CS20E)**

**COURSE TITLE: DISCRETE MATHEMATICS FOR COMPUTER SCIENCE**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M12A, M12B**

**Course Description:**

**Assessment:**

Coursework

25%

One 2-hour written paper

75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: COMP 2200 (CS21E)**

**COURSE TITLE: COMPUTER ARCHITECTURE**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: S11E AND CS11F**

**Course Description:**

**Assessment:**

One 2-hour written paper

75%

Coursework

25%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: COMP 2300 (S22A)**

**COURSE TITLE: PROGRAMMING FOR BUSINESS APPLICATIONS**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: CS11E AND CS11F**

**Course Description:**

**Assessment:**

One 2-hour written paper

75%

Coursework

25%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: COMP 2400 (CS22B)**

**COURSE TITLE: INFORMATION SYSTEMS**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: CS11E AND CS11F**

**Course Description:**

**Assessment:**

Coursework examination

25%

Final examination -

One 2-hour written paper

75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: COMP 2500 (CS24E)**

**COURSE TITLE: OBJECT-ORIENTED PROGRAMMING**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: CS11E AND CS11F**

**Course Description:**

**Assessment:**

One 2-hour written paper

75%

Coursework

25%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: CS25E (COMP 2600)**

**COURSE TITLE: THEORY OF COMPUTING**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M12A, M12B**

**Course Description:**

**Assessment:**

Coursework

25%

One 2-hour written paper

75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: COMP 2700 (CS27E)**

**COURSE TITLE: DATABASE MANAGEMENT SYSTEMS I**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: CS11E, CS11F**

**Course Description:**

**Assessment:**

Coursework

25%

One 2-hour written paper

75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: COMP 3000 (CS30E)**

**COURSE TITLE: DESIGN AND ANALYSIS OF ALGORITHMS**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: CS20A, CS20E**

**Course Description:**

**Assessment:**

Coursework

25%

One 2-hour written paper

75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: COMP 3100 (CS31A)**

**COURSE TITLE: OPERATING SYSTEMS**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: CS20A OR CS21E**

**Course Description:**

**Assessment:**

Coursework

25%

One 2-hour written paper

75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3150 (CS32A)**  
**COURSE TITLE: DISTRIBUTED COMPUTING & COMPUTER NETWORKS**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: CS31A OR CS21E**  
**Course Description:**  
**Assessment:**

Coursework	25%
One 2-hour written paper	75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3250 (CS 32F)**  
**COURSE TITLE: SOFTWARE ENGINEERING**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: COMP 2000**  
**Course Description:** Software processes. Software requirements and specifications. Software design and implementation. Verification and validation. Software tools and environments. Software project methodologies. Quality assurance and metrics.  
**Examination:**

One 2-hour written paper	75%
Coursework	25%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3400 (CS33B)**  
**COURSE TITLE: ARTIFICIAL INTELLIGENCE**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: CS20A**  
**Course Description:**  
**Assessment:**

Coursework	25%
One 2-hour written examination	75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3300 (CS33E)**  
**COURSE TITLE: PROGRAMMING LANGUAGES I**  
Credits: 4  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: CS20A**  
**Course Description:**  
**Assessment:**

One 2-hour written paper	75%
Coursework	25%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3350 (CS33F)**  
**COURSE TITLE: PROGRAMMING LANGUAGES II**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: CS20A**  
**Course Description:**  
**Assessment:**

Coursework	25%
One 2-hour written paper	75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3500 (CS 34M)**  
**COURSE TITLE: INTERNET TECHNOLOGIES I**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: COMP 2500**  
**Course Description:** Overview of networking. The TCP/IP stack. Domain name resolution.

The Hypertext Transfer Protocol (HTTP): headers, requests, responses, content-negotiation, caching.

The Extensible Hypertext Mark up Language (XHTML): XML syntax, XHTML DTDS, document structure, text formatting elements, images, tables, forms, links, image maps.

Cascading Style Sheets (CSS): separation of content and presentation, selectors, declarations, conflict resolution.

Client-side scripting: Control of document appearance and content, browser control, user interaction, window manipulation, client-side object hierarchy, cookies, animation.

Applets: Class hierarchy, graphical user interface elements, event handling, components layouts, drawing graphics, applications.

Extensible Mark up Language (XML): Advantages and applications, Document Type Definition (DTDs).

Examination: One 2-hour written paper	75%
Coursework	25%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3500 (CS 34N)**  
**COURSE TITLE: INTERNET TECHNOLOGIES II**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: COMP 3500**  
**Course Description:** Introduction to a server-side script language. Review of the Hypertext Transfer Protocol.

The Common Gateway Interface (CGI): Environment Variables, forms, templates, security, email, data persistence, maintaining state, searches, graphics.

Servlets: Class hierarchy, CGI variables equivalent, cookies, session tracking, applet/servlet interaction.

Java Servlet Pages (JSP): Scripting elements, expressions, scriptlets, declarations, directives, custom libraries.

Server-side database connectivity: Drivers, connections, SQL queries, result sets.

Examination: One 2-hour written paper	75%
Coursework	25%

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**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3600 (CS35E)**  
**COURSE TITLE: THEORY OF COMPUTING II**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: CS20E, CS25E**  
**Course Description:**  
**Assessment:**  
One 2-hour written paper 75%  
Coursework 25%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3650 (CS36E)**  
**COURSE TITLE: PROGRAMMING LANGUAGE TRANSLATION**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: CS20A**  
**Course Description:**  
**Assessment:**  
One 2-hour written paper 75%  
Coursework 25%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3750 (CS37A)**  
**COURSE TITLE: NUMERICAL COMPUTING**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: M12A, M12B**  
**Course Description:**  
**Assessment:**  
Coursework 25%  
One 2-hour written paper 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3900 (CS39A)**  
**COURSE TITLE: SPECIAL TOPICS IN COMPUTER SCIENCE**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: CS11E AND F AND 2 RELEVANT Advanced CourseS**  
**Course Description:**  
**Assessment:**  
Coursework 25%  
One 2-hour written paper 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3700 (CS37E)**  
**COURSE TITLE: DATABASE MANAGEMENT SYSTEMS II**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: CS27E**  
**Course Description:**  
**Assessment:**  
Coursework 25%  
One 2-hour written paper 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3800 (CS38E)**  
**COURSE TITLE: CRYPTOGRAPHY AND SECURITY**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: CS20E**  
**Course Description:**  
**Assessment:**  
Coursework 25%  
One 2-hour written paper 75%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: COMP 3990 (CS39E)**  
**COURSE TITLE: PROJECT**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: THIS COURSE IS AVAILABLE ONLY TO FINAL YEAR STUDENTS WHO ARE MAJORING IN COMPUTER SCIENCE AT THE DISCRETION OF THE HEAD, DEPARTMENT OF MATHEMATICS & COMPUTER SCIENCE. APPROVAL WILL DEPEND ON THE STUDENT'S PERFORMANCE TO DATE IN COMPUTER SCIENCE.**  
**Course Description:**  
**Assessment:**  
Project report 80%  
Oral presentation 20%



## NATURAL SCIENCES COURSES

### MATHEMATICS COURSES

#### LEVEL I

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 0100 (M08B)**

**COURSE TITLE: PRE-CALCULUS**

**NUMBER OF CREDITS:**

**PREREQUISITES: CXC MATHEMATICS OR EQUIVALENT.**

**CO-REQUISITES: M08C**

**Course Description:**

The following topics will be treated with mini-mum of rigour, but with emphasis on the under-standing of the concepts involved:

Algebra

Elementary logic, number sets, real numbers, functions, inequalities complex numbers, surds, logarithms, linear and quadratic equations, finite se-ries binomial theorem, mathematical induction.

Trigonometry

Trigonometric functions and their inverse, addition and multiplication formulae, identities, trigonometric equations, solutions of triangles.

**Assessment:**

One 3-hour paper	85%
Course test	15%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 0110 (M08C)**

**COURSE TITLE: CALCULUS AND ANALYTICAL GEOMETRY**

**NUMBER OF CREDITS:**

**PREREQUISITES: CXC MATHEMATICS OR EQUIVALENT.**

**CO-REQUISITES: M08B**

**Course Description:**

The following topics will be treated with a mini-mum of rigour, but with em-phasis on the under-standing of the concepts involved.

Calculus

Functions, limits, continuity, differentiability, higher derivatives and application, anti-deriva-tives, Simpson's rule and the integral. Elemen-tary method of integration and solution of simple dif-ferential equations.

Analytical Geometry

Equations and representations of elementary plane curves. Ap-plications of calculus to deter-mine equa-tions of tangents, normals and compu-tation of areas and volumes.

**Assessment:**

One 3-hour paper	85%
Course test	15%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 1140 (M12A)**

**COURSE TITLE: BASIC INTRODUCTORY MATHEMATICS**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: A' LEVEL MATHEMATICS**

**Course Description:**

Basic concepts in logic, logical arguments and proofs. Sets and set operations, Relations, functions and binary operations.

The Natural Numbers and Induction, the Real Numbers, inequali-ties and solutions of linear inequalities. Complex numbers, De Moivre's Theorem, roots of unity and the Argand diagram, Vec-tors in Geometry, vector equations of lines and planes, the cross product. Solutions of systems of linear equations using Gaussian elimination. Matrices and matrix algebra. Determinants of square matrices and evaluation, using elementary row transformations.

**Assessment:**

One 3-hour paper	85%
Coursework	15%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 1150 (M12B)**

**COURSE TITLE: FUNCTIONS OF REAL VARIABLES**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: A' LEVEL MATHEMATICS, M08B AND M08C OR EQUIVALENT**

**Course Description:**

Limits, continuity and properties of differentiable functions of one real variable. The definite integral, primitives and methods of integration. Simple ordinary differential equations. Functions of two real variables and partial derivative Parametric represen-tation of curves. Plane Polars.

**Assessment:**

One 3-hour paper	75%
Coursework	25%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 1160 (M15A)**

**COURSE TITLE: INTRODUCTORY APPLIED MATHEMATICS I**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: A' LEVEL APPLIED MATHEMATICS.**

**Course Description:**

1. Functions of two variables, partial differentiation, vector analysis.
2. Introduction to Static. Coplanar forces: forces acting at a point, moments, parallel forces, couples. Graphical methods. Centres of Gravity.
3. Introduction to Newtonian Mechanics. Kinematics, Dynam-ics of a particle. Work, energy, momentum, conservation laws, straight line motion in a resisting medium, projectiles.
4. Mechanics of solids: Internal stress, strain, and stress-strain relation

**Assessment:**

One 2-hour examination	75%
Coursework	25%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 1170 (M15B)**

**COURSE TITLE: INTRODUCTORY APPLIED MATHEMATICS II**

**NUMBER OF CREDITS: 6**

**PREREQUISITES: A' LEVEL APPLIED MATHEMATICS.**

**Course Description:**

1. Central forces, conservation of energy.
2. Elementary Hydrostatics.
3. Definitions, Equality of pressure.
4. Transmission of pressure, density.
5. Condition of Equilibrium, Surface of equal pressure.
6. Heterogeneous liquid.
7. Resultant pressure, centre of pressure.
8. Introduction to Hydrodynamics: Kinematics, equations of motion.
9. Derivation of Bernoulli's equation and applications.
10. Mathematical modelling: Dynamics, linear and non-linear growth and decay.

**Assessment:**

One 2-hour examination	75%
Coursework	25%

**ADVANCED COURSES**

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 2100 (M20A)**

**COURSE TITLE: ABSTRACT ALGEBRA**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M12A**

**Course Description:**

1. Fundamental concepts in Set Theory, Philosophy of sets.
2. Relations and Functions: Algebra of permutations, elementary theory of Groups and rings, group homomorphisms.
3. Development of the number systems.
4. Properties of the natural numbers, the integers, the rationals, the reals and the complex numbers.
5. Infinite sets and their cardinalities.
6. Transfinite arithmetic.

**Assessment:**

Coursework examination	16%
Final examination (One 2-hour paper)	84%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 2110 (M20B)**

**COURSE TITLE: LINEAR ALGEBRA**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M12A**

**Course Description:**

1. Abstract vector spaces.
2. Linear dependence and basis.
3. Linear transformations.
4. Matrices, row equivalence and rank.
5. Solutions of systems of linear equations.
6. Determinants, Characteristic roots and vectors.
7. Similarity, Diagonalisation.
8. Quadratic forms and their reduction.

**Assessment:**

Coursework examination	16%
Final examination (One 2-hour paper)	84%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 2120 (M21A)**

**COURSE TITLE: ANALYSIS & MATHEMATICAL METHODS I**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M12A AND M12B**

**Course Description:**

Limits of sequence of real numbers. Convergence of series of real terms. Tests for Convergence of positive series. Comparison, quotient, ratio, nth Root, integral tests. Absolute convergence. The alternating series test. Power Series; Radius and interval of convergence.

Functions of single real variables:

Continuity, differentiability, Rolle's Theorem, Mean Value Theorem, Taylor's Theorem.

Theory of the Riemann integral of a function of a single real variable.

Functions of two (or more) real variables:

Continuity, Differentiability. Partial differentiation, Jacobians, stationary points (including Lagrange multipliers in simple cases).

Multiple Integrals:

Repeated integrals, Double integrals, Fubini's Theorem, change of variable.

**Assessment:**

Coursework	16%
Final examination (One 2-hour paper)	84%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 2160 (M21B)**

**COURSE TITLE: ANALYSIS & MATHEMATICAL METHODS II**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M12A AND M12B**

**Course Description:**

1. The Laplace transform and applications to differential equations, integral and difference equations.
2. Ordinary linear differential equations, Wronskian, linear independence, Abels lemma, existence and uniqueness (no proofs).
3. Fuchian classification of singular points of 2nd order differential equations and solutions in series for second order non-singular and regular singular equations.
4. Fourier series; two dimensional separable linear partial differential equations whose solutions can be obtained by separation of variables.
5. Functions of single complex variable, continuity, differentiability, analyticity and the Cauchy-Riemann equations
6. Power series and contour integrals, Cauchy's theorem, integral formula.
7. Singularities and their classification.
8. Residue theorem and its application to the evaluation of definite integrals - principal valued integrals being excepted.

**Assessment:**

Coursework	16%
Final examination (One 2-hour paper)	84%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 2170 (M24A)**

**COURSE TITLE: INTRODUCTION TO COMBINATORICS**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M12A AND M12B**

**Course Description:**

1. Permutations and Combinations
2. The Inclusion-exclusion Principle
3. Linear equations with unit co-efficients
4. Recurrence relations
5. Generating functions
6. Geometry of the plane
7. Colouring problems
8. Combinatorial probability
9. Partitions of integers
10. Random walks
11. Designs

**Assessment:**

Coursework examination	25%
Final examination (One 2-hour paper)	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 2180 (M24B)**

**COURSE TITLE: INTRODUCTION TO OPTIMISATION**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M12A**

**Course Description:**

1. Graphs and Digraphs
2. Ranking; Shortest Path
3. Communication Networks
4. Convex sets
5. Linear program-ming
6. Simplex Method
7. Theory of games

**Assessment:**

Coursework examination	25%
Final examination (One 2-hour paper)	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: (MATH 2140 (M25A)**

**COURSE TITLE: INTRODUCTION TO PROBABILITY**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M12A AND M12B OR PERMISSION OF THE HEAD OF DEPARTMENT**

**Course Description:**

1. Basic Probability rules, including Bayes' rule, theorem on total probability
2. Conditional Probability
3. Random Variable
4. Mathematical Expectation
5. Means, variance of sum of n random variables
6. Chebychev's theorem
7. Standard density functions and mass functions
8. Moment generating function and Random sample
9. Some important statistics
10. Sampling distributions
11. Central limit theorem

**Assessment:**

Coursework tests	40%
Final examination (One 2-hour paper)	60%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: MATH 2150 (M25B)**  
**COURSE TITLE: INTRODUCTION TO STATISTICS**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: M25A OR PERMISSION OF THE HEAD OF DEPARTMENT**

**Course Description:**

1. Estimation Theory:
  - a. Point estimate
  - b. Interval estimate
  - c. Confidence interval estimate
2. Testing of Hypotheses:
  - a. Type I and Type II errors
  - b. Goodness of fit
  - c. Analysis of variance
3. Regression Analysis:
  - a. Simple linear regression
  - b. Non-parametric methods

**Assessment:**

Coursework	40%
Final examination (One 2-hour paper)	60%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: MATH 2190 (M 25C)**  
**COURSE TITLE: PROBABILITY AND STATISTICS I**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: MATH 1140 AND MATH 1150 OR PERMISSION OF THE HEAD OF DEPARTMENT**  
**ANTI-REQUISITE: MATH 2140 AND MATH 2150**

**Course Description:** Foundations of Probability, basic discrete and continuous distributions; expectation. Joint distribution of several discrete and continuous random variables. Covariance and correlation. The Central Limit Theorem. Basic ideas of point and Interval Estimation. Maximum likelihood Estimation Type I and type II errors, significance level and power. Hypothesis of means, variances and proportions. Regression Analysis (mainly simple linear regression). Experimental Design. One and two-way ANOVA. Basic ideas of sampling from finite populations.

Comment: MATH 2190 is a four (4) credit alternative to both MATH 2140 and MATH 2150 and is primarily aimed at non-Mathematics Majors.

Examination: One 2-hour paper	60%
Coursework	40%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: MATH 2200 (M 25D)**  
**COURSE TITLE: PROBABILITY AND STATISTICS**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: MATH 1140, MATH 1150 AND MATH 2190 OR PERMISSION FROM THE HEAD OF DEPARTMENT**

**ANTI-REQUISITE: MATH 2140 AND MATH 2150**

**Course Description:** Probability Theory: Conditional expectation for discrete random variables, Bayes Theorem, transformations of one variable, evaluation of probabilities of events for continuous bivariate random variables transformations of two random variables, the squared distributions, moment generating functions; proof of the Central Limit Theorem, Markov and Chebychev inequalities, the weak law of large numbers. Statistical Inference: Unbiasedness, Fisher information and the Cramer-Rao inequality (without proof), sufficiency, the Fisher factorisation criterion, the Neyman-Pearson lemma. Statistical Methods: Factorial designs; non-parametric rank methods, the sign test, squared rank test, rank sum test, Kruskal-Wallis test, goodness of fit tests. Sampling Theory of Surveys: Simple random samples, stratified samples, ideas underlying other sampling schemes, non-sampling sources of error including non-response and poor sampling design.

Examination: One 2-hour written paper	60%
Coursework	40%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: MATH 2210 (M 29A)**  
**COURSE TITLE: MATHEMATICS OF FINANCE**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: MATH 1140 AND MATH 1150**

**Course Description:** Introduction to actuarial science; measurement of interest; solutions of problems in interest, basic annuities; more general annuities, yield rates, amortisation schedules and sinking funds, bonds and other securities, practical applications.

Examinations: One 2-hours written paper	70%
Coursework	30%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: MATH 2220 (M 29B)**  
**COURSE TITLE: INTRODUCTION TO ACTUARIAL MATHEMATICS**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: MATH 2120, MATH 2140, AND MATH 2210**

**Course Description:** Survival distributions and life tables, utility theory, life insurance, life annuities, commutation functions, net premiums and premium reserves, introduction to multiple life functions.

Examinations: One 2-hour written paper	70%
Coursework	30%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: MATH 3110 (M 31A)**  
**COURSE TITLE: MATHEMATICAL STATISTICS - PROBABILITY THEORY**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: MATH 2120 OR PERMISSION OF THE HEAD OF DEPARTMENT**  
**Course Description:** Basic probability rules, including Bayes' rule, theorem on total probability; Conditional probability; Random Variable; Mathematical Expectation; means, variance; Covariance of variables. Variance of sum of n variables Chebychev's theorem; Standard density functions and mass functions; Moment generating function. Random sample; some important statistics, sampling distributions. Central limit theorem. Transformation of several random variables; order statistics, conditional expectation; the bivariate and multivariate normal distributions.  
 Examination: One 2-hour written paper 60%  
 Coursework 40%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: MATH 3120 (M 31B)**  
**COURSE TITLE: MATHEMATICAL STATISTICS - STATISTICAL INFERENCE**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: MATH 3110 OR MATH 2140**  
**Course Description:** Theory of Estimation: Ideas of point estimation; means-squared error, interval estimation; method of maximum likelihood; Cramer-Rao Inequality. Hypothesis Testing: Type I and Type II errors; tests concerning means, variances and proportions; Goodness of fit Tests; non-parametric tests. Ideas of Regression Analysis including simple linear Regression in detail; Experimental Design and the Analysis of Variance (Completely Randomised Design, Block Designs, Latin Squares, Factorial Designs). Efficiency and the Fisher-Factorisation Criterion, the Rao-Blackwell theorem.  
 Estimation from multinomial populations. Simple random, stratified, cluster and systematic sampling, non-sampling errors in surveys; likelihood ratio tests.  
 Examination: One 2-hour written paper 60%  
 Coursework 40%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: MATH 3240 (M 31S)**  
**COURSE TITLE: REAL ANALYSIS**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: MATH 3110 OR MATH 2140**  
**Course Description:** Properties of real numbers, real line topology (open sets, cluster points, compactness, connectedness). Introduction of topological spaces. Metric space. Continuity and homeomorphism. Point wise and uniform convergence of sequence and series of real valued functions.  
 Examination: One 2-hour written paper 75%  
 Coursework 25%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: MATH 3250 (M 33A)**  
**COURSE TITLE: FLUID DYNAMICS I**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: MATH 2120 AND MATH 2160**  
**Course Description:** Vector Analysis. Gradient, Divergence, Curl. Orthogonal Curvilinear Co-ordinates: Cartesian, Cylindrical and Spherical. Line, Surface and Volume Integrals. Introduction to Tensors. Kinematics and Equations of motion for Inviscid fluids. Simple Inviscid Flows.  
 Examinations: One 2-hours written paper 60%  
 Coursework 40%

**LEVEL:**  
**SEMESTER:**  
**COURSE CODE: MATH 3280 (M 33D)**  
**COURSE TITLE: INTRODUCTION TO MATHEMATICAL MODELLING I**  
**NUMBER OF CREDITS: 4**  
**PREREQUISITES: MATH 2120 AND MATH 2160**  
**Course Description:** Idea of modelling real life and situations using Mathematics. Theory of ordinary differential equations (eigenvalues and eigenvectors) and the linear stability. Application to Medicine (e.g. testing of diabetics), predator-Prey models (struggle for survival between two species), Epidemiology (e.g. model of spread of gonorrhoea), A theory of war.  
 Examination:  
 One 2-hour paper 75%  
 Coursework 25%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3430 (M34E)**

**COURSE TITLE: ADVANCED ALGEBRA I (THEORY)**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M20A AND M20B**

**Course Description:**

Group Theory:

1. Fundamentals
2. Cyclic Groups
3. Cosets
4. Homomorphism Theorems
5. The Sylow Theorems
6. Theory of p-groups
7. Direct products of groups
8. Solvable groups

Ring Theory:

1. Ideals
2. Quotient Rings
3. Polynomial Rings
4. Euclidean Domains
5. Unique factorisation domains
6. Irreducible criteria

Field Theory:

1. Characteristics of Fields
2. Fields of Quotients, Sub-fields and Field Extensions, Splitting Fields
3. Elements of Galois Theory

**Assessment:**

Final examination (One 2-hour paper)	85%
Coursework	15%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3440 (M34F)**

**COURSE TITLE: ADVANCED ALGEBRA II (APPLICATIONS)**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M34E**

**Course Description:**

1. Straight-edge and Compass constructions
2. Coding Theory
  - a. Polynomial and Matrix representations
3. Applied Linear Algebra
  - a. Linear Transformations
  - b. Functions of Matrices
  - c. The Jordan Canonical form of a Matrix
  - d. Solution of Systems of Differential Equations
  - e. Quadric Surfaces

**Assessment:**

Final examination (One 2-hour paper)	85%
Coursework	15%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3250 (M33A)**

**COURSE TITLE: FLUID DYNAMICS I**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M21A AND M21B**

**Course Description:**

1. Vector analysis
2. Kinematics and Equations of Motion
3. Two-dimensional Flows

**Assessment:**

Final examination (One 2-hour paper)	100%
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**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3260 (M33B)**

**COURSE TITLE: FLUID DYNAMICS II**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M33A OR PERMISSION OF THE HEAD OF DEPARTMENT**

**Course Description:**

1. Further Two-Dimensional Flows
2. Some Three-Dimensional Flows
3. Viscous Flows

**Assessment:**

Final examination (One 2-hour paper)	100%
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**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3290 (M34A)**

**COURSE TITLE: COMBINATORICS**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M20A**

**Course Description:**

1. Permutations and Combinations
2. Generating functions
3. Recurrence Relations
4. The Principle of Inclusion and Exclusion
5. Matching Polynomials and Rook polynomials
6. Polya's theory of counting

**Assessment:**

Coursework	25%
Final examination (One 2-hour paper)	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3400 (M34B)**

**COURSE TITLE: GRAPH THEORY**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M20A**

**Course Description:**

1. Graphs:
  - a. Trees, Spanning trees
  - b. Algorithms for spanning trees, and for tree-coding
  - c. Planarity, Colouring
2. Network Algorithms:
  - a. Matchings
  - b. Applications in Operations Research
  - c. Graph Polynomials

**Assessment:**

Final examination (One 2-hour paper)	85%
Coursework	15%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3410 (M34C)**

**COURSE TITLE: COMBINATORICS AND COMPUTING**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: CS11A & B, M24A AND M24B**

**Course Description:**

1. Analysis of Algorithms.
2. Theoretical methods for analysing algorithms.
3. Implementation of algorithms for generating permutations, combinations, compositions, sub-compositions etc.
4. Computer representations of graphs; their advantages and disadvantages.
5. Developing Algorithms for finding standard sub graphs of graphs, for example spanning trees, optimal spanning trees, Hamiltonian cycles.
6. Implementation of algorithms for finding various kinds of F-polynomials. Coding of trees.

**Assessment:**

A project consisting of a computer implementation together with a project report	25%
Final examination (One 2-hour paper)	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3420 (M34D)**

**COURSE TITLE: SPECIAL TOPICS IN GRAPH THEORY**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M24A & B AND M34B**

**Course Description:**

The syllabus and content at any one time will depend on the research interests of the lecturer. Relevant research material will be made available.

**Assessment:**

A project accounting for	25%
a. project report	15%
b. 1-hour seminar	10%
Final examination (One 2-hour paper)	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3450 (M35A)**

**COURSE TITLE: STATISTICAL THEORY I**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M25A**

**Course Description:**

1. Joint and Conditional Distributions
2. Distribution of Function of Random variables
3. Moment Generating Function Techniques
4. Order Statistics; Poisson Process
5. Introduction to Queuing Theory
6. Finite Markov Chains

**Assessment:**

Coursework	40%
Final examination (One 2-hour paper)	60%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3460 (M35B)**

**COURSE TITLE: STATISTICAL THEORY II**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M25A AND M25B**

**Course Description:**

1. Methods of finding estimators and their properties
2. Bayesian Inference
3. Regression Analysis
4. Time Series Analysis
5. Testing of Hypotheses
6. Design of Experiments
7. Sampling Theory

**Assessment:**

Coursework	40%
Final examination (One 2-hour paper)	60%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3470 (M35E)**

**COURSE TITLE: SAMPLING THEORY**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: MATH 2150 OR A GOOD GRADE I.E. B+ IN ECON 2006 (EC23J)**

**Course Description:** Basic ideas concerning the design and uses of sample surveys.

Sampling techniques: Simple random sampling (with derivations of basic results), Stratified sampling, Cluster/\*REDUCE SPACE\*/ sampling (one and two stage). Systematic sampling, Non-response and missing data and survey report writing.

Topics in the sampling on non-human populations.

Examination: One 2-hour written paper	60%
Coursework	40%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3500 (M 36C)**

**COURSE TITLE: COMPLEX ANALYSIS**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: MATH 210 AND MATH 2160**

**Course Description:** Analytic functions, Elementary functions, Advanced complex intergration (for many valued functions). Conformal mapping (Mobious transformation and their properties). The Schwarz Christoffel transformation. Power series (convergence, absolute cinvergence and uniform convergence), sequence and series of functions. Zeros and poles of meromorphic functions. Analutic continuation.

Examination: One 2-hour written paper	75%
Coursework	25%

The following(4) courses are not listed in the S&A booklet 2006-2006

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3510 (M38A)**

**COURSE TITLE: OPTIMISATION I**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: EITHER M20A AND M20B OR M21A AND M21B**

**Course Description:**

1. Fundamental theorems on first order and second order optimality conditions for unconstrained/equality constrained/inequality constrained extrema.
2. Convex sets and functions
3. Duality in convex programming
4. Programming
5. Modelling of Operations Research problems as optimisation problems

**Assessment:**

Coursework examination	25%
Final examination (One 2-hour paper)	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: M38B**

**COURSE TITLE: OPTIMISATION II**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M20B**

**Course Description:**

1. Advanced topics in Linear Programming
2. Quadratic Programming
3. Complimentarity problems
4. Integer Programming
5. Transportation and Network analysis
6. Game Theory
7. Modelling of Operations Research type problems as optimisation problems

**Assessment:**

Coursework examination	25%
Final examination (One 2-hour paper)	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3480 (M36A)**

**COURSE TITLE: COMPLEX ANALYSIS I**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M21A AND B**

**Course Description:**

1. Limit, continuity, differentiability.
2. Necessary and sufficient conditions for a function to be analytic.
3. Power series.
4. Elementary functions.
5. Möbius transformations.
6. Conformal maps.

**Assessment:**

Coursework	25%
Final examination (One 2-hour paper)	75%

**LEVEL:**

**SEMESTER:**

**COURSE CODE: MATH 3490 (M36B)**

**COURSE TITLE: COMPLEX ANALYSIS II**

**NUMBER OF CREDITS: 4**

**PREREQUISITES: M36A**

**Course Description:**

1. Complex integration
2. Cauchy's Theorem
3. Cauchy's integral Formulae
4. Liouville's Theorem
5. Poisson's integral formulae
6. Taylor Series
7. Morera's Theorem
8. Laurent's Series
9. Singularities
10. Rouché's Theorem
11. Maximum and Mini-mum Modulus Theorems
12. The Calculus of residues
13. Introduction to analytic continuation

**Assessment:**

Coursework	25%
Final examination (One 2-hour paper)	75%

**SOCIAL SCIENCES COURSES**

For information about Social Sciences courses, please see the Faculty of Social Sciences Regulations & Syllabuses Booklet, which will be available for consultation in the Faculty Office of the Faculty of Humanities & Education.



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Sheff.)  
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**MULTI-MEDIA PRODUCTION CENTRE,  
PRINTERY & AUDIO-VISUAL STUDIO**

**Carr, Carl, Mr.**

Temp. Asst. Printer  
Tel: Extension 334 1

**Cassie, Harry, Mr.**

Printer  
Tel: Extension 334 1

**Chaitram, Harry, Mr.**

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**Depradine, Cheringdell, Ms.**

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Graphic Artist  
Tel: Extension 3341

**Joseph, Desmond, Mr.**

Printing Supervisor  
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**Laloo, Vitra A., Mrs.**

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**Lewis, Lennard Mr.**

General Maintenance  
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**McKie, Sherbert, Mr.**

Printer  
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**Waldron, Lisle, Mr.**

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**LIBRARY STAFF**

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**Dookram, Jane, Mrs.**

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**Jagmohan, Shawn, Mr.**

Office Attendant  
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**Lovelace, Wilson, Mr.**

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***Oudit, Himrajh, Mr.***

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Humanities & Social Sciences  
Clerk  
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Clerk – Admissions  
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***Kaloo, Sarah, Ms.***

Scholarship/Campus Research and Publications  
Clerk  
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Examinations  
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**FAMILY DEVELOPMENT AND CHILDREN'S RESEARCH CENTRE**

Centre's Nos:  
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***Boyke, Jennifer, Ms.***

Auxiliary Staff

***De Four Ward, Tabitha, Mrs.***

Teacher

***Mahabir, Beverly, Mrs.***

Teacher

***Marcano, Roxanne, Mrs.***

Senior Teacher

***Olivier, Caroline, Mrs.***

Teacher

***Phillip, Dianne, Ms.***

Supervisor/Trainer

***Rampersad, Loretta, Ms.***

Clerical Assistant I

***Singh, Taramatee, Ms***

Asst. Teacher

***Tsoi-a-Fatt, Camelia, Ms.***

Senior Teacher

**SPORT & PHYSICAL EDUCATION CENTRE  
(SPEC)**

**Ali, Macsood, Mr.**  
Facility Attendant  
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**Ali-Armour, Sharon, Mrs**  
Cleaner  
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**Concession Area**  
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**DeFreitas Asha, Ms.**  
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**Equipment Handout Room**  
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**Gallai, Ian, Mr.**  
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**Gallai, Krishna, Mr.**  
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**Gaskin, Antoinette, Ms.**  
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**Guard Booth**  
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**Hacket, Sharon, Ms.**  
Gym Receptionist  
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**Hernandez, Danielle, Ms.**  
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**Joseph, Candice, Ms.**  
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**Lingo, Neil, Mr.**  
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**Maharaj, Narendra, Mr.**  
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**Modeste, Natalie, Ms.**  
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**Persad, Ramnath, Mr.**  
Curator  
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**Samuel, Carlton, Mr.**  
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**Sukhu, Peran, Mr.**  
Cleaner  
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**Theroulde, Matthew, Mr.**  
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**Ticket Booth**  
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**Watts, Roger, Mr.**  
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## GENERAL INFORMATION

Activities of the School of Education

### A. Teaching University Programmes at various levels

- Certificate in Education  
The Art and Science of Coaching
- Bachelor of Education  
Bachelor of Education (Primary)  
Bachelor of Education  
(Early Childhood Care & Education)
- Postgraduate Diploma in Education
- Postgraduate Diploma in Educational Technology
- Diploma in Health Visiting
- Master of Education Degree, M.Ed.
- Master of Philosophy, M.Phil.
- Doctor of Philosophy, Ph.D.

The School does not offer all the above programmes every year. Information on the offerings in any year can be obtained at the Office of the Head, School of Education. Effective 1999/2000, the Masters of Education (M.A.) will no longer be offered. Effective 2001/2002, the Masters in Education Degree, M.Ed. is being reorganised and will be offered in the year 2002/2003. Those persons already registered will be allowed to complete the Programmes.

### B. Research on Education in the Caribbean

In the past research was mainly action-based with short term potential. Today, research continues to be system supportive. New focuses within the School are now centred on a thrust towards large-scale projects aimed at dealing with pressing problems in the school system. These efforts are being conducted by research projects, working groups and individual researchers within the School.

### C. Curriculum Development and Development of Educational Materials

In this area, the School collaborates with Ministries of Education and Teachers' Colleges. The most recent initiative is in writing materials for delivery of university courses by distance. The University has embarked on an increased distance education thrust and the School is being called upon to deliver courses in mixed modes.

### D. Outreach Activities

Staff members are engaged in a variety of professional activities which include the provision of consultancies and services to institutions and organisations in the country. The main categories of public professional services are: the organisation of workshops, conferences and seminars; membership on commissions, professional associations and examining boards; collaborative ventures with associated institutions such as teachers' colleges; and involvement in community-based activities.

### E. Links with other Universities

The School of Education, St. Augustine, has since its inception established links with the wider community through its provision for the appointment of external examiners, the practice of staff exchanges and invitations to visiting scholars of international repute. These links have proved to be mutually beneficial and are intended to promote development in a number of areas related to education.

## SUPPORT SERVICES

### The Library

The Library at the School was created in 1973. It contains a comprehensive collection of materials in the field of education, with growing emphasis on Caribbean publications. The collection numbers approximately 30,000 items consisting of books, monographs, reports, newspaper clippings, files, theses, government documents, microtexts and subject bibliographies. It subscribes to over 170 journals in education. Its services include:

- i. bibliographic searches;
- ii. photocopying;
- iii. listing of new acquisitions;
- iv. user orientation;
- v. alerting staff to new material;
- vi. book loans;
- vii. assistance in using materials, and
- viii. database searches on CD-ROM and the internet
- ix. provision of audio-visual material

The Library serves the staff of the School of Education, staff and students of the wider university community, planners and researchers of the Ministry of Education and other persons whose eligibility is stated in the rules of the Library. The Library also plays an integral part in the teaching and research programmes undertaken by the School through the acquisition and dissemination of published material.

### The Multi-Media Production Centre (MPC)

The Multi-Media Production Centre (MPC) began as a UNESCO pilot project in 1970. The centre is divided into two sections: Audio-visual and Printing. The audio-visual section is a well equipped unit geared for copy reproduction, charts, illustrations, high contrast black and white slides from technical drawings, graphic illustrations and colour slides for educational purposes. Existing studio facilities are used by staff for previewing films and micro-teaching. Staff members conduct workshops and seminars in schools as outreach activities.

The printing section produces a substantial number of useful publications for the School of Education and the University community. The range includes: books, monographs, faculty brochures and booklets, conference and workshop documents, annual reports, research and curriculum development publications, journals, posters, newsletters and it offers general printing facilities.

#### **Caribbean Educational Research Information Service (CERIS)**

CERIS is a computerized information service, which provides access to information on education in the English-speaking Caribbean. It operates five main databases: (1) CERIB, which provides references and detailed abstracts to the contents of documents available at CERIS; (2) RESPUB, which provides references and varying levels of bibliographic information to other information resources on education in the region; (3) CERBIO, which provides biographical information on researchers on Caribbean education systems; (4) CERINS, which provides information on organisations which produce educational data; and (5) CERIP, which provides details of Caribbean educational research projects in progress or recently completed. The INNODATA databank of educational innovations developed by the International Bureau of Education is also available on-line, as well as a number of other databases on CD-ROM.

Service is available in the form of on-line access to staff and students of the School of Education, as well as in the provision of reference lists, photocopies, and referral services, on demand, to all researchers, planners, policy makers, and practitioners in the field of education in the region.

#### **Family Development and Children's Research Centre (FDCRC)**

The school was established in September 1988 with an enrolment of 50 pupils in the 3 - 5 year age group. The programme is based on the intrinsic worth of the individual and the obligation to provide optimal learning environments to bring about maximum all-round development. Cognizance is also taken of the critical importance of the first 5 years of the child's life for later development and the necessity to provide learning experiences, which will promote all-round growth during this crucial developmental phase.

The curricular practice employed in the school is based on the learning centre concept. This approach is posited on the view that pre-schoolers learn more effectively through concrete, play-oriented activities. Consequently, the current trend to formalize instruction for this group through the study of subjects is de-emphasised.

In addition to serving as the model of an enriched environment which could maximize the development of pre-schoolers, the facility functions as a centre for conducting research, and provides laboratory conditions for practical teaching. It is also used as a venue for testing prototypes of print and non-print materials and for mounting public exhibitions of these materials and equipment.

From 1996/97 the School became the central activity in an Early Childhood Care and Education Project which was developed to pursue objectives outlined in the School's Strategic Plan (1995-2000).

#### **Staff/Student Liaison Committee**

Students are represented on a Staff/Student Liaison Committee in the School and on the authorized Campus Body.

The Staff/Student Liaison Committee is a committee comprising staff and student members drawn from the School. The purpose of the committee is to provide a clear channel of communication between staff and students and a forum for discussion of all student related issues.

The authorized campus body, Faculty Board, is a body comprising all academic staff in the Faculty of Humanities & Education plus elected student members. The body deals with administrative matters pertaining to the Faculty of Humanities & Education and the University as a whole.

#### **SCHOOL OF EDUCATION LIBRARY**

##### **Rules**

The use of the School of Education Library will be governed by the General Regulations for the use of the Main University Library at St. Augustine, except where specifically stated below. A copy of the Main Library's rules may be consulted in the Library, School of Education. Readers are requested to familiarize themselves with both sets of rules.

##### **Opening hours**

(During the Semester)

Monday, Tuesday, Wednesday, Thursday	8.30 a.m. – 9.00 p.m.
Friday	8.30 a.m. – 5.00 p.m.
Saturday	9.00 a.m. – 5.00 p.m.

##### **Vacation**

When the courses are not in session, the Library will be opened from 8.30 a.m. to 4.30 p.m. on weekdays, and 9:00 am – 1:00 pm on Saturdays.

The Library is closed on all Public Holidays.

##### **Membership**

2. The following categories of users will be permitted to borrow:
  - a. Registered Students in courses offered by the School of Education
  - b. School of Education Staff
  - c. University Staff
  - d. Registered University Students
  - e. Ministry of Education Senior Personnel and School Supervisors
  - f. Training Colleges Lecturers and past students of the School of Education
3. Persons admitted to use of the Library under categories E and F will be required to pay a non-refundable fee of One Hundred Dollars (TT\$100.00) annually before borrowing is permitted.

4. Students pursuing courses offered by the School of Education who are not officially registered with the University will be granted reading and reference privileges only.
5. Other persons requesting the use of the Library for reading and reference purposes, may be admitted according to their specific needs and at the discretion of the Library Committee.
6. All UWI undergraduates and postgraduate students wishing to register with the Library, must present an up-to-date UWI identification card at the time of registering at the beginning of each academic year.
7. All readers must register with the Library before using the facilities.

#### Loans

8. Loans are allowed to registered Library users as indicated below:
 

Past students of the School of Education	2 items
School of Education Academic Staff	16 items
Ministry of Education Senior Personnel and Supervisors, Training College Lecturers	2 items
UWI Academic Staff	3 items
UWI ATS Staff	2 items
UWI Postgraduates	2 items
UWI Undergraduates	1 item
UWIDITE Students (fully registered)	7 items
Current School of Education Students	7 items
Cross Faculty Students	5 items
9. A pocket must be surrendered for each item borrowed. A reader is responsible for any book or other item for which the Library holds a loan form signed by him. This responsibility ends when the loan is officially cancelled.
10. Readers' pockets are not transferable. It is a serious offence to lend or borrow pockets or identification cards.
11. Items are normally loaned for two (2) weeks. They may be renewed for another two (2) week period, provided they have not been requested by other readers. In any event, not more than two renewals will be allowed. Borrowers are requested to examine materials thoroughly and report all damages, discrepancies and irregularities to the Library Staff on duty.

#### Reserve Books

12. Special Reserve Items may be borrowed on short loan (Overnight or three (3) days) where the Library has more than one copy.
 

Single copies are available for use in the Library only (three (3) hours).

Overnight loans start at 3.00 p.m. and must be returned by 9.00 a.m. the next morning.

#### Serials

13. Serials may not be borrowed from the School of Education Library, except by members of the School of Education's Academic Staff. This privilege may be extended to post-graduate students in extenuating circumstances only. Periodicals may be on loan for one (1) week.
14. Some items in the West Indian Collection will be treated as Special Reserve Items.
15. All materials loaned will be subject to recall by the Librarian at any time.

#### Overdues

17. The Librarian is empowered to levy a fine upon all readers who fail to return library material within the prescribed period. The fine for late return of books will be one dollar (\$1.00) per item for each day the loan is overdue. This fine will apply also to books recalled to satisfy other borrowers' requests which are not returned by a specified time. The fine for late return of books in the Reserve Collection will be two dollars (\$2.00).
18. The fines levied above shall not exceed One Hundred Dollars (\$100.00) dollars per item.
19. Loss or damage of library material on loan to a reader should be reported immediately. The reader must pay the current cost of replacing a lost or seriously damaged book or other items, in addition to any fine which may have incurred prior to reporting the loss or damage of the item. Replacement costs will include library processing costs up to one hundred dollars (\$100.00) per item.
20. After a third notice is dispatched all borrowing privileges will be automatically suspended. Books which are not returned after due notice will be presumed lost and treated accordingly.
21. If after due notice, a fine or replacement cost of an item has not been paid, the Librarian is authorised to request the Bursar to arrange for the amount of the fine to be recovered by the University.
22. The Librarian shall have the power to waive or reduce fines in any case at his/her discretion.



23. In the case of readers from outside the University, failure to comply with the rules will result in automatic cancellation of their borrowing privileges.
24. All registered students are also entitled to use the Main Library. Registration must be done at the Circulation Desk at the Main Library, and University identification cards must be presented.

#### **Closing**

25. A bell is rung fifteen (15) minutes before closing. All transactions cease five (5) minutes before closing time.
  - a. The Library is provided exclusively for the purpose of academic study and research. Any conduct inconsistent with this purpose or detrimental to its pursuit by others shall constitute a breach of the rules.
  - b. All library users must be prepared to present current identification cards entitling them to use the Library and/or its special collections at any time when asked to do so by a member of the library or security staff.
  - c. Silence shall be observed in the Library.
  - d. No bags, briefcases, handbags, parcels or other receptacles may be brought inside the Library. They may be left on the shelves provided within the library upon immediately entering the building.
  - e. Bottles of ink and transistor radios should not be brought into the Library.
  - f. Chairs and tables and other library equipment, fittings and furniture may not be marked, defaced or disarranged. Readers should not at any time use chairs or tables on which to place their feet.
  - g. Neither food nor drink should be brought into the Library's service areas or consumed there.
  - h. Smoking is strictly forbidden throughout the Library's service areas.
  - i. Books, periodicals, etc. taken from the shelves and used for work in the Library should be left on the tables after use and NOT be replaced on the shelves.
  - j. All readers leaving the Library must show all books, periodicals, papers, etc. in their possession whether these belong to the University or not. Readers may also be required to open for inspection any receptacle carried out of the Library.
  - k. The use of a cellular telephone is prohibited in the Library.

- i. The Librarian shall at all times have authority to maintain good order in the Library and may exclude from it or suspend from its use any reader who breaks these rules. The Librarian may report to the appropriate University authority any person responsible for serious or persistent breach of these rules; such conduct by any member of the University community shall be considered a breach of University discipline.

#### **Theft and Mutilation**

26. The wilful mutilation or defacement of library material, the illegal removal of books or other library material, the attempt to obtain library materials or gain access to library facilities by false pretences or forgery and/or the intentional misplacement of books in the Library, will be considered a major offence against the University, and any person who commits such an offence may be reported to the appropriate University authority for disciplinary action, which may include suspension or expulsion.
27. Any breach of these rules by a reader may render him liable to a fine not exceeding fifty dollars (\$50.00) at the discretion of the Librarian.
28. The Librarian may institute such operating rules and procedures in addition to the above as may be deemed necessary and appropriate for better library efficiency and service.

## CERTIFICATE PROGRAMMES REGULATIONS

### CERTIFICATE IN THE ART AND SCIENCE OF COACHING

#### Rationale

There is a need both to improve the quality and increase the quantity and range of social opportunities to develop our youth through educational and other cultural activities. Faced by the threats of modern consumer type recreational pursuits and potentially harmful practices, the health and welfare of our society seem to be at risk.

Sport and physical education must be explored for furthering the integration, movement and fostering human development. It is against this background, primarily, that the Certificate in the Art & Science of Coaching was developed.

The certificate programme is available to those who may not possess the normal university requirements. They may also be taken by other applicants who do not wish to attempt a Degree in Education programme offered by the School of Education, but who are interested in acquiring expertise in an approved area that meets specific needs. The programme is part-time and is intended to take a generic perspective that will draw on and make the skills applicable to all coachable athletic-type sporting disciplines.

#### Target Groups

The programme is geared towards the upgrading of knowledge and skills of persons, locally and regionally, who are interested or already engaged in coaching at the following levels:

- National
- Clubs and Junior Leagues
- Schools
- Sport Officers
- Community Recreation Personnel

#### Entry Requirements

Applicants must have

- At least three (3) years coaching experience at Club, School or Community level or attached to an organization as a Sports Officer
- Reached a standard of literacy equivalent to Form Five or equivalent standing

#### Certificate Requirements

The entire programme consists of nine (9) modules. Each module will be three (3) credits for a total of twenty-seven (27) credits.

#### Aims of the Programme:

The programme is designed to help coaches:

- Develop their understanding and skills generally and in specific sporting disciplines;
- Impart these understandings and skills to athletes in sporting disciplines;
- Raise the standards of performance of athletes and
- Share with others the philosophy of well-being through sport

#### The Structure of the Programme:

Session I (13 weeks)

September – December

EDSP4001	Human Anatomy & Physiology of Exercise
EDSP4101	Diet & Performance
EDSP4302	Theory & Practice of Coaching

Session II (13 weeks)

January – May

EDSP4201	Issues & Values in Sport & Physical Education
EDSP4102	Sport Officiating
EDSP4202	Sport Injuries: Prevention & Treatment

Session III (13 weeks)

May – August

EDSP4002	Measurement & Evaluation in Sport & Physical Education
EDSP4401	Observation & Analysis of Human Performance
EDSP4502	Practicum: Working with Athletes

### CERTIFICATE IN EDUCATION

#### Examination Procedures

The School uses a letter grade system for each assignment/course. The scale may be interpreted as shown in the table below.

GRADES RANGE	PERCENTAGE POINTS	GRADE
A+	86+	4.3
A	70 - 85	4.0
A-	67-79	3.7
B+	63 - 66	3.3
B	60 - 62	3.0
B-	57 - 59	2.7
C+	53 - 56	2.3
C	50 - 52	2.0
C-	47 - 49	1.7
D+	43 - 46	1.3
D	40 - 42	1.0
E	35- 39	0
F	0 - 34	

### Scheme of Examinations

1. The Certificate in the Art & Science of Coaching will be awarded to candidates who:
  - a. have achieved a satisfactory standard in the theoretical aspects of the programme; and
  - b.
    - i. have performed satisfactorily in the practice of coaching and/or
    - ii. have submitted satisfactory studies where these are required
2. The Certificate may be awarded with a mark of Distinction
3. A candidate may be referred in at most two of the theoretical and practical components of the programme, but a candidate failing to reach a satisfactory standard in both components would be listed as having failed
4. A candidate who has been referred may apply for re-examination on not more than two subsequent attempts within five years of first sitting the examination

### Theory

A student's knowledge of the theoretical aspects of the study of sport & physical education and its implications shall be assessed on the basis of written essays, assignments and/or examinations as specified for individual courses.

1. To obtain a pass mark, a student must gain a grade of at least 'D' in each of the requirements
2. The grade for any piece of required written work shall be arrived at in the first place by consensus between two examiners or, in cases where consensus between examiners or, in cases where consensus cannot be arrived at, by finding the median of the grades recommended by the examiners
3. A required written submission shall be assessed in accordance with the guidelines set out in the student handbook
4. Where written requirement submitted by a student is awarded a 'E' it shall be returned to the student for improvement. Such a submission may be resubmitted by a set date and if it is then satisfactory the student will be credited with a grade 'D'
5. A candidate who has been referred in a written requirement shall be re-examined and passes, he shall be allowed to graduate in November or December of the Semester I following his referral.
6. If a referred candidate is re-examined after that time, he shall be deemed to have failed in the year of his/her referral
7. A candidate failing to submit a paper by the due date shall be deemed to have failed unless the Board of Examiners approve a late submission or resubmission after August 31 would not permit the candidate to be re-examined until normal examination date in the next academic year

8. Any required written submission with unsatisfactory features of presentation e.g. with respect to its title page, preface or abstract, acknowledgements, table of contents, figures and illustrations, references, bibliography, appendices, shall be returned to the student for correction, regardless of the agreed grade recommended for it, and will not be finally accepted until those features are satisfactorily amended.
9. All recommended grades by readers or assessors shall be subject to confirmation in the first place by the Campus Board of Examiners and finally by the Faculty Moderators and Faculty Board of Examiners
10. Regulations on failure are contained in the Faculty Brochure. Students are instructed to consult these

### Practice

A student's competence in the area of specialisation shall be assessed on the basis of continuous assessment.

1. To obtain a pass a student must gain a grade of at least 'D' in the overall assessment.
2. A grade shall be arrived at in the first, by consensus between two or more examiners who have observed the student either together or separately on more than one occasion.
3. Assessment shall be in accordance with the criteria set out in the guidelines of the Student' Handbook.
4. In cases where no consensus between examiners can be reached and where the examiners recommended grades are contiguous, the grade shall be recommended by the tutor.
5. It will be permissible for two examiners who cannot reach consensus to invite a third observer, (whether an examiner or not) to assist them in arriving at a decision of the St Augustine Campus Committee of the Board of Examiners.
6. In cases where no consensus can be reached, and where the examiners recommended grades are not contiguous a grade shall be arrived at by a decision of the St. Augustine Campus Committee of the Board of Examiners.
7. In any consideration of the award of grades the Board of Examiners shall give most weight to the tutor's special expertise, length of contact with and knowledge of the candidate, but the Board shall make the final decision of grades at its own discretion.
8. All grades are subject to the final confirmation by the Faculty Moderators and the Faculty Board of Examiners.

### Re-Registration

Students who have been referred to complete the requirement for the award of the Certificate may apply for re-examination on not more than two occasions within a five year period from the year of the first examination

A person applying for re-examination will be required to re-register as a student of The University Academic Year. All applicants for re-examination must be Addressed and sent to:

The Head  
Faculty of Education  
The University of the West Indies  
St. Augustine

For the award of the Certificate every component of the examination must be of sufficient quality to be graded at D, at least. Other general procedures for certificate programmes are:-

1. The recommended grade for each piece of written work shall be arrived at in the first place by consensus between two examiners; where consensus cannot be achieved, the final recommended grade shall be arrived at either:
  - (a) by finding the median between the two grades or
  - (b) by the intervention of a third examiner.
2. All recommended grades in written assignments are subject to confirmation by the Second Examiner and Faculty Board of Examiners.
3. The recommended grade for the Practicum shall be arrived at in the first place by consensus among two or more examiners who have observed the candidate's practice, who have studied the relevant documentation, and who will be guided by the experience of the tutor.
4. The recommended grade for the Practicum is subject to confirmation by the Faculty Board of Examiners.
5. All pass lists are subject to confirmation by Senate.
6. Any required written submission with un-satisfactory features of presentation (e.g. its title page, abstract or preface, acknowledgements, table of contents, figures and illustrations, references, bibliography, appendices and language) shall be returned to the candidate for correction regardless of the agreed grade recommended for it, and will not be finally accepted until those features are satisfactorily amended.
7. A written requirement which merits a grade of E may be returned for improvement. If the candidate resubmits by a given date, within the same academic year, it shall be awarded the minimum passing grade if it is deemed to be satisfactory, and the candidate will be permitted to graduate in the first graduation following.
8. A written requirement which merits a grade of F cannot be re-examined in the same academic year, and the student will be required to re-register and to under-take a new topic.
9. In the event of unusual and extenuating circumstances, a candidate may apply for extension of time for submission of an assignment, addressing the application to the Co-ordinator of the relevant programme and supplying supporting evidence; medical certificates must be validated by the University Medical Officer.
10. In no other circumstances will a late assignment be accepted. The candidate must re-register according to the University regulations and be provided with a due date in the year of re-registration.
11. A candidate referred or failed in the Practicum is required to re-register under the Regulations.

12. Subject to the above, any candidate who presents himself or herself for re-examination, and is deemed to have achieved a satisfactory standard, will be awarded the minimum passing grade on the components which have been re-examined.

13. Applications for re-registration should be made by the beginning of October, and should be addressed to the The Director, Department of Sports and Physical Education, The University of the West Indies, St. Augustine.

#### Assessment by Coursework

Except where otherwise stated, assessment in the Certificate programme is by course work and examination. The practicum consists of 60% Coursework, examination 40%. This facilitates, not only a valid assessment of the professional development of the candidate, but also formative feed-back and individualised tuition. The programmes all have an integrative approach to teaching and learning. Emphases are on the transfer of knowledge, skills and attitudes to the complex situations in local classrooms and on an analysis of current trends in educational thinking. Accordingly, the assessment procedures require candidates to adopt critical and problem-solving approaches. Graduates of the programmes are expected to be familiar with educational literature and to be able to engage in writing of an acceptable scholarly standard, as well as to have demonstrated their ability to translate theory into the practice of their profession.

#### Leave of Absence

1. Students must apply in writing for leave of absence.
2. Leave of absence may be for one or two semesters
3. Applications for leave of absence must be admitted no later than the third week of the semester through the Faculty Dean (or Head of Department).

#### CERTIFICATE IN THE ART AND SCIENCE OF COACHING COURSE LISTING

##### SEMESTER I

Course Code	Course Title	Number of Credits
SP 40A (EDSP 4001)	Human Anatomy and Physiology of Exercise	3
SP41A (EDSP 4101)	Diet and Performance	3
SP43B (EDSP 4302)	Theory and Practice of Coaching	3

##### SEMESTER II

Course Code	Course Title	Number of Credits
SP41B (EDSP 4102)	Sports Officiating	3
SP42A (EDSP 4201)	Issues and Values in Sport & Physical Education	3
SP42B (EDSP 4202)	Sport Injuries: Prevention and Treatment	3

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**SEMESTER III**

Course Code	Course Title	Number of Credits
SP40B (EDSP 4002)	Measurement and Evaluation in Sports & Physical Education	3
SP44A (EDSP 4401)	Observation and Analysis of Human Performance	3
SP45B (EDSP 4502)	Practicum: Working with Athletes	3

**Procedures**

Lectures, group work, laboratory demonstrations, field demonstrations, etc.

**Assessment**

A kinesiological analysis project	40%
An objective test	60%

**CERTIFICATE IN THE ART AND SCIENCE OF COACHING  
COURSE DESCRIPTIONS**

**SESSION I: SEPTEMBER - DECEMBER**

**COURSE CODE: SP40A (EDSP 4001)**

**COURSE TITLE: HUMAN ANATOMY & PHYSIOLOGY OF EXERCISE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**EDSP 4001 – HUMAN ANATOMY & PHYSIOLOGY OF EXERCISE (3 CREDITS)**

**Rationale**

It is essential that coaching personnel, in any form of athletics and games needing the use of the body, should be more than merely acquainted with the human body and the relationship of its parts to the total working of the healthy person. This knowledge is critical for healthy living and even, more so, for rigorous work and play. Students, thus, must be knowledgeable about the range and types of movement that the skeleton-muscular system can make, in order to train/educate the body, without subjecting it to unnecessary distress or injury.

**Objectives**

Students will:

1. Know the parts of the human body
2. Understand the functions of the body parts and how they are interdependent
3. Relate the understanding of the functions of the body parts to the physical movements required in games
4. Learn how to impart the understandings related to the care of the body
5. Describe the different types of articulation joints in the human body
6. Identify and demonstrate understanding of the position, function and methods of action of the major human muscles
7. Understand the structure and function of the nerves

**Content**

- The following topics will be covered:
- Structure of the human skeleton
- Identification of bone classification
- Joint articulation
- Position and function of major skeletal muscles
- Kinesiological analysis of a sporting movement
- to enable the student to demonstrate an ability to isolate the component phase of a movement

**COURSE CODE: SP41A (EDSP 4101)**

**COURSE TITLE: DIET AND PERFORMANCE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**EDSP 4101 – DIET & PERFORMANCE (3 CREDITS)**

**Rationale**

A continuous supply of energy is vital for sports performance. Coaches need to understand the impact that diet has on performance in both training and competition. It is essential, therefore, that they understand the relationship between nutrient intake and storage, energy metabolism and exercise performance.

**Objectives**

Students will:

1. Know the major food groups
2. Understand the contribution of each food group to the maintenance and promotion of strength, growth and stamina
3. Understand how to balance and vary diets to achieve different purposes
4. Know the basic principles of food choices and preparation for the purposes of physical education and sporting activities
5. Construct nutritionally sound dietary strategies in order to optimise sports performance and modify body composition
6. Analyse sport performers' diets in order to make recommendations to meet the demands of their sport.

**Content**

The following topics will be covered:

- The basic principles of human nutrition with emphasis on weight control, muscle development and stamina
- Dietary requirements for athletes
- Fat carbohydrate and protein as fuel for muscular activity
- Carbohydrate loading and race feeding as aids to endurance performance

**Procedures**

Lectures, group work, laboratory demonstrations, field demonstrations, etc.

**Assessment**

Coursework	40%
A written Examination	60%

Analysis of an athlete's dietary habits making recommendations to modify their eating habits as appropriate.

**SESSION 1**

**COURSE CODE: SP43B (EDSP 4302)**

**COURSE TITLE: THEORY AND PRACTICE OF COACHING**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**EDSP 4302 - THEORY & PRACTICE OF COACHING (3 CREDITS)**

**Rationale**

This course will provide coaches with an introduction to the range of concepts, theories and methods employed to understand the learning and performance of psychomotor skills in sport. It will also assist coaches in recognising that coaching in all sports goes beyond the technical requirements or rudimentary skills of the game. During this course students will have the opportunity to apply this knowledge within the practical context of their choice. Options may be chosen from team sports, aquatics or individual sports

**Objectives**

Students will:

Understand skill learning and performance

Use theory and research in motor learning to identify and solve problems encountered in the learning and coaching of motor skills

Identify individual differences which affect performance

Identify some of the psychological factors underlying sport performance

Apply theory to practice

Critically evaluate the use of social psychology in coaching and learning situations

**Content**

The following topics will be covered:

Factors relevant to the sporting contest, namely, sensation and perception, reaction time and anticipation, cognitive processing and decision making

Lecturers will also examine skill development and ability, pre-instructional factors, instruction, practice, feedback, learning and memory

Examination will also be made of the individual differences that affect performance (personality, age, gender, etc)

Factors influencing motivation

The impact of stress and anxiety on performance

The importance of goal setting

Group processes and how they affect the performance of the individual and the team

**Procedures**

Lecturers, laboratory practicals/experiments, seminars, field demonstrations

**Assessment**

Written Report 50%

Written examination 50%

**SESSION II: JANUARY – MAY**

**COURSE CODE: SP41B (EDSP 4102)**

**COURSE TITLE: SPORTS OFFICIATING**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**EDSP 4102 - SPORTS OFFICIATING (3 CREDITS)**

**Rationale**

Match controllers are an essential part of any sport competition. It is they who are responsible for ensuring fair play and interpreting and applying the rules of play and controlling participants' behaviour. It is important that coaches understand the demands and consequences of officiating.

**Objectives**

Students will:

Understand the need for well trained and physically fit officials

Understand the role of the official

Understand the importance of communication decisions

Understand the basic laws of the major games/activities

Discuss the psychological skills that aid official to reach their full potential

Analyse the performance of officials

Develop a code of conduct for officials

**Content**

The following topics will be covered:

The role of the official

Fitness and mental training for officials

Specific psychological skills as they pertain to officiating

Relaxation, concentration, imagery, confidence, communication and goal setting

Basic laws of the major sporting games/activities

**Procedures**

Lectures, group work, laboratory and field observations

**Assessment**

A practical Officiating assessment 40%

Exam 60%

**SESSION II**

**COURSE CODE: SP42A (EDSP 4201)**

**COURSE TITLE: ISSUES AND VALUES IN SPORT AND PHYSICAL EDUCATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**EDSP 4201 - ISSUES & VALUES IN SPORT & PHYSICAL EDUCATION (3 CREDITS)**

**Rationale**

Coaches do not operate in a sporting vacuum. It is important, therefore, that they understand the social cultural, political, religious and economic contexts within which they will work. It is essential that they understand what sport is and what it means to its participants. Sports must be examined in a multi-disciplinary way to illustrate the complex issues of modern day sport.

**Objectives**

Students will:

1. Critically examine the meanings of sport
2. Understand the holistic context of sport and coaching
3. Examine value judgments and subjective views on sport
4. Examine the ethics and values of sport
5. Relate ideas, values, themes to their specific sporting discipline

**Content**

The following topics will be covered:

Ethical issues concerning sporting behaviour  
Attitudes to winning  
Equal opportunities in sport and coaching  
Drugs and sport

**Procedures**

Lectures, student led seminars, group work

**Assessment**

Coursework	40%
Exam	60%

**SESSION II**

**COURSE CODE: SP42B (EDSP 4202)**

**COURSE TITLE: SPORT INJURIES: PREVENTION AND TREATMENT**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**EDSP 4202 - SPORT INJURIES: PREVENTION & TREATMENT (3 CREDITS)**

**Rationale**

In sport, injury may occur. It is essential that coaches are aware of potential injurious situations so that they can help in the prevention and avoidance of injury. This can be accomplished by encouraging the use of protective equipment and appropriate mental and physical preparation before participation in sporting activity. Coaches will also need to develop the knowledge and skills necessary for the care and rehabilitation of the injured performer.

**Objectives**

Students will:

- Identify the prerequisites for safe practice in coaching
- Plan and structure coaching sessions so as to reduce the likelihood of injury
- Be able to render initial advice on, and give relief treatment to injuries sustained.
- Describe common sport injuries and improve awareness of relative seriousness of them
- Understand the need and function of protective equipment
- Identify levels of injury occurrence and predisposing factors

**Content**

The following topics will be covered:

- Predisposing factors to injuries
- Preventive measures, training, warm-up, rehabilitation and psychological preparation
- Common injuries and methods of occurrence to head, arm, trunk, leg and foot
- Protective equipment and purpose
- Treatment methods - heat, cold, taping, rest, relaxation, movement therapy and physiotherapy.

**Procedures**

Lectures, group work, laboratory and practical field demonstrations

**Assessment**

Course work	40%
Exam	60%

**SESSION III: JULY – AUGUST**

**COURSE CODE: SP40B (EDSP 4002)**

**COURSE TITLE: MEASUREMENT AND EVALUATION IN SPORTS & PHYSICAL EDUCATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**EDSP4002 - MEASUREMENT & EVALUATION IN SPORT & PHYSICAL EDUCATION (3 CREDITS)**

**Rationale**

A concern for high standards of performance is as important in Physical Education and Sport as it is in other areas of education. The public nature of activities of these types allows for scrutiny by even the uninitiated. It is essential, therefore, that coaches understand training principles and evaluate participation and performance within sport & exercise. Further, the students will develop knowledge of aerobic and anaerobic energy systems as well as the concept of maximal oxygen uptake as this is vital to the understanding of factors that limit performance.

**Objectives**

Students will:

1. Know the standards by which fitness and performance are measured
2. Know that standards of fitness/performance will vary with age
3. Identify components of physical fitness
4. Understand how the body responds to training
5. Develop a clear understanding of the major physical limitations to human performance in exercise and sport
6. Develop the concept of fatigue and endurance in a practical context
7. Construct, monitor and evaluate a physical conditioning programme
8. Apply skills and understanding of measurement and evaluation to sporting disciplines and Physical Education

**Content**

Topics will include:

- Assessment and training
- Fitness prescription
- Strength, power and endurance
- The cardio-respiratory system and musculo-skeletal systems
- Anaerobic metabolism
- The oxygen pathway

**Procedures**

Lectures, group work, laboratory and practical field demonstrations

**Assessment**

Design & evaluation of physical conditioning programme 50%  
Examination 50%

**SESSION: III**

**COURSE CODE: SP44A (EDSP 4401)**

**COURSE TITLE: OBSERVATION AND ANALYSIS OF HUMAN PERFORMANCE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**EDSP 4401 – OBSERVATION & ANALYSIS OF HUMAN PERFORMANCE (3 CREDITS)**

**Rationale**

It is essential that coaches are able to observe and analyse performance if they are to help their athletes to improve. This also requires the ability to provide corrective feedback so that the necessary changes may be brought about

**Objectives**

Students will:

1. Understand the mechanical principles that underpin human movement
2. Understand the need to devise simple frameworks for observation
3. Analyse sporting skills and techniques
4. Learn how to provide feedback to improve performance
5. Learn how to break down skills and techniques into simpler parts

**Content**

The following activities will involve:

- The mechanical and anatomical analysis of human movement
- Videotape analysis of skills, techniques and matches

**Procedures**

Lectures, group work, laboratory and practical demonstrations

**Assessments**

Analysis of sporting techniques of student's choice and recommendations as to how the performance might be improved

Course work 40%  
Exam 60%



### SESSION III

**COURSE CODE: SP45B (EDSP 4502)**

**COURSE TITLE: PRACTICUM: WORKING WITH ATHLETES**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**EDSP45B PRACTICUM: WORKING WITH ATHLETES**

**(3 CREDITS)**

#### **Rationale**

This course draws upon the previous coaching experiences of the student as a basis for further work in a specific coaching environment. Students will be brought into contact with a wide range of athletes in terms of ability, personality, motivation and other relevant social and emotional factors

Coaches will be given practical opportunities to apply the knowledge and skills acquired from earlier courses, and in so doing, develop an appreciation of the importance of employing a variety of coaching styles and strategies for effective learning and successful performance.

#### **Objectives**

Students will:

1. Understand the basic skills and principles of the activity/game
2. Apply their understandings in coaching the skills of the activities/game
3. Organise and manage the coaching situation safely
4. Manage the coaching session and maintain records of athlete's activities and performance
5. Identify the need of performers
6. Employ a range of coaching strategies appropriate to the age and ability of the performers
7. Present coaching content in clear language and in a stimulating manner
8. Produce coherent coaching plans ensuring content and progression within the activity content
9. Reflect and evaluate the effectiveness of their planning and coaching
10. Submit a coaching log which demonstrates evidence of
11. Use appropriate language and technology
12. Participate in careful and sustained observation
13. Maintain positive relationships with athletes and coaches

#### **Content**

Within their specific coaching context, students will focus on the following:

- The coaching environment (how it is organised and managed)
- Athlete observation (student will analyse how athletes cope with tasks set, the levels of motivation and cooperation)
- Patterns of communication (students will focus on communication patterns both formal and informal. The range of question and answer techniques and skills will be analysed. A review of the use of availability technology in the coaching session)
- Micro coaching sessions

#### **Procedures**

Lectures, group work, laboratory demonstrations, practical field demonstrations. Opportunities for observation, small and whole group coaching and self and peer evaluation would also be created. Students will also be created. Students will also be attached to a senior coach in the field for a portion of the semester

#### **Assessment**

Peer review exercise	20%
Plan, deliver and evaluate a coaching session	20%
A coaching log: including information about the coaching 60% environment, athletes performance and motivation and patterns of communication. Details should also be included of planning, preparation and evaluation of coaching	

### **DIPLOMA IN HEALTH VISITING**

Health Visiting education is a planned goal-directed activity determined by the needs of clients, society and learners. It is built on the foundation of basic nursing and midwifery education. The health visiting student brings to the learning environment a range of personal and professional knowledge, skills, attitudes and experiences. The health visiting education programme builds on these attributes by preparing the student to deliver specialised health care to the client utilising principles of research, epidemiology, teaching, management, growth and development, and counseling. Learning is enhanced in an environment which facilitates critical thinking with the School of Education guiding the educational process. Evaluation is on-going in the health visiting education programme.

#### **Objectives**

1. Synthesize knowledge of sciences for the development of innovative health care plans and programmes
2. Examine critically, issues which affect health and health care of individuals, families and communities
3. Strengthen interpersonal, problem-solving, interviewing, counseling, research, management and teaching skills to enhance health promotion and maintenance activities.
4. Conduct health needs assessment of individuals, families and Communities.
5. Utilise the epidemiological approach to determine and monitor the health status of the individual, family and community.
6. Utilise the research process for the development of the practice of health visiting.
7. Exercise critical thinking and professional judgment in decision-making.
8. Collaborate with members of the multidisciplinary team and the client in health promotion and health care activities.
9. Use the problem-solving approach to manage client care and health visiting practice.
10. Maintain ethical, moral and legal obligations inherent in health visiting practice.
11. Demonstrate competence in health visiting practice.
12. Demonstrate leadership capabilities in mobilizing resources to advance the practice of health visiting and achieve health gains.

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**GPA Scheme**

GRADE RANGE	PERCENTAGE POINTS	GRADE POINT AVERAGE
A+	86+	4.3
A	70 – 85	4.0
A-	67 – 69	3.7
B+	63 – 66	3.3
B	60 – 62	3.0
B-	57 – 59	2.7
C+	53 – 56	2.3
C	50 – 52	2.0
C-	47 – 49	1.7
D+	43 – 46	1.3
D	40 – 42	1.0
F	0 – 39	0

**DIPLOMA IN HEALTH VISITING**

**COURSE LISTING**

*Development of the Individual*

**Number of Credits: 3 EACH**

**Semester**

Course Code	Course Title
ED50A (EDHV 5001)	Physiology (30 hrs)
ED50B (EDPS 5002)	Psychology (30 hrs)
ED50C (EDHV 5003)	Principles and Practice of Teaching (30 hrs)
ED50D (EDEA 5004)	Principles and Practice of Management (30 hrs)

*Individual in the Group*

**Number of Credits: 3 EACH**

**Semester**

Course Code	Course Title
ED51A (EDSO 5101)	Sociology (30 hrs)
ED51B (EDRS 5102)	Research Methodology (30 hrs)

*Social Policy*

**Number of Credits: 3 EACH**

**Semester**

Course Code	Course Title
ED52A (EDEA 5201)	Social History and Social Administration (30 hrs)
ED52B (EDHV 5202)	Organization of the Health Services in Trinidad & Tobago (30 hrs)

*Social Aspects of Health and Disease*

**Number of Credits: 6 EACH**

**Semester**

Course Code	Course Title
ED501 (EDHV 5010)	Ecology and Environmental Health (60 hrs)
ED502 (EDHV 5020)	Major Diseases and Conditions affecting Health (60hrs)

*Principles and Practice of Health Visiting*

**Number of Credits: 6 EACH**

**Semester**

Course Code	Course Title
ED503 (EDHV 5030)	Professional Aspects of Health Visiting (60 hrs)
ED504 (EDHV 5040)	Scope of Health Visiting and Areas of Practice (60 hrs)

**Number of Credits: 3**

**Semester**

Course Code	Course Title
ED53A (EDHV 5301)	Health Visiting Studies (30 hrs)

## DIPLOMA IN HEALTH VISITING COURSE DESCRIPTIONS

**Level:**

**Semester:** I

**Course Code:** ED50A (EDHV 5001)

**Course Title:** PHYSIOLOGY

**Number of Credits:** 3

**Prerequisites:**

**Course Description:** This course focuses on aspects of the biological sciences which are specifically related to human growth and development, at every stage of the life cycle. This knowledge is necessary for the health visitor to differentiate normal from pathological changes so as to give anticipatory guidance. The objectives of the course are to help the participant to understand the factors which affect genetic inheritance and the current trends/possibilities for detection of genetic disorders; know selected genetic disorders affecting individuals and families; understand the elements of genetic counseling, his/her role and the role of specialist members of the team in genetic counseling; recognise the impact of pre-natal nutrition on human growth and development and the influence of socio-economic, cultural and dietary factors; understand the dietary habits of selected groups in Trinidad & Tobago and the role of several agencies in promoting community nutrition; recognise the various nutritionally related diseases/conditions in Trinidad & Tobago; to distinguish between the various anthropometric measurements for the assessment of nutritional status of individuals at any stage of the life cycle; to understand the meaning and principles of growth, development, and maturation; understand foetal development, particularly development of the sense organs, the causes and periods of risk, in relation to foetal sense organs abnormality; understand the methods to be used by the health visitor to detect sense organ defects in the infant, toddler and school-child; recognise the characteristics of the neonate in relation to positive reflexes; recognise the result of failure to achieve normal stages of development in the child 0-5 years; recognise the importance of play in the life of children; appreciate the inter-relationship of physical, social, intellectual and environmental aspects of child development; appreciate variations in normal growth and development in some children (0 - 5yrs)

**Assessment**

Written examination – (100%).

**Level:**

**Semester:** I

**Course Code:** ED50B (EDPS 5002)

**Course Title:** PSYCHOLOGY

**Number of Credits:** 3

**Prerequisites:**

**Course Description:** This course is intended to increase the participants' knowledge of the nature and scope of human behaviour, in relation to personal characteristics and the constant environmental stimulation that he is continually receiving. Man's ability to adjust his behaviour to his environment will be highlighted as a major component of health. The effects of mal-adjustment will be presented to allow the participants to appreciate the difference in normal behaviour. The objectives of this course are to help the participant to know the meaning, purpose, main schools and types of psychology, and main psychological theories; understand the concepts and principles of psychological growth and development and the psychological tasks to be accomplished at every stage of development; understand the main theories of personality development, the factors that determine human personality and attitudes; appreciate the value and limitations of attitude and intelligence testing; know the basic psychological processes; understand theories of perception, motivation, learning and intelligence and the factors which motivate human behaviour; understand the various ways through which learning occurs and the complex nature of learning; appreciate the value and input of psychology for a deeper understanding of self and others; understand the meaning and principles of group dynamics, phases of the group process and the main types and characteristics of a group; and, recognise the effects of group interaction on the individual and vice versa.

**Assessment**

Written examination. – (100%)

**Level:**

**Semester:** II

**Course Code:** ED50C (EDHV 5003)

**Course Title:** PRINCIPLES AND PRACTICE OF TEACHING

**Number of Credits:** 3

**Prerequisites:**

**Course Description:** This course will improve the participants' teaching skills by increasing their knowledge of the concepts and principles upon which teaching is based. It will provide information for practical teaching and for the implementation of evaluation procedures both of the participant and his/her class. The objectives of this course are to help the participant to understand the concept of education, learning, and teaching and the role of psychology therein; discuss the differences between education, learning and teaching and the factors which may influence learning abilities; understand the various ways in which learning may take place; know the taxonomy of educational objectives; write educational objectives; recognise the positive attributes of an effective teacher; apply the concept and principles of education, learning and teaching to plan for a unit of education; undertake a given number of teaching assignments in selected areas and use appropriate teaching aids for any selected topic.

**Assessment**

Teaching Practice in a clinic, school, or a selected group. (60%)  
and microteaching in the classroom (40%)

**Level:**

**Semester:** II

**Course Code:** ED50D (EDEA 5004)

**Course Title:** PRINCIPLES AND PRACTICE OF MANAGEMENT

**Number of Credits:** 3

**Prerequisites:**

**Course Description:** This course emphasizes the principles of management, which will facilitate the participant's understanding of administrative and supervisory functions in the area of his/her responsibility. The participant will be provided with opportunities to observe different leadership styles and the management of areas outside of the health services. The objectives of this course are to help the participant to know the main schools of management thought and the historical development of scientific management; understand basic concepts, principles, goals and systems approach to management; appreciate the complex nature of management; learn some theories and various styles of leadership; understand the functions and responsibilities of the supervisor, the purpose of the job description, and the process of recruitment and selection; know the problem-solving approach as applied to management; understand the communication process and the importance of effective communication as a management tool; understand the system for performance appraisal, staff discipline, and the grievance procedure; understand the need for staff development and the ways to achieve maximum performance from workers while maintaining a congenial atmosphere; know the role of worker organisations; recognise the value of human resources for the achievement of organisational goals; identify the various types of physical resources in a health unit and the procedures for budgeting, ordering, storing, issuing and controlling physical resources; understand the concepts and principles of managing time and work space; understand the

purpose, value and methods of keeping records; write official letters, reports and proposals; and, manage a health unit for a selected period of time.

**Assessment**

An essay – (100%).

**Level:**

**Semester:** I

**Course Code:** ED51A (EDSO 5101)

**Course Title:** SOCIOLOGY

**Number of Credits:** 3

**Prerequisites:**

**Course Description:** This course studies the society, its structure, values and beliefs and relates them to health practices of the client. Learning experiences will focus on the Caribbean society and specific issues in Trinidad & Tobago. The objectives of this course are to help the participant to appreciate the importance of the subject of sociology and its relevance to their future role; examine basic concepts, main theories, language and terms used in the study of sociology; look at the development of social institutions in the Caribbean; understand the influence of class, culture, power and status, in relation to social position and mobility; understand the main social and political events which helped to structure the Caribbean society; examine the social characteristics of a population and the effects of population changes on the resources of Trinidad & Tobago; explore the effects of migration on family life and the community; understand the effects of social institutions, social stratification and population changes, on the provision and use of health care services in Trinidad & Tobago; appreciate the need to apply the knowledge of sociological concepts when interacting with individuals and families.

**Assessment**

Written examination – (100%).

**Level:**

**Semester:** I

**Course Code:** ED51B (EDRS 5102)

**Course Title:** RESEARCH METHODS

**Number of Credits:** 3

**Prerequisites:**

**Course Description:** The course content covers information which is basic to the understanding of research methods as a problem-solving technique used for the study of issues in the society. It introduces the concept of problem identification and solving through the techniques of sampling, data collection, analysis and presentation. The objectives of this course are to help the participant to understand basic statistical terms, concepts and formulae used in research; understand the elements of the research process, types of research design, data gathering tools and techniques; processing data; interpret research findings in selected professional literature; apply research techniques to epidemiology, neighbourhood and family studies; appreciate the need for researching health problems; and, recognise the value of initiating his/her own research project.

**Assessment**

Project. – (100%)

**Level:**

**Semester:** I

**Course Code:** ED52A (EDEA 5201)

**Course Title:** SOCIAL HISTORY AND SOCIAL ADMINISTRATION

**Number of Credits:** 3

**Prerequisites:**

**Course Description:** The course introduces the participant to social policy, as it addresses the development of social history and the influence of non-governmental organisations on this development in Trinidad & Tobago. The role of central and local government in this respect will also be presented. The objectives of this course are to introduce the student to the subject of social policy and social administration; provide an historical base for the study of social policy in Trinidad & Tobago; examine the development of social policy in key areas, e.g. housing, welfare, health, against the social/ historical background of research findings and the impact of technological change and changing social attitudes towards needs, expectations and attitudes; help the participant to appreciate the role and function of non-governmental organisations in the development of social policy in Trinidad & Tobago.

**Assessment**

An essay – (100%).

**Level:**

**Semester:** I

**Course Code:** ED52B (EDHV 5202)

**Course Title:** ORGANISATION OF HEALTH SERVICES IN TRINIDAD & TOBAGO

**Number of Credits:** 3

**Prerequisites:**

**Course Description:** This course describes the organisation, role and function of health and social services in Trinidad & Tobago. The influence of international, regional and local health-related organisations will also be highlighted. The laws pertaining to the provision of health and social services in Trinidad & Tobago will be addressed. The objectives of this course are to help the participant to understand the organisation of the health services in Trinidad & Tobago, his/her role, and the role of other members of the health team; recognise role and function of the health visitor; appreciate the influence of international and regional organisations on the development and provision of health services in Trinidad & Tobago; and, become familiar with pertinent laws which govern the provision of health services in Trinidad & Tobago.

**Assessment**

Project – (60%) and Multiple Choice Questions (40%)

**Level:**

**Semester:** II

**Course Code:** ED501 (EDHV 5010)

**Course Title:** ECOLOGY AND ENVIRONMENTAL HEALTH

**Number of Credits:** 6

**Prerequisites:**

**Course Description:** This course introduces the participant to the wider concept of the environment, including concepts of ecology and biosphere. It facilitates an in- depth understanding of man's ability to control his environment and the importance of maintaining a healthy environment. The major agencies and organisations which are responsible for the promotion and maintenance of health will be described. The objectives of this course are to help the participant to understanding the meaning of ecology, ecosystem, environment, and biosphere; know the ecological classification of organisms; appreciate the complexity of life forms and their role in maintaining homeostasis in the biosphere; understand the interrelationship of man with his total environment; understand the concept of health, environmental health and the major determinants for maintaining a healthy environment; understand the contribution of clean air, adequate nutrition, safe housing, pure water supply and other essential services, in promoting and maintaining human health; recognise responsibilities of individuals, families and major agencies/ organisations in promoting and maintaining environmental health; know concepts related to primary health care, community mental health, occupational health and safety; and, recognise policies, laws, and strategies which are available for promoting and maintaining community mental health and occupational health and safety.

**Assessment**

Multiple Choice Questions (40%) and a Project (60%)

**Level:**

**Semester:** II

**Course Code:** ED502 (EDHV 5020)

**Course Title:** MAJOR DISEASES AND CONDITIONS AFFECTING HEALTH

**Number of Credits:** 6

**Prerequisites:**

**Course Description:** In Trinidad & Tobago the health visitor is required to assist the health team in the prevention and control of communicable and non-communicable diseases and conditions, although his/her main responsibility lies in the area of health promotion and maintenance. Participants will be introduced to the study of epidemiology which forms the basis for disease surveillance. The objectives of this course are to help the participant become familiar with the various sources from which health data and information may be obtained; know the international classification of diseases; understand the disease process and outcome; recognise those diseases in Trinidad & Tobago against which immunizations are available, especially the childhood diseases; understand principles, methods/procedures of immunization; appreciate the importance of maintaining the "Cold Chain"; understand levels of prevention; understand the meaning, principles, purpose and scope of epidemiology; know epidemiological variables of importance in investigating a disease/condition; recognise the various kinds of epidemiological studies, and limitations in their uses; apply information from the research course with the principles and methods of epidemiology; know the major diseases, communicable, non-communicable, which affect the Trinidad & Tobago population; understand important anthropoid-borne and helminthic diseases in disabling and handicapping conditions in Trinidad & Tobago, their prevention and control; appreciate the effect of stress on individuals and families resulting from disease and disabling conditions; and, recognise the impact of disease and handicaps on personal and national development.

**Assessment**

Multiple Choice Questions (40%) and a Project (60%)

**Level:**

**Semester:** II

**Course Code:** ED503 (EDHV 5030)

**Course Title:** PROFESSIONAL ASPECTS OF HEALTH VISITING

**Number of Credits:** 6

**Prerequisites:**

**Course Description:** In this course the concepts, philosophy and principles upon which health visiting in Trinidad & Tobago is based, will be examined. The origin and development of health visiting at international, regional and national levels will be addressed. Issues for which ethical decisions are required will be critically examined.

The objectives of this course are to help the participant to understand the concepts, philosophy and principles of health visiting; recognise the major historical development/developmental mileposts of health visiting in England and its impact on health visiting at regional and national levels; appreciate the contribution made by local pioneers and/or pioneer groups to the development of health visiting in Trinidad & Tobago; identify national and local policies/strategies which may change the direction of health visiting in Trinidad & Tobago; recognise philosophical concepts as they relate to ethical behaviour; interpret the International Council of Nurses Code of Ethics in context of the Code of Ethics for Nurses in Trinidad & Tobago; identify circumstances which have legal implications in the context of health visiting; recognise the relevance of documentation; recognise the role of Professional Nursing Organisations in Trinidad & Tobago in monitoring and maintaining ethical behaviour of its members; and, appreciate the importance of active participation in Professional Nursing Organisation(s).

**Assessment**

Written examination – (100%).

**Level:**

**Semester:** II

**Course Code:** ED504 (EDHV 5040)

**Course Title:** SCOPE OF HEALTH VISITING - AREA OF PRACTICE

**Number of Credits:** 6

**Prerequisites:**

**Course Description:** This course offers opportunities for the participant to apply close and conscious integration of concepts and principles which are taught in other areas of the programme to clinical situations. Utilizing the four family groupings, specifically, actual/potential, family-related problems of physiological, psycho-social, environmental or lifestyle in origin, will be highlighted.

**Objectives:** To help the participant to identify health visiting priorities taking into consideration policies of the Ministry of Health and the organisation in which he/she functions; establish and maintain appropriate interpersonal relationships with individuals, families and other community groups and members of the health team; perform accurate health assessment of individuals at any stage of the life-cycle to determine a base from which health promotion/maintenance activities may begin; refer to the appropriate health care provider any situation/condition which falls outside the realm of health visiting practice; follow-up individuals/families who have been referred to determine further health needs; plan care with individuals /families keeping in mind medical or other prescriptions; arrange for the provision of care for individuals/families and/or undertake such care as required; initiate evaluative discussions about plans, progress, or other health concerns of individuals/families keeping within the context of confidentiality; manage effectively and efficiently human resources, paperwork, time and other physical resources of a selected health centre for a specified period; conduct all clinics held in a named health centre for a specified period; perform school health assessment, give immunization and keep related records of a specified number of school children; visit a number of "at-risk" families and continue prescribed care; propose a planned educational programme for a specific health problem in a district; undertake a selected number of teaching sessions in selected areas; and, select appropriate learning opportunities for the education of various categories of nursing and other students.

**Assessment**

- i. Clinic Management (50%)
- ii. Home Visit (25%)
- iii. Family Study (25%)

**Level:**

**Semester:** I

**Course Code:** ED53A (EDHV 5301)

**Course Title:** HEALTH VISITING STUDIES

**Number of Credits:** 3

**Prerequisites:**

**Course Description:** This course is designed to develop in the learner the skills of health visiting through the application of the Nursing Process to selected studies. Various models of care will be examined in order to determine appropriate approaches which may be applied to situations in health visiting. Two types of health visiting studies will be explored in preparation for the participant's involvement in practical assignments. The objectives of this course are to help the participant understand the components of the nursing process and various models of care which may be used in health visiting practice; apply concepts and principles from the nursing process and selected models of care to assess, plan for, implement and evaluate care for individuals and families at any stage of the life cycle; apply a scientific method at every phase of health visiting practice; incorporate the principles of individual and community participation in planning care for individuals and families; distinguish between the various types of health visiting studies; analyse the purpose of, and the steps to be followed, in conducting health visiting studies; compare and contrast principles and concepts from research methods and epidemiology courses with principles for conducting health visiting studies; design suitable questionnaires for use in data collection for neighbourhood and family studies; adhere to guidelines for conducting home visits; and, discuss the value of health visiting studies; and, utilize concepts and principles to prepare a selected project.

**Assessment**

Neighbourhood Profile (50%) and Case Study —(50%)

## BACHELOR OF EDUCATION REGULATIONS

The Bachelor of Education degree is a professional degree, which is normally intended for practitioners in the field of education. Its main thrust is towards the holistic development of reflexive professionals who are sensitive to the need to combine caring and advocacy with school and classroom management skills, leadership, and information communication technology.

Candidates may pursue a major in either of two (2) options: Early Childhood Care and Education (ECCE) OR Primary Education. Areas of specialisation within the Primary option are: Educational Administration, Language Arts, Mathematics, Science, Social Studies.

The major will be comprised of a compulsory core and professional and content courses as follows:

### **BEd Early Childhood Care and Education**

- |                                   |            |
|-----------------------------------|------------|
| 1. Compulsory Core                | 51 credits |
| 2. Professional & Content Courses | 42 credits |

### **BEd Primary (Educational Administration)**

- |                                   |            |
|-----------------------------------|------------|
| 1. Compulsory Core                | 60 credits |
| 2. Professional & Content Courses | 33 credits |

### **BEd Primary (Language Arts)**

- |                                   |            |
|-----------------------------------|------------|
| 1. Compulsory Core                | 60 credits |
| 2. Professional & Content Courses | 30 credits |

### **BEd Primary (Mathematics)**

- |                                   |            |
|-----------------------------------|------------|
| 1. Compulsory Core                | 60 credits |
| 2. Professional & Content Courses | 31 credits |

### **BEd Primary (Science)**

- |                                   |            |
|-----------------------------------|------------|
| 1. Compulsory Core                | 60 credits |
| 2. Professional & Content Courses | 33 credits |

### **BEd Primary (Social Studies)**

- |                                   |            |
|-----------------------------------|------------|
| 1. Compulsory Core                | 60 credits |
| 2. Professional & Content Courses | 30 credits |

The Bachelor of Education degree in the selected major (and in the case of the Primary option, with the area of specialisation) will be awarded to persons who have satisfactorily completed the programme of study as prescribed above.

### **Qualifications for Admission**

To be eligible for admission to this programme, an applicant must:

1. have satisfied the matriculation requirements of the university;
2. have successfully completed an approved programme of training for certification as a teacher in his/her country;
3. possess a level of professional experience as a teacher that is deemed satisfactory by the School of Education;
4. possess any other qualification which the School may require from time to time.

Successful candidates to the B.Ed. programme who possess a UWI School of Education Certificate in one of the following: Early Childhood Education, Educational Administration, The Teaching of Language Arts, Mathematics, Science, or Social Studies, or who hold an equivalent Certificate or Associate Degree from an approved institution will experience transitional adjustments. These may include course exemptions (See below) and/or arrangements to complete outstanding others as the School of Education may deem necessary.

### **Scheme of Examination**

1. For the award of the degree, candidates must satisfy the examiners by completing for the chosen option and area of specialisation, the requirements of:
  - 1) The compulsory core and
  - 2) The compulsory professional and content courses indicated for a major.

### **Length of Programme**

Non-Grade Point Average (Non G.P.A.) Students

#### THE FULL-TIME PROGRAMME

1. A full-time student shall complete the degree programme in not less than six (6) and not more than twelve (12) semesters.
2. A full-time student should normally register for not more than fifteen (15) and not less than twelve (12) credits per semester, except in the case of the final two semesters of the degree programme in which a student may seek permission to register for a maximum of forty-two (42) credits (including the Level III University course and not a substitute) to complete the degree.
3. A student will be required to withdraw from the School of Education unless he or she has gained at least –
  - 12 credits by the end of the second semester
  - 24 credits by the end of the fourth semester
  - 39 credits by the end of the sixth semester
  - 57 credits by the end of the eighth semester
  - 75 credits by the end of the tenth semester
  - 90 credits by the end of the twelfth semester
4. For purposes of these Regulations, the semester referred to includes any summer session immediately following it.

### **Part-time Programme**

1. A part-time student shall complete the degree in not less than eight and not more than eighteen semesters.
2. Normally, a part-time student will be required to spread the Level I programme over four (4) semesters. At least one (1) Level I Foundation Course must be done in the first semester.
3. A part-time student will not normally be permitted to register for Level II courses unless he or she has gained at least eighteen (18) Level I credits.



4. A part-time student who has gained eighteen (18) or more Level I credits must take at least twelve (12) and normally not more than eighteen (18) credits in each subsequent year, except with the special permission of the Dean. However, a student who requires fewer than twelve (12) credits to complete requirements for the degree need take only those credits.
5. A part-time student will be required to withdraw from the Faculty unless he or she has gained at least:-  
6 credits by the end of the second semester  
12 credits by the end of the fourth semester  
21 credits by the end of the sixth semester  
30 credits by the end of the eighth semester  
42 credits by the end of the tenth semester  
54 credits by the end of the twelfth semester  
66 credits by the end of the fourteenth semester  
78 credits by the end of the sixteenth semester  
90 credits by the end of the eighteenth semester.
6. For purposes of these Regulations, the semester referred to includes any summer session immediately following it.

**Grade Point Average (G.P.A.) Students – Full-Time & Part-Time Students**

1. A student whose GPA for a given semester is less than or equal to 0.75 shall be deemed to be performing unsatisfactorily, and shall be placed on warning. A student on warning whose GPA for the succeeding semester is less than 0.75 will be required to withdraw.
2. A student on warning shall be counseled by the Dean or a designated Faculty advisor. Such a student may be permitted by Academic Board on the recommendation of Faculty Board to carry a reduced course load.

**Award of Degrees**

**Notification of Results**

1. The award of the degree of Bachelor of Education shall be published in a separate Pass List for each option and each subject area of specialisation in which the names of the successful candidates shall be arranged alphabetically as follows:
  - A. First Class Honours
  - B. Second Class Honours
    - i. Upper Division
    - ii. Lower Division
  - C. Pass

**Award of Honours**

1. Criteria for Computation

Non-Grade Point Average (Non G.P.A.) Students

- i. The class of degree to be awarded shall be determined on the basis of performance on courses taken at Levels II and III only.
- ii. All prescribed Level III (30 credits) courses shall count towards the award of class. For this purpose, courses with Level II or Level III designation, taken outside the School of Education shall be accepted.
- iii. The best eighteen (18) credits from Level II courses shall also count towards the award of class, provided that not more than 9 credits are contributed by Foundations of Education courses; and provided that courses taken outside the School of Education, as well as Professional Specialisation courses also form part of the 18 Level II credits to be used in computation of award.
- iv. Foundation of Education courses and Professional Specialisation courses shall not be accepted as substitutes for prescribed courses to be taken outside the School of Education.
- v. Courses taken outside of the School of Education shall relate to the area of Professional Specialisation.
- vi. The award of Honours shall be assessed on the student's performance in the best forty-eight (48) credits gained from Level II and Level III courses, provided that credits at Level I courses taken in lieu of credits at Level II shall not count for Honours.
- vii. To be eligible for Honours a student must have obtained at first attempt at least forty-eight (48) of the fifty-four (54) Level II and Level III credits from which Honours are derived.
  - (a) Such a student must not have failed more than two semester courses done for Level II and Level III credit, excluding the Level II Foundation Courses.
  - (b) A course taken for credit and failed not more than twice shall be counted as one failure for the purpose of assessing Honours.
  - (c) A course taken in substitution for a course that has already been failed twice, and failed, shall be counted as an additional failure for the purpose of assessing Honours.

(d) Where a course which has been failed once is replaced by another course which is also failed all subsequent failures in that or any other course shall count as additional for the purpose of assessing Honours

(e) A course designated at registration as not for credit (NFC) shall not count for the purpose of assessing Honours.

**Grade Point Average (G.P.A.) Students**

i. Honours shall be awarded taking into account all the courses designated Level II and III.

**2. Class of Degree**

i. To obtain First Class Honours, the candidate must achieve a Grade Point Average (G.P.A.) of 3.60 and above.

ii. To obtain Second Class Honours, (Upper Division), the candidate must achieve a Grade Point Average (G.P.A.) of 3.00 – 3.59.

iii. To obtain Second Class Honours, (Lower Division), the candidate must achieve a Grade Point Average (G.P.A.) of 2.00 – 2.99.

iv. To obtain a Pass, the candidate must achieve a Grade Point Average (GPA) of 1.00 - 1.99.

**3. Eligibility for Honours**

To be eligible for Honours, a student must have obtained at first attempt at least 48 of the 60 Level II and Level III credits from which honours are derived.

i. Such a student must not have failed more than two Level II or Level III courses.

ii. A course taken for credit and failed not more than twice shall be counted as one failure for the purpose of assessing honours.

iii. Failure in a course taken in substitution for a course which has already been failed, shall be counted as an additional failure for the purpose of assessing honours.

iv. Where a course which has been failed once is replaced by another course which is also failed, all subsequent failures in that or any other course shall count as additional failures for the purpose of assessing honours.

v. A course designated at registration as not for credit (NFC) shall not count for the purpose of assessing honours.

**4. Grading Scheme and Point System**

GRADES RANGE	PERCENTAGE POINTS	GRADE
A+	86+	4.3
A	70–85	4.0
A-	67 – 69	3.7
B+	63 – 66	3.3
B	60 – 62	3.0
B-	57 – 59	2.7
C+	53 – 56	2.3
C	50 – 52	2.0
C-	47 – 49	1.7
D+	43 – 46	1.3
D	40 – 42	1.0
F	0 – 39	0

**Aegrotat Degrees**

1. A candidate who has obtained at least three-quarters of the credits required for a Bachelor's Degree but has been unable through illness to complete the programme may apply under the University Regulations for the award of an Aegrotat Degree.

2. An Aegrotat Degree will not be awarded unless the Board of Examiners considers that, in the courses which have been completed, the candidate has reached a standard which, if also reached in the remainder of the programme, would have qualified the candidate for the award of a Degree.

3. An Aegrotat Degree will be awarded without class.

4. Holders of an Aegrotat Degree are not permitted to re-enter for the same Degree programme but may proceed to a second or higher degree on complying with the Regulations for such Degree.

**Withdrawal**

i. A candidate may be allowed to withdraw from the programme at any time before it is completed if the Board of Examiners is satisfied that for reasons of health or other circumstances he/she is genuinely unable to continue the programme profitably. Such a candidate shall not be deemed to have failed and may be asked to complete the requirements, if the circumstances are adjudged to justify this.

- ii. Any candidate who withdraws from the programme without the approval of the Board of Examiners shall be deemed to have failed.
- iii. A candidate may be required to withdraw from the programme at anytime if the Board of Examiners is satisfied that he/she is not applying himself/herself to fulfill the requirements of the programme. Such a candidate shall be deemed to have failed the Programme.

**Cross-Faculty Courses**

1. Students must choose Cross-Faculty Courses which are in line with their Professional Specialisation. Please consult your Advisor at the School of Education.
2. Final year (Level III) students cannot choose Year I Cross - Faculty Courses.
3. Students should also consult the Regulations for the Award of Class of Degree for the Bachelor of Education .
4. Cross-Faculty Courses can be chosen from those offered by the Faculties of the Humanities & Education, Natural Sciences and/or Social Sciences.

**BACHELOR OF EDUCATION**

**COMPULSORY CORE COURSES  
COURSE LISTING**

**LEVEL I  
SEMESTER I**

Course Code	Course Title	Number of Credits
FD10A (FOUN 1001)	English for Academic Purposes	3
FD11A (FOUN 1101)	Caribbean Civilizations	3
FD11B (FOUN 1102)	Academic Writing for Different Disciplines	3
FD12A (FOUN 1210)	Science, Medicine and Technology in Society	3
ED14A (EDFA 1401)	Schooling, Personal and Social Development	3
ED14B (EDRS 1402)	School and Classroom Research	3
ED141 (EDEA 1410)	School and Classroom Management	6
ED17T (EDTL 1720)	Instructional Design I	3
ED17U (EDMA 1721)	Mathematics Appreciation (BEd Primary option only)	3

N.B: While University compulsory foundation courses FD10A (FOUN 1001), FD11A (FOUN 1101), FD11B (FOUN 1102) and FD12A (FOUN 1201) may be done as student's personal time-tabling allows in any year of the programme, these courses must all be successfully completed before the Bachelor of Education degree is awarded.

**LEVEL II  
SEMESTER**

Course Code	Course Title	Number of Credits
ED24A (EDFA 2401)	Cultural Diversity, Citizenship and Schooling I	3
ED24B (EDFA 2402)	Cultural Diversity, Citizenship and Schooling II	3
ED20M (EDCU 2013)	Introduction to Curriculum Studies	3
ED20F (EDME 2006)	Classroom Testing and Evaluation – Basic	3

**LEVEL III  
SEMESTER**

Course Code	Course Title	Number of Credits
ED32A (EDFA 3201)	The Challenge of Human Development	3
ED387 (EDEA 3870)	Field Study (in place of UC 300)	6
ED32B (EDTK 3202)	Use of Media and Production of Educational Materials	3

BEd Primary option only:

ED37A (EDTL 3701)	Diagnosis and Remediation: Reading, Writing and Maths at the Primary Level	3
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and any ONE of the following three (3) courses

SEMESTER	Course Code	Course Title	Number of Credits
	CA33A (THEA 3301)	Theory and Practice of Educative Theatre I	3
	CA33B (THEA 3302)	Theory and Practice of Educative Theatre II	3
	AR20M (GEND 2013)	Caribbean Men and Masculinities	3

## BACHELOR OF EDUCATION

### COMPULSORY CORE COURSES

#### COURSE DESCRIPTIONS

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: FD10A (FOUN1001)**

**COURSE TITLE: ENGLISH FOR ACADEMIC PURPOSES**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: FD11A (FOUN 1101)**

**COURSE TITLE: CARIBBEAN CIVILISATIONS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: FD11B (FOUN1102)**

**COURSE TITLE: ACADEMIC WRITING FOR DIFFERENT DISCIPLINES**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: FD12A (FOUN1210)**

**COURSE TITLE: SCIENCE, MEDICINE & TECHNOLOGY IN SOCIETY**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: ED14A (EDFA 1401)**

**COURSE TITLE: SCHOOLING, PERSONAL AND SOCIAL DEVELOPMENT**

**NUMBER OF CREDITS:**

**PREREQUISITES: 3**

**Course Description:** This course offers an introduction to the psychological, philosophical, and sociological foundations of human knowledge and the development of schooling. It focuses on the history of ideas, theories of cognition and learning, and their relation to the evolution of schooling, personal and social development. It seeks to achieve these objectives through examination and discussion of specific and related themes from the three foundation areas in education, and by focusing on current concerns with curriculum development in the area of Health and Family Life Education.

**Objectives:**

Participants will:

1. Identify and explain the issues in schooling, personal and social development through application of knowledge from the foundation areas in education;
2. Apply key principles, concepts, and theories from the psychology, philosophy, and sociology of education and Health and Family Life Education to issues of schooling, personal and social development;
3. Describe the development of schooling in the Caribbean and internationally;
4. Explain that the goals of education relate to intellectual, personal, and social outcomes;
5. Critically analyse the organisation of schooling.

**Content:**

The Philosophy of Education

- Schooling to sustain communication
- Talk and thought: thoughts and statements; evidence and reasons for belief; meaning and truth
- Concepts and the school's curriculum: explanations; theories, and concept acquisition
- Fallibilism: history and the truth of history
- Schooling as the organisation of disagreement

The Psychology of Education

- Child development theories (0-11 years); pre-natal influences; physical, social, and cognitive development
- Gender socialisation
- Family and the school's role in child development
- Child rearing and early school practices and their relationship to cognitive development
- Health and Family Life Education theory and practice

The Sociology of Education

- Sociological theory – perspectives on the social (functionalism, Marxism, interpretive, critical, and postmodernism)
- Historical background to schooling
- The economy, church, state, and family and the evolution of the education system

**Assessment**

A written assignment of no more than 2,500 words – (100%).

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: ED14B (EDRS 1402)**

**COURSE TITLE: SCHOOL AND CLASSROOM RESEARCH**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Teachers, educational administrators, and other school personnel need to develop a clear understanding of the impact of their policies and practices on classroom and school improvement. Knowledge and understanding of their efficacy as planners, implementers, and self-evaluators is the substantive core of the widely recommended reflective practice. This course is founded on the belief that the knowledge and use of action research is essential to the process of generating such sound self-knowledge and understanding.

**Objectives:**

Participants will:

1. Categorise types of educational research by methodology, focus, and nature;
2. Conceptualise action research as a process of change in classroom and school improvement initiatives;
3. Describe the action research process;
4. Develop an action research plan focused on school and classroom management;
5. Present an action research proposal;
6. Evaluate action research plans, proposals, and products.

**Content:**

- Educational research: An overview
- Action Research in education: History, concepts, and approaches
- Action research, school effectiveness, and school improvement
- Diagnosing organisational problems
- The process of action research: Focus on school and classroom
- Developing action research plans and proposals

**Assessment**

Development of an action research plan and proposal in which the following are treated:

1. The problem/issue etc. - clearly stated
2. The action or purpose of the activity
3. The objectives/research questions/focus of the research/the background to the research
4. Appropriate action strategies
5. The intervention and members of the action group
6. Monitoring and evaluation measures
7. Time lines
8. Budgets/resources, etc.

Research plan	10%
Research proposal	80%
Proposal presentation	10%

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: ED141 (EDRS 1410)**

**COURSE TITLE: SCHOOL AND CLASSROOM MANAGEMENT**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:**

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: ED17T (EDTL1720)**

**COURSE TITLE: INSTRUCTIONAL DESIGN I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**LEVEL: I**

**SEMESTER:**

**COURSE CODE: ED17U (EDMA1721)**

**COURSE TITLE: MATHEMATICS APPRECIATION (BED PRIMARY OPTION ONLY)**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: ED24A (EDFA 2401)**

**COURSE TITLE: CULTURAL DIVERSITY, CITIZENSHIP AND SCHOOLING 1**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** The foundations of education – philosophy, psychology, and sociology – offer an integrated study of issues related to cultural diversity, citizenship, and schooling, in a two-part course, over the academic year. One major issue is that the provision of education in culturally diverse, democratic nation states continues to pose dilemmas for policymakers, school systems managers, and classroom teachers in every sphere of human knowledge. This course addresses the dilemmas posed by the continued necessity to promote equity, social justice, and effective citizenship given the existence of multiple forms of prejudice (racism, sexism, creedism, classism, ableism and ageism). It recognises the importance of the critical link between education and health in any effort to promote greater social justice through schooling.

**Objectives:**

Participants will:

1. Add to their knowledge of how the foundation areas can contribute to a deeper understanding of educational issues;
2. Study schooling in diverse and plural societies;
3. Develop critical perspectives through which issues of diversity, citizenship, and schooling can be examined;
4. Identify some of the major controversies and dilemmas in contemporary social life that impact on education;
5. Recognise Health and Family Life Education as an integral component in understanding the impact of diversity in schooling.

**Content:**

The Philosophy of Education

- Legitimacy of state schooling in a culturally diverse society
- Mutual relations of citizens; the cognitive condition and attitudes necessary for citizenship
- National culture and minority culture in state schooling

The Psychology of Education

- Theories of cognitive, language, and concept development (including gender differences)
- Learning styles and different ways of learning; theories of moral development

The Sociology of Education

- Education in the post-independence era; the nature and purposes of partnerships in education
- Dilemmas posed for collaboration and cooperation – church, state, economy at ECCE, primary, secondary, and tertiary levels
- Globalisation and education

**Assessment**

A written assignment of 1,500 words (30%) and a written assignment of 2,500 words. – (70%)

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: ED24B (EDFA 2402)**

**COURSE TITLE: CULTURAL DIVERSITY, CITIZENSHIP AND SCHOOLING II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** The foundations of education – philosophy, psychology, and sociology – offer an integrated study of issues related to cultural diversity, citizenship, and schooling, in a two-part course, over the academic year. One major issue is that the provision of education in culturally diverse, democratic nation states continues to pose dilemmas for policymakers, school systems managers, and classroom teachers in every sphere of human knowledge. This course addresses the dilemmas posed by the continued necessity to promote equity, social justice, and effective citizenship. It recognises the importance of the critical link between education and health in any effort to promote greater social justice through schooling.

Cultural Diversity, Citizenship and Schooling I is a prerequisite for this course, which uses the theories and general understandings offered in Part 1 as a platform for the study of specific issues related to cultural diversity, citizenship, and schooling. Some of those issues include the involvement of the church in education; schooling to accommodate the diverse needs of children; gender and ethnic relations; and the nature of the relationships of family life in the Caribbean with health and education. Health and Family Life Education (HFLE) in particular is to be studied against a backdrop of cultural diversity and citizenship issues. It thus becomes an integrated approach to the study of HFLE through the three foundation areas.

**Objectives:**

Participants will:

1. Debate and make presentations on issues of diversity and citizenship in schooling;
2. Describe and explain how the principles, concepts, and theories from the philosophy, sociology, and psychology of education can be applied to an analysis of issues in education;
3. Reflect on the educational implications of health and family life with respect to issues such as diversity and citizenship;
4. Critically evaluate present practices in schooling against yardsticks of equity and inclusiveness;
5. Suggest ways in which schooling may reduce prejudice in all its forms.

**Content:**

The Philosophy of Education

- Problems of religious education in a multi-religious society
- Organisation of religious teaching – exclusion from government schools; segregation within school; integrative comparison
- Issues of content: understanding other religions' revelations
- Issues of appropriate attitudes to followers of other religions: condemnation, conversion, tolerance, respect

The Psychology of Education

- Ecological systems theory
- Needs of special children
- HFLE issues

The Sociology of Education

- The Caribbean Family – a sociological study
- Gender as an issue in family, health, and education
- The family, health, and schooling
- Health and Family Life Education and the curriculum

**Assessment**

The course will be assessed through group presentations (40%) and a written assignment of 2,500 words – (60%)

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: ED20M (EDCU2013)**

**COURSE TITLE: INTRODUCTION TO CURRICULUM STUDIES**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**LEVEL: II**

**SEMESTER:**

**COURSE CODE: ED20F (EDME2006)**

**COURSE TITLE: CLASSROOM TESTING & EVALUATION - BASIC**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: ED32A (EDFA 3201)**

**COURSE TITLE: THE CHALLENGE OF HUMAN DEVELOPMENT**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** The development imperatives of the Information Age require a primary focus on the changing concept of human development and its implications for schooling in postmodern societies. Human Development Theory is treated as central in this course to an understanding of the postmodern condition and education. The theory speaks to the issues of equity, productivity, empowerment and sustainability in development. This course provides some engagement with these issues through the study of the foundations of education – philosophy, psychology, and sociology. Participants will examine themes related to postmodernism and schooling in the 21<sup>st</sup> century.

**Objectives:**

Participants will:

1. Reflect on and evaluate postmodern analyses of contemporary social life;
2. Identify and describe how the information age requires changing emphases in education and schooling;
3. Analyse the concept of human development and compare it with past and contemporary ideas of development;
4. Critically assess reforms in education against the precepts of human development and the demands of the information age and globalisation;
5. Reflect on ways of guiding all students into being better prepared for the challenges of social life in the 21<sup>st</sup> century.

**Content:**

The Philosophy of Education

- Elements of conceptions of human development
- 18<sup>th</sup> century liberal theory – selections from Condorcet
- 19<sup>th</sup> century Marxist theory – from alienation to liberation
- Early 20<sup>th</sup> century – conservatism and tradition
- Late 20<sup>th</sup> century – postmodern criticism of ‘grand narratives’

The Psychology of Education

- Development of healthy self-concept and positive self-esteem in children
- Gender role development
- Emotional and affective development
- Promotion of creativity

The Sociology of Education

- Alternative theorizing about development to macro-economic thinking
- Focus on contextualities and meanings in schooling and development
- Reform from below
- The sociology of the reformed curriculum

**Assessment**

The course will be assessed by a written assignment of 2,500 words – (100%).

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: ED387 (EDEA 3870)**

**COURSE TITLE: FIELD STUDY**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:** In this course participants will be encouraged to provide rationality for their own educational practices; their understanding of these practices; and, the improvement of the situations/institutions in which these practices are carried out.

**Content:**

Revision of principles and techniques of educational research methods with a focus on action research.

**Assessment**

Report on Field Study – (100%)

**LEVEL: III**

**SEMESTER:**

**COURSE CODE: ED32B (EDTK3202)**

**COURSE TITLE: USE OF MEDIA AND PRODUCTION OF EDUCATIONAL MATERIALS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**BED PRIMARY OPTION ONLY:**

**LEVEL:**

**SEMESTER: I**

**COURSE CODE: ED37A (EDTL 3701)**

**COURSE TITLE: DIAGNOSIS AND REMEDIATION: READING, WRITING AND MATHEMATICS AT THE PRIMARY LEVEL**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Universal access to education is a major aim for children in the schools of Trinidad & Tobago and to a large extent, this has been achieved at both the primary and secondary levels of the education system. One challenge that seems to have burgeoned with this achievement is the number of children moving through the system with deficiencies in reading, writing, and/or mathematics skills. These deficits, when left unattended, at times escalate into behaviour problems, class level failure, and given time, school drop out. Teachers are therefore finding that in order to discharge their duties professionally, part of their basic repertoire of skills must be the ability to diagnose these deficits, and plan and implement interventions for remediation of these deficits. This course aims to fill this critical need at the primary level and help participating teachers to provide pupils with the learning foundation expected of primary schooling.

**Objectives:**

Participants will:

1. Monitor student performance in order to minimize student failure;
2. Diagnose learning needs of any child or group of children at the primary level in reading, writing, and mathematics;
3. Select intervention(s) relevant to diagnosis;
4. Successfully sequence, introduce, and teach new skills and concepts, as well as provide meaningful practice and necessary remediation for previously taught skills;
5. Formally and informally assess students' progress.

**Content:**

Module 1 – Reading Assessment and Intervention

- Measures of phonological and phonemic awareness, and oral fluency
- The error analysis process
- Measures of reading comprehension
- Selecting the intervention to match the learning need
- Developing and implementing interventions.

Module 2 – Writing Assessment and Intervention

- Measures of written expression
- Development, administration, and scoring of measures of written expression
- The error analysis process
- Development and implementation of instruction to introduce new skills and for necessary remediation
- The writing process
- Expository and narrative writing structures
- Handwriting: teaching/learning and corrections
- Qualitative scoring procedures for written expression

Module 3 – Mathematics Assessment and Intervention

- The nature of learning disability/difficulty in mathematics
- Diagnosing for teaching/learning in mathematics classrooms
- Adapting Mathematics instruction for students with perceptual and cognitive processing deficits
- Mathematics instruction for the gifted and talented.

**Assessment**

100% Coursework.

**BACHELOR OF EDUCATION  
(EARLY CHILDHOOD CARE AND EDUCATION)**

**PROFESSIONAL AND CONTENT COURSES  
COURSE LISTING**

**LEVEL I  
SEMESTER**

Course Code	Course Title	Number of Credits
ED15A (EDEC 1501)	Early Education and Educational Intervention	3
ED15D (EDEC 1504)	Curriculum Development – Classroom Organization and Parent Education	3
ED15B (EDEC 1502)	Health, Safety and Nutrition of the Young Child	3
ED15C (EDEC 1503)	Evaluation of Effectiveness of Early Childhood Education Programmes	3

**LEVEL II  
SEMESTER**

Course Code	Course Title	Number of Credits
ED20B (EDEC 2025)	Appropriate Curriculum Models for Early Childhood Education	3
ED20V (EDEC 2022)	Language and Literacy in Early Childhood Education	3
ED20U (EDEC 2021)	Children in Action: Effective Curriculum Strategies for Use in Early Childhood Environments	3
ED20X (EDEC 2024)	Caring for Infants and Toddlers	3
ED20K (EDEC 2011)	Human Development: Advanced Studies	3

**LEVEL III  
SEMESTER**

Course Code	Course Title	Number of Credits
ED30A (EDSE 3001)	Special Education/ Advanced Studies	3
ED33Z (EDEC 3326)	Human Resource Management in ECCE*	3
ED30B (EDEC 3002)	Administration and Supervision of ECCE*	3
ED30J (EDEC 3010)	Fieldwork and Report	6

\*ECCE: Early Childhood Care Environments



## BACHELOR OF EDUCATION (EARLY CHILDHOOD CARE AND EDUCATION)

### PROFESSIONAL AND CONTENT COURSES COURSE DESCRIPTIONS

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: ED15A (EDEC 1501)**

**COURSE TITLE: EARLY EDUCATION AND EDUCATIONAL INTERVENTION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Building upon the course ED452, the understanding of development will be studied in the context of schools and early education. The types of cognitive and social development that are structured into classroom and learning relationships, and the dynamics which constrain this development will be explored. Discussion will focus on the role and importance of early education. Various models of early education programmes will be discussed; especially drawing upon studies and programmes developed in the Caribbean. The structure of ideal classrooms and schools will be related to the learning objectives and proposed outcomes of early education programmes. Concepts of natural education, compensation and intervention will be discussed.

**Content:**

Role of early schooling; cognitive and social applications; practical facilities for development; role of intervention / compensation; responsibility for education; legal implications of education.

**Assessment**

One written review of the relevant literature – (100%)

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: ED15D (EDEC 1504)**

**COURSE TITLE: CURRICULUM DEVELOPMENT: CLASSROOM ORGANISATION AND PARENT EDUCATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Early education centres are gathering points where much information is discussed and passed on between educators and parents. This course is designed to enhance the organisational and management skills of teachers in the classroom as well as to provide teachers with skills and resources necessary to work effectively with parents and the community. The course will seek to provide opportunities for students to choose appropriate classroom activities/strategies to foster learning; examine and analyse various schemes and approaches for management of early education; organise facilities and experiment with general managerial skills for work with children, parents and aides; and, examine resources available to teachers for parental education in Trinidad & Tobago.

**Content:**

Curriculum development; the role of play in early childhood development; selecting appropriate equipment and supplies; administrative skills for early childhood administrators; school organisation/school climate; and, classroom management.

**Assessment**

One written assignment – (100%)

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: ED15B (EDEC 1502)**

**COURSE TITLE: HEALTH, SAFETY AND NUTRITION OF THE YOUNG CHILD**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Within every meeting place of young children special attention must be given to their safety and health care. Classrooms are noted for the transfer of childhood illnesses amongst pupils. Those in the charge of young children must know about normal physical development and abnormalities of the young school child. They should be in a position to identify childhood illnesses minimally when to recommend that parents seek medical attention for their children. Thus the course will focus on patterns of normal physical development and discuss illnesses and abnormalities. From this basis features of child care can be illuminated in relation to the school and home. Basic first aid sessions will be integrated into the course. Government criteria for school hygiene will be reviewed.

**Content:**

Accident prevention; identification of childhood illnesses; first aid (basic); care of the young child; hygiene of the young child; standards of school hygiene.

**Assessment**

One written assignment (100%).

**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: ED15C (EDEC 1503)**

**COURSE TITLE: EVALUATION OF THE EFFECTIVENESS OF EARLY CHILDHOOD EDUCATION PROGRAMMES**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** The course will review a number of programmes past and present and question criteria by which these programmes may be judged effective. The course will be continuous for the duration of the programme. It is designed to help teachers critically analyse a number of programmes past and present; identify effective early education programmes within the present education system; and, to develop research skills and the ability to pursue evaluation studies of early education.

**Content :**

Observational methods; effectiveness and the early education programme; library and resource use; the role of effective programmes in early education in Trinidad & Tobago.

**Assessment**

One (1) written research study – (100%)

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: ED20B (EDEC 2025)**

**COURSE TITLE: APPROPRIATE CURRICULUM MODELS FOR EARLY CHILDHOOD EDUCATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: ED15D (EDEC 1504) – CURRICULUM DEVELOPMENT - CLASSROOM ORGANISATION AND PARENT EDUCATION**

**Course Description:** Educational researchers in the field of Early Childhood Education are very often called to defend the use of a particular model within their cultural setting. It is therefore of critical importance that students understand the nature of appropriate and inappropriate curricula models. This course extends students' knowledge in relation to curriculum theory and curricular models and practices.

**Objectives:**

To examine curriculum development principles, curriculum theory and practices.

To explore developmental models which focus on integrated curricular approaches.

**Content:**

- Overview of developmental milestones
- Quality, context and developmental appropriateness
- Developmentally appropriate practice in Early Childhood Programmes
- The High/Scope Model
- Reggio Emilia schools
- Maria Montessori schools
- The Comer/Zigler model
- The science based curriculum
- The anti-bias curriculum
- How nations serve young children
- Issues of curriculum development
- The Harmonised Curriculum
- A national Early Childhood Curriculum

**Assessment**

Two essays of equal weighting (2,000 words) – (100%).

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: ED20V (EDEC 2022)**

**COURSE TITLE: LANGUAGE AND LITERACY IN EARLY CHILDHOOD EDUCATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**Course Description:** This course will focus on the development of curricula activities for young children. The theoretical and research theories and studies will form the rationale and several approaches will be utilized. This course offers students an overview of current research and professional practices which affect young children's literacy development.

**Content:**

1. Components of whole language - possibilities and awareness of what constitutes a balanced Literacy Programme.
2. Vocabulary development in the literacy programme.
3. Assessment and evaluation in the literacy-centred classroom.
4. Modelling strategies for constructing meaning.
5. Integrating Spelling into the Reading-Writing classroom.
6. Models of Literacy Instruction.
7. Literacy development - strategies children use to become readers and writers.
8. Recording and reporting children's literacy development.
9. Factors associated with literacy learning.
10. The use of music and drama to facilitate language development.
11. The use of computers in literacy instruction.
12. Puppetry in Early Childhood classrooms.

**Assessment**

1. Assignment 50%  
Assignments of equal weighting are to be given in the following five areas:
  - a. Literacy development
  - b. Recording and reporting
  - c. The use of music and drama to facilitate language development
  - d. The use of computers in literacy instruction
  - e. Puppetry in Early Childhood classrooms.
2. Written essay 2,000 words 50%

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: ED20U (EDEC 2021)**

**COURSE TITLE: CHILDREN IN ACTION:**

**EFFECTIVE CURRICULUM STRATEGIES FOR USE IN EARLY CHILDHOOD ENVIRONMENTS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: ED15D (EDEC 1504) CURRICULUM DEVELOPMENT CLASSROOM ORGANISATION AND PARENT EDUCATION**

**Course Description:** Few occupations demand the level and intensity of communication as teaching. Teachers interact with groups of active children for sustained periods of time. It is therefore of critical importance that they understand their role and are provided with effective strategies to promote the overall development of young children.

**Objectives:**

This course extends students' knowledge on curriculum theories and practices for children ages three to eight years. Students will explore strategies for creating exciting learning environments for young children. The adult's role as facilitator will also be explored.

**Content:**

- An overview of child development principles
- The active learning approach
- An examination of the ways in which children construct knowledge
- Creating key experiences through projects, group work and other teaching strategies
- Establishing a supportive climate as a basis for positive Adult/Child interactions
- Involving families in active learning settings
- Working in teams: Adult collaboration to promote active learning
- Arranging and equipping spaces for active learners
- Materials production with a focus on creating indigenous materials
- Key experiences in early childhood development - Creative representation, language and literacy, initiative and social relations, movement, music, cognitive development
- Use of computers in Early Childhood environments.

**Assessment**

1. Portfolio	25%
2 Child study project	25%
3. A written assignment	50%

**LEVEL: II**

**SEMESTER: IV**

**COURSE CODE: ED20X (EDEC 2024)**

**COURSE TITLE: CARING FOR INFANTS AND TODDLERS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: ED20U (EDEC 2021) CHILDREN IN ACTION: EFFECTIVE CURRICULUM STRATEGIES FOR USE IN EARLY CHILDHOOD ENVIRONMENTS**

**Course Description:** This course will review the historical development of group child care in the Caribbean and examine existing programmes for infants and toddlers which best serve their holistic development and their families' needs.

**Objectives:**

The course will enable caregivers:

- to examine a number of child-care programmes past and present;
- to explore the effect of poverty on young children and its impact on quality care;
- to create and maintain safe, healthy, learning environments;
- to support social and emotional development and develop positive guidance strategies;
- to establish positive and productive relationships with and among children and their families;
- to plan and design workshops for parents and community groups, ECE boards and non-governmental organisations.

**Content:**

- The history of group child care in the Caribbean region and the status of existing programmes.
- Quality Child Care.
- Home based programmes - Parent Outreach Programmes, Health Visiting/Role of the Ministry of Health and Ministry of Social Development
- Creating safe, healthy, stimulating environments
- Social emotional development of the young child
- Guiding young children's behaviour
- Physical development; large and fine motor skills/Health and Nutrition
- Cognitive and Language Development
- Facilitating learning through Integrated Developmental Domains
- Effective partnerships between parents, primary caregivers and secondary caregivers.

**Assessment**

1. An in-house examination	50%
2. An essay (2,000 words)	50%

**LEVEL: II**  
**SEMESTER: II**  
**COURSE CODE: ED20K (EDEC 2011)**  
**COURSE TITLE: HUMAN DEVELOPMENT: ADVANCED STUDIES (OPTION)**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**

**Objectives:**

- a) To examine patterns of growth and development in children, and discuss theories which seek to explain specific aspects of development.
- (b) To gain insight into the influences of certain biological and environmental factors on the developmental patterns exhibited by children (particularly Caribbean children) between the ages birth - 8 years.

**Content:**

This course will provide an intensive study of theory and research in social, emotional and personality development as those aspects of development relate to Early Childhood Education.

1. Theories of child development
2. The inter-relatedness of different aspects of child development
3. Physical development, with special reference to motor development
4. Social and personality development, with special emphasis on self-concept formation and aggressive behaviour
5. Emotional development/Art as a medium for emotional development
6. Cognitive development, with emphasis on language and concept development
7. Moral development
8. Gender role development
9. The following influences on development: biological (heredity); environmental (home and family, nutrition, socio-economic status, school culture, the media)
10. Affective development and the Creative Arts.

**Assessment**

In-house examination (40%)  
Research Study (60%)

**LEVEL: III**  
**SEMESTER: I**  
**COURSE CODE: ED30A (EDSE 3001)**  
**COURSE TITLE: SPECIAL EDUCATION/ADVANCED STUDIES**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES: ED15A (EDEC 1501) EARLY EDUCATION AND EDUCATIONAL INTERVENTION**

**Course Description:** This course examines the changing paradigms of early intervention and special education for young children with special needs. Inclusive models of service delivery will be explored including the teacher as facilitator and resource consultant. Models currently in use in infant programmes and home visiting programmes will be explored. This course will take an in-depth look at the special needs child in the early childhood classroom. The course will look at how early intervention influences the child's functioning in the classroom. Discussion will focus on the role and importance of identification and recognition of children with special needs and appropriate referral, where necessary for further assessment. Students will be introduced to methods of observing and reporting the characteristics of children having special needs. Emphasis will be placed on the normalisation, integration, identification of children with special needs and the adaptation of the curriculum to meet the needs of special children. Various models of programmes will be examined, especially drawing upon studies and programmes developed in the Caribbean.

**Objectives:**

At the end of this course students will be able to:

1. Identify children who may have special needs
2. Report the behaviours and characteristics of children with special needs so as to enhance appropriate intervention
3. Adapt classroom environments, programmes, curriculum and attitudes to facilitate the learning of children with special needs
4. Utilise alternative, portfolio and informed assessment to measure the learning of children with special needs
5. Translate assessment information into classroom instruction
6. Facilitate parental involvement in their children's education

**Content:**

The following topics will be covered:

- Identification, diagnosis and assessment
- Alternative assessment
- Curriculum development and Adaptation to the Special Needs Child
- Observation and Reporting of the Behaviour & Characteristics of Children with Special Needs
- Interpreting the Assessment Report
- Inclusive Strategies for Early Childhood Educators for Informal and Formal Settings
- Effectiveness of parental involvement and special needs children

**Assessment**

A research study (3,500 words) – (100%)

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: ED33Z (EDEC 3326)**

**COURSE TITLE: HUMAN RESOURCE MANAGEMENT IN ECCE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Objectives:**

The following topics will be covered:

- a. Human Resource Planning (determining staff needs, differentiated staffing, staff development, etc.) based on educational mission/goals, programmes and technologies.
- b. Human Resource Management Processes - planning recruitment and selection, orientation/induction, development, compensation, appraisal, security, management and supervision of technical tasks.
- c. Survey of organisational behaviours/conditions and calculation of the necessary human resource management responses.
- d. Strategies/interventions related to the development of positive human responses.
- e. Serving the client.

Text: Employment, Resourcing by Marjorie Corbridge & Stephen Pilbeam (1998)

**Assessment**

Coursework (40%) and an in-house exam (60%)

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: ED30B (EDEC 3002)**

**COURSE TITLE: ADMINISTRATION AND SUPERVISION OF EARLY CHILDHOOD ENVIRONMENTS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: ED20B (EDEC 2025) – APPROPRIATE CURRICULUM MODELS FOR EARLY CHILDHOOD EDUCATION**

**Course Description:** This course will allow local and international students from a variety of professional ECCE backgrounds to explore models, methods and techniques of supervision. The focus of this course is on instructional supervision and its role in the effective management of public and private ECCE centres. The course will also allow for theory and practice and the use of experiential and participatory methods of learning through supervision and mentorship. Its focus is on the development of collegial and helping behaviours, specific supervisory techniques and skills and appropriate leadership and motivation behaviours. Students will be given opportunities to design and implement peer supervision, mentor and coaching systems for the variety of early childhood settings in their country of origin. Opportunities for exchanging ideas and discussions on supervisory styles of management will also be addressed.

**Objectives:**

- To enhance the skills of students in the area of clinical supervision
- To aid students to use helping behaviours as strategies to motivate fellow workers and improve the quality of ECCE programmes.
- to explore techniques of mentoring and supervision which could enhance their skill as potential teacher trainers
- To prepare effective ECCE environments to support young learners

**Content:**

- The nature of instructional supervision
- The instructional process - models of effective teaching
- Clinical supervision - techniques and phases of supervision
- Leadership behaviour in the supervisory role
- The teacher/caregiver as facilitator
- Conferencing and interpersonal skills
- Organising developmentally appropriate Early Childhood Settings
- Planning and managing Early Childhood Programmes
- Training and mentorship of ECCE trainees
- Training and mentorship of ECCE practitioners. Mentoring of Trainers and Parents on home visiting

**Assessment**

1. Case study report (2,500 words) 60%
2. Fieldwork report (1,000 words) 40%

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: ED30J (EDEC 3010)**

**COURSE TITLE: FIELDWORK AND REPORT**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: ED20U (EDEC 2021) CHILDREN IN ACTION: EFFECTIVE CURRICULUM STRATEGIES ED 20X (EDEC 2024) CARING FOR INFANTS AND TODDLERS**

**Course Description:** This course will provide the student with an opportunity to engage in specialised scholarly fieldwork. Area of study must be related to the curriculum, the administration process or any other area which pertains to the discipline of Early Childhood Education.

**Objectives:**

Participants will be encouraged to:

1. Reflect on their past experiences in ECCE and their term of internship during their practicum.
2. Improve the environment/institutions in which these practices were undertaken.

**Procedure**

Students will select an area of fieldwork in one aspect of Early Childhood Education and will undertake a practical experience in this area. Fieldwork will focus on programme planning and implementation, independent experience, evaluation and assessment and qualitative/quantitative research. Field experience may also be completed in another country. Guidelines are available from the Faculty (ECCEP at the School of Education).

Participants will be responsible for:

- (i) Selecting a Field Study topic
- (ii) Locating an institution as a base for the study
- (iii) Conducting and reporting the study.

**Content:**

Revision of principles and techniques of Educational Research Methods with a focus on action research. Fieldwork under the supervision of a faculty member.

**Assessment**

A report. - the length of the report on Field Study is approximately three thousand five hundred (3,500) words. – (100%)

**BACHELOR OF EDUCATION (PRIMARY EDUCATION)**

**AREAS OF SPECIALISATION  
EDUCATIONAL ADMINISTRATION**

**PROFESSIONAL AND CONTENT COURSES  
COURSE LISTING**

**LEVEL I**

**SEMESTER**

Course Code	Course Title	Number of Credits
ED11A (EDEA 1101)	Introduction to School Administration and Supervision	3
ED11B (EDEA 1102)	Introduction to Organization Development of Schools	3

**LEVEL II**

**SEMESTER**

Course Code	Course Title	Number of Credits
ED21R (EDEA 2118)	Management of Resources in Educational Administration	3
ED21S (EDEA 2119)	Law and Ethics I	3
ED23F (EDEA 2306)	Human Resource Management	6

**LEVEL III**

**SEMESTER**

Course Code	Course Title	Number of Credits
ED356 (EDEA 3560)	The Principalship	6
ED31B (EDEA 3102)	Law and Ethics II	3
ED357 (EDEA 3570)	Educational Administration	6

## EDUCATIONAL ADMINISTRATION

### COURSE DESCRIPTIONS

**LEVEL: I**

**SEMESTER: I**

**COURSE CODE: ED11A (EDEA 1101)**

**COURSE TITLE: INTRODUCTION TO SCHOOL ADMINISTRATION AND SUPERVISION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course attempts to develop the technical competencies of leadership and supervision that are most likely to produce excellence in the practice of educational administration.

**Objectives:**

Participants will:

1. Identify and explain the fundamental concepts of leadership and supervision;
2. Apply related theories and concepts to school leadership, supervision, and evaluation;
3. Demonstrate through discussion their increase awareness of the interrelatedness among theories and concepts pertaining to organisational design, administrative styles, and teaching approaches;
4. Evaluate students, teachers, and classroom operations;
5. Improve their school management practices.

**Content:**

Unit 1 Leadership:

Leadership theories and models, dimensions of effective leadership, leadership styles.

Unit 2 School Administration and Supervision:

The school as an organisation; approaches to supervision; the school as a social system.

Unit 3 Evaluation Systems in Schools:

Key concepts in evaluation; traditional and non-traditional approaches to evaluation; levels of evaluation – student, teacher, programme.

**Assessment**

A 2,500 word paper/report on the design and implementation of a leadership or evaluation – (100%).

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: ED11B (EDEA 1102)**

**COURSE TITLE: INTRODUCTION TO ORGANISATION DEVELOPMENT (OD) OF SCHOOLS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** In a world characterised by rapid technological changes and information obsolescence, any sustained emphasis on system maintenance without the concomitant focus on constant adaptability of organisational structures and strategies must be viewed as detrimental to organisational health.

The concept of organisational self-renewal at the macro as well as at the micro levels, therefore, is seen as a necessary survival imperative in this new millennium. The capacity for self-renewal at the school level cannot be viewed solely from the traditional top-down perspective. In-school, self-initiated interventions must be encouraged and teachers must acquire the necessary competencies and be provided with support to pursue the goal of the education system.

Teachers and administrators must be professionally prepared with the prerequisite technical, human, conceptual, and philosophical understandings to intervene with economy, efficiency, and effectiveness. The course is therefore designed to equip teachers with an understanding and appreciation of organisational development (OD) strategies. Special emphasis will be placed on intervention techniques through action research in their school.

**Objectives:**

Participants will:

1. Explore the dynamic nature of organisational culture and climate;
2. Investigate the essential elements of a model school using the OSN and Discrepancy models;
3. Engage in examining and creating mission and goal statements for schools;
4. Generate policy statements for the efficient operation of the various sub-sectors of schools;
5. Select appropriateness intervention strategies for initiating and sustaining school improvement.

**Content:**

- Introduction to organisational development
- Organisational climate and culture as they relate to school effectiveness
- The model case of an excellent school
- School diagnosing – the Organisational Systems Network (OSN) Model
- Creating the school's mission and goal statement
- Imaging the desired school culture (through identification and clarification of the school's main tasks)
- Imaging the desired school culture (through identification of the school's programmes)
- Imaging the desired school culture (through identification of the school's technologies)
- Imaging the desired school culture (through the school's methods of acquisition, management, and distribution of resources)
- Imaging the desired school culture (through identification of the school's organisational structures)
- The Discrepancy Model and Intervention Theory
- OD methodologies

**Assessment**

Students will be assessed on the basis of:

1. Group Assignment – which will include presentation of hard copies and oral presentations of policy documents created from Sessions 5-10. This will account for 40% of final mark.
2. Individual Assignment – which will consist of a report on a school problem of not more than 2,500 words, utilizing the Discrepancy Model and Intervention Theory. This will account for 60% of final mark.

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: ED21R (EDEA 2118)**

**COURSE TITLE: MANAGEMENT OF RESOURCES IN EDUCATIONAL ADMINISTRATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Increasingly educators in modern society are faced with the reality that to be effective and efficient the delivery of education must be informed by an understanding of:

- the impact of the external environment on schools
- the tasks administrators must perform
- the programmes that must be designed
- the resources required to run programmes
- the structures needed to manage the quality of programmes to be delivered
- the type of climate and culture needed to promote quality education

This course, therefore, has been designed to impart a range of skills and competencies that will enable the leadership in local and Caribbean primary schools to recognise and accept all of the imperatives identified above. More specifically, its main mission is to equip administrators to effectively and efficiently manage the buildings and equipment of their schools as well as the financial and material resources to run programmes.

**Objectives:**

Participants will:

1. Explain the various ways in which the economic, social, political, and technical environment impacts on schools;
2. Reflect on and evaluate their role in contributing to quality education at a time of diminishing resources;
3. Develop skills in cost/benefit analysis, accountability, fiscal and cost-effectiveness systems;
4. Evaluate how participatory structures of governance in schools can contribute to effective use of resources;
5. Apply knowledge of resource allocation in optimal delivery of the curriculum.

**Content:**

- An overview of management of material and financial resources and school development planning
- Project planning and management in schools
- Education and financial management: an overview and historical legacy
- An introduction to financing public education; the macro and micro perspective
- Introduction to policy formulation, implementation, and evaluation
- Introduction to needs analysis
- Introduction to effective budgeting, spending, and monitoring of funds
- Introduction to financial reporting
- Procurement and stock control – the issues and management practice
- Extending the resource base in primary schools
- An introduction to risk management in the primary school
- Assessing, selecting, integrating, and applying the new information technologies in the primary school
- School improvement: its implications for the management of financial and material resources, plant, and equipment
- Video production and closure

**Assessment**

There will be one (1) written assignment of 5,000 words (80%); group presentations (10%); and the production of a mini video on a topic to be assigned (10%).



**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: ED21S (EDEA 2119)**

**COURSE TITLE: LAW AND ETHICS I**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** In an increasingly complex society, school and classroom administration are under heavy scrutiny. Education is an essentially moral exercise with a very strong interplay between ethical and legal considerations. It is important for all involved to understand the many issues (ethical and legal) that arise during the course of managing schools and classrooms. This course presents many problems and possibilities arising out of the conflicts and dilemmas experienced in the real world of school and classroom management. The pursuit of this course can provide participants with much excitement and enlightenment leading to the improvement of the school system.

**Objectives:**

Participants will:

1. Explain how their value system are constructed;
2. Investigate their own values in relation to educational issues;
3. Discuss controversial legal and ethical issues in education in an effort to clarify value positions;
4. Build a sound understanding of the interplay between ethics and law in school management;
5. Identify the ethical issues inherent in educational management and administration;
6. Explain the laws that govern the education system in Trinidad & Tobago;
7. Identify the rights and duties of the main stakeholders in education;
8. Make decisions that incorporate a sound knowledge of the legal and ethical issues involved;
9. Debate ethical versus legal issues in education;
10. Introduce and support innovations in schools.

**Content:**

- The origins and nature of values and value systems
- Ethical and legal dilemmas in education: rights, freedoms and responsibilities (of stakeholders and pupils)
- The centrality of professional ethics in school administration (of critique, justice caring) – related to pupils and teachers
- Legal and ethical approaches to school violence, afflictions and addiction of various sorts
- The pursuit of excellence / quality as a human entitlement – special reference to the notion of diverse learners

- Ethical and legal issues in the evaluation of students and teachers
- Ethical and legal issues related in providing equality of opportunities in education
- Professional ethics and the Law in grievance settlement, and due process in dealing with administrators, teachers and pupils.

**Assessment**

One (1) written course assignment (3,500 words) – (100%).

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: ED23F (EDEA 2306)**

**COURSE TITLE: HUMAN RESOURCE MANAGEMENT**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Content:**

- a. Human Resource Planning (determining staff needs, differentiated staffing, staff development, etc.) Based on educational mission/goals, programmes and technologies.
- b. Human Resource Management Processes - planning recruitment and selection, orientation/induction, development, compensation, appraisal, security, management and supervision of technical tasks.
- c. Survey of organisational behaviours/conditions and calculation of the necessary human resource management responses.
- d. Strategies/interventions related to the development of positive human responses.
- e. Serving the client.

**Assessment**

One written assignment of 3,500 words (60%), four group presentations (20%) and four individual reflections or critiques of the presentations (20%).

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: ED356 (EDEA 3560)**

**COURSE TITLE: THE PRINCIPALSHIP**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:** Psychological and sociological dimensions of the role incumbent on the principalship. An understanding of (a) self (b) situation (the acquisition of skills - human, technical, and conceptual).

The School System - organisational management, issues and problems. The School and the Law. The Education Act and Code of Regulations as pertaining to governance of education, staff rights and obligations, school management, disciplinary processes.

The Principalship - scope, roles and functions. Administrative Leadership - staff selection, assignment, delegation; work organisation; resources management (finance, material equipment, building, time). Instructional Leadership - philosophy, goals and objectives; monitoring work, supervision; school climate and interpersonal relationships; staff development, motivation and evaluation; and, discipline and conflict management.

Curriculum Leadership - identifying needs, developing curriculum.

School-Community Leadership - Fostering relationship, use of resources; increasing school effectiveness (dimensions of effectiveness, overview of school effectiveness studies, the change process: implications for school effectiveness).

**Assessment**

A written assignment (100%)

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: ED31B (EDEA 3102)**

**COURSE TITLE: LAWS AND ETHICS II**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: ED 21S (EDEA 2119) -LAWS AND ETHICS I**

**Course Description:** In an increasingly complex society, school and classroom administration are under heavy scrutiny. Education is an essentially moral exercise with a very strong interplay between ethical and legal considerations. It is important for all involved to understand the many issues (ethical and legal) that arise during the course of managing schools and classrooms. This two-part course presents many problems and possibilities arising out of the conflicts and dilemmas experienced in the real world of school and classroom management. The pursuit of these courses can provide participants with much excitement and enlightenment leading to the improvement of the school system. ED31B EDEA 3102 focuses on the laws that govern education and builds on a knowledge of ethics gained from ED21S EDEA 2119.

**Objectives:**

Participants will:

1. Explain the laws that govern the educational system in Trinidad & Tobago;
2. Identify the rights and duties of the main stakeholders in education;
3. Make decisions that incorporate a sound knowledge of the legal and ethical issues involved;
4. Debate ethical versus legal issues in education;
5. Introduce and support innovations in schools.

**Content:**

Units: (Legal Issues)

- Equality of opportunity in education
- The rights of the clients (pupils)
- The rights of teachers
- Due Process/grievance settlement
- Just provisions for the education of all pupils

**Assessment**

One (1) written course assignment (3,500 words). – (100%).

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: ED357 (EDEA 3570)**

**COURSE TITLE: EDUCATIONAL ADMINISTRATION**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:** Teachers will understand the basic principles and concepts of organisational and administration theory; understand the social and educational contexts in which their schools and departments operate; relate organisational and administration theory to the total educational system and sub-systems; apply knowledge and skills learnt to their administrative functions and to organisation building generally, and; be self-critical of their professional development as administrators.

**Content:**

Policy formulation /analysis - The development and examination of members' own philosophy of education. An analysis of the philosophy of education as put forward in official documents. The development of philosophy tailored to meet the needs of a particular type of school and its clientele. The development of model, contrary, borderline and invented cases of schools adopting philosophies spelt out above. The formation of a school policy for the model case above.

Organisation and job designs - The development of a design for school organisation structures to carry out model school policy. Examination of processes, tasks and technologies related to the delivery of quality service in the 'model' school. Role design for personnel in 'model' schools.

Curriculum administration - Development and examination of designs for school curriculum. Analysis of philosophies/models of teaching and styles of learning. Administration, supervision and evaluation of curriculum and instruction.

Administrative styles / behaviours - Self examination: personality types, needs, etc. Examination of administrative/management/ leadership styles in respect of 'model' schools, curriculum (technology/process) designs.

Organisation development - Development of action research skills. Building organisation development skills. Diagnosis, intervention, implementation, evaluation, feedback.

Case studies - Cases will be examined and opportunities given for application of problem-solving skills and role playing. Cases will be chosen from among events/activities reflecting the following topics:

The role of the Principal (and other school administrators)

Internal Considerations: Absenteeism and other staff problems. Professional development of staff. Staff meetings. Timetabling. Democracy in school. Extra-curricular activities. Rules and Regulations (formalism). Discipline and **punishment**. **Internal** examinations. Streaming (tracking, setting). Pastoral care.

External Considerations: Relations with the Ministry of Education. The nature of the Education system. Relations with parents. What is a P.T.A? Community relations. Staff reports (annual, confidential). Term reports (students'). External examinations. Speech Day. Do schools have or need P.R.?

Resource management: An investigation of selected concepts and their practical application:

Accountability, responsibility, initiative, bureaucracy, authority, autonomy, maintenance vs. innovation, leadership, delegation, conflict, decision-making and supervision.

#### Assessment

A School Study. (A piece of Action Research (ED260) undertaken to solve or help to solve a problem; develop policies; plan a programme or project; manage/supervise an organisational/sub-organisational activity. It is distinct from a classroom teaching study) – (100%).

## BACHELOR OF EDUCATION (PRIMARY EDUCATION)

### AREAS OF SPECIALISATION LANGUAGE ARTS

#### COURSE LISTING

##### LEVEL I SEMESTER

Course Code	Course Title	Number of Credits
ED118 (EDLA 1180)	Developing Literacy Ability	6

##### LEVEL II SEMESTER

Course Code	Course Title	Number of Credits
ED21D (EDLA 2104)	The Teaching of Language Arts in the Primary School	3
ED21C (EDLA 2113)	Teaching Children's Literature	3
ED21E (EDLA 2105)	Language Structure Content of English Teaching	3
ED21F (EDLA 2106)	The Language Use Content of Teaching English	3

##### LEVEL III SEMESTER

A total of twelve (12) credits from the following courses

Course Code	Course Title	Number of Credits
L23E (LING 2305)	Introduction to Educational Linguistics	3
ED31D (EDLA 3112)	Literature for Children	3
ED31J (EDLA 3113)	The Structure of Creole	3
ED31K (EDLA 3111)	Principles, Approaches and Methods in teaching Standard English in the Caribbean	3
L24B (LING 2402)	Structure of English	3
ED33S (EDLA 3319)	Reflection and Teacher Development in Primary Language Arts Education	3

## LANGUAGE ARTS COURSE DESCRIPTIONS

### LEVEL: I

SEMESTER: I & II

COURSE CODE: ED118 (EDLA 1180)

COURSE TITLE: DEVELOPING LITERACY ABILITY

NUMBER OF CREDITS: 6

### PREREQUISITES:

**Course Description:** The course will explore the development of literacy abilities from primary through junior secondary levels. It stresses collaborative, integrated and holistic approaches and strategies to the teaching of language arts.

### Content:

Reading and writing processes; approaches to teaching literacy; creole language contexts; grammar, syntax and written conventions; classroom organisation; materials and textbooks; literacy across the curriculum.

### Assessment

Coursework – (100%)

### LEVEL: II

SEMESTER: I

COURSE CODE: ED21D (EDLA 2104)

COURSE TITLE: THE TEACHING OF LANGUAGE ARTS IN THE PRIMARY SCHOOL

NUMBER OF CREDITS: 3

### PREREQUISITES:

**Course Description:** This course has the following Objectives: to give an understanding of listening, speaking, reading and writing in early and primary education; to give an understanding of the implications of having to teach young children to speak, read and write a second language or second dialect; to give an understanding of, and practice in, the application of methods of teaching the language arts at the primary level, in second-dialect situations.

### Content:

Developing a language arts programme; a language-based programme; emerging literacy; children as readers; becoming a writer; transcription: writing words down; talking to learn; integrated arts; and, assessing language growth.

### Assessment

Two in-class tests (short answers, objective tests) (40%) and, the design of a unit for a particular grade level (60%).

### LEVEL: II

SEMESTER: I

COURSE CODE: ED21C (EDLA 2113)

COURSE TITLE: TEACHING CHILDREN'S LITERATURE (3 CREDITS)

NUMBER OF CREDITS:

### PREREQUISITES:

**Course Description:** This course is predicated on the notion that literature represents a major area of the specialised use of language. In fact, children's literature, both informative and imaginative, provides a rich and varied resource that makes possible the integration of the language arts. The course introduces teachers to a concept of children's literature that would encourage the search for meaning through shared experiences and personal response. Literature, as a vehicle for trans-cultural understanding and values clarification, will also be emphasised.

### Content:

The concept of children's literature; children's literature in the context of childhood and popular culture; the various genres; reader-response theories; approaches and strategies to teaching; literature across the curriculum; integration of language and literature; reading children's literature cross-culturally; selection and evaluation; assessing cognitive and affective outcomes in literature for children.

### Assessment

Course work (60%) and an in-class test (40%).

### LEVEL: II

SEMESTER: II

COURSE CODE: ED21E (EDLA 2105)

COURSE TITLE: LANGUAGE STRUCTURE CONTENT OF ENGLISH TEACHING

NUMBER OF CREDITS: 3

### PREREQUISITES:

**Course Description:** This course is designed to give teachers: an understanding of the language situation in the West Indies, with special reference to their individual territory; an introductory understanding of the phonology, morphology and syntax of basilectal and mesolectal forms of language; an introductory understanding of phonology and syntax of a standard variety of English; and, to develop in teachers the ability to observe contrasts between the language forms referred to above.

### Content:

The socio-historical background to language in the West Indies. The contemporary language situation, basilect, mesolect, acrolect. The structure of broad Creole and the structure of standard English. Forms of pronoun, noun and verb morphology, syntactic patterns in the verb phrase, modifying phrases and clauses within sentences, lexical characteristics and contrasts, characteristics of the mesolect. The notion of "interlanguage": Differences between mesolectal forms and inter-languages. Language variation in the individual and the community. An introduction to the phonology of creole. Creole influenced speech and standard varieties of English. Contrastive analyses, error analyses, morpho-syntactic and lexical characteristics of formality and informality in speech and writing. Characteristics of writing.

### Assessment

A written assignment (40%) and a task involving the phonemic transcription of a piece of non-standard speech, a morpho-syntactic analysis of it, and a contrasting of it against the morpho-syntax of English. (60%)

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: ED21F (EDLA 2106)**

**COURSE TITLE: THE LANGUAGE USE CONTENT OF TEACHING ENGLISH**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course introduces teachers to the fundamental significance of language use in the teaching of English by introducing them to this feature of language learning from the early functionalists like Halliday to the present day genre theorists. Students will learn to do simple analyses of discourse and genre for teaching the construction of meaning in all of the language modes. They will understand the implications of genre teaching to schema and form at one end of the spectrum and social change at the other.

**Content:**

Language use and context. Discourse and its analysis. Genre theory and analysis. Discourse and holistic teaching. Schema and skills in genre teaching. Genre across the curriculum. Genre in the teaching of reading and writing. Teaching for empowerment and social change through genre.

**Assessment**

In-class test (40%) and an essay, (60%).

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: L23E (LING 2305)**

**COURSE TITLE: INTRODUCTION TO EDUCATIONAL LINGUISTICS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:**

**Assessment**

Two essays of equal weighting – (100%).

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: ED31D (EDLA 3112)**

**COURSE TITLE: LITERATURE FOR CHILDREN**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: ED21E (EDLA 2105) -THE LANGUAGE STRUCTURE CONTENT OF ENGLISH TEACHING.**

**Course Description:** This course is designed to give teachers an understanding of the role of emotion, feeling and imagination in response to literature; to help teachers appreciate the use of language in literature; to determine and practice techniques and strategies for getting learners to read literature and respond appropriately to it.

**Content:**

Develop in learners the ability to read sensitively for one's self and for others, and develop the ability to perceive the associations and connotations that exist in literary material and that link such material to the emotions, feelings and imagination; develop in teachers a knowledge of, and an acquaintance with, the range of literary materials that are appropriate for learners in different maturational levels; determine and practice techniques and strategies for - getting learners to perceive principles of composition and structure in different kinds of literary materials; and motivating learners towards the creation of literature. Consideration of, and practice in, implementing different levels of teaching including the requirements of the CXC English-B syllabus and section "D" of English-A syllabus.

**Assessment**

Two essays of equal weighting – (100%).

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: ED31J (EDLA 3113)**

**COURSE TITLE: STRUCTURE OF CREOLE**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Creole is the vernacular of the majority of the population of Trinidad & Tobago, and occurs as a matter of course in the speech and writing of students, especially primary schoolchildren. But because of its genesis in slavery as well as its continued co-existence with the high-prestige official language, Standard English (SE), with which it shares many features, especially vocabulary, many people see it by comparison in negative terms – e.g., as a 'broken' or inferior form of English – and some are unwilling to even allow that it qualifies as language. Based particularly on Creole's occurrence in various shapes and forms in the attempted SE of primary schoolchildren, this course is designed to show teachers that Creole is a rule-governed, systematic variety of speech and to give them a scientific appreciation of its structure so that they can better appreciate the errors in attempted SE that their students make (as a basis for the development of more rational and effective intervention strategies).

**Objectives:**

Participants will be able to:

1. Identify aspects of Creole structure that are different from SE structure.
2. Analyse aspects of Creole on different levels of language organisation (e.g., phonology, morphology, syntax) and in discursal use.
3. Systematically represent Creole in writing, using English spelling conventions and phonemic notation.
4. Analyse aspects of Creole structure and use in the classroom (as a basis for development of more rationale teaching units and lesson plans).

**Content:**

- The vowel and consonant systems (including sequences of vowels, consonants, and vowels and consonants)
- Types of syllables
- Pronunciation: word and sentence accent
- Phonemic notation
- The structure of words
- Content versus grammatical morphemes
- The noun and pronoun systems (focus, e.g., on the bare noun, determiners with nouns, pluralisation, personal pronouns, demonstratives, possessives, interrogatives, reflexives)
- The verb system (focus, e.g., on the bare verb, preverbal particles, modals, negation, predication)
- Typical phrases
- Miscellaneous grammatical categories (e.g., quantitatives, intensifiers, relative pronouns, temporals, comparatives, sentence tags, prepositions)
- Miscellaneous phrases (e.g., existential, front-focussing, serial verbs, patient-subject)

**Assessment**

- A project on the analysis of some aspect of Creole structure and use in the classroom (60%).
- An in-class test on miscellaneous matters (40%).

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: ED31K (EDLA 3111)**

**COURSE TITLE: PRINCIPLES, APPROACHES, AND METHODS IN TEACHING STANDARD ENGLISH IN THE CARIBBEAN**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Standard English (SE) is both the official language and the language of education in the Anglophone Caribbean and has been taught and learned as such from the establishment of the school system in the region. But children in Trinidad & Tobago, as indeed in other English-speaking Caribbean countries, routinely speak a Creole-influenced vernacular which, though closely related to it lexically, is substantially different grammatically. This vernacular is typically a mixture of Creole, Standard English, and interlanguage forms and meanings, but with a bias towards Creole grammar. Typically, too, the children do not consciously know critical differences between SE and Creole. As they mature, they pick up more and more SE from both the local and global environment, but their routine speech continues to be dominated by Creole grammar, especially as levels of cultural self-acceptance increase. Teachers therefore find themselves in a situation where they need to know how much oral and written SE to teach their children (including what structures when), and what pedagogical principles, approaches, and methods might be most effective in the attempt to teach SE at the different levels/stages of proficiency across the curriculum.

This course is designed to help teachers work out appropriate principles, approaches, and methods for teaching SE in situations such as Trinidad & Tobago where there is a closely related vernacular. It focuses on the learning of SE as a maturational and developmental process involving various successive developmental systems until command of different target (sub)systems is achieved.

**Objectives:**

Participants will be able to:

1. Appreciate the nature and function of language in general and language in the Caribbean in particular.
2. Appreciate that grammatical integrity does not depend on social attitudes and aesthetics.
3. Appreciate that learning/acquisition of SE is inescapably developmental on various grounds.
4. Identify learners' developmental systems and use a variety of approaches to analyse them.
5. Critique and develop instructional approaches and methods.
6. Formulate relevant principles of teaching/learning.
7. Develop effective teaching units on the structure and use of SE.
8. Develop effective mechanisms to evaluate and test learning.

**Content:**

- The nature and function of language.
- Language in the Caribbean context.
- First and second language acquisition.
- Learning a standard dialect.
- Language teaching theories and their implications for practice.
- Principles of language teaching.
- The content of the language arts curriculum.
- Curriculum resources and materials.
- Teaching comprehension, composition, and presentation of narrative, expository, and persuasive discourse through the language arts, separately and collectively.
- Principles of unit design.
- Language testing and evaluation.

**Assessment**

A research essay (40%) and a project (60%)

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: ED33S (EDLA 3319)**

**COURSE TITLE: REFLECTION AND TEACHER DEVELOPMENT  
IN PRIMARY LANGUAGE ARTS EDUCATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: ED118 (EDLA 1180) - DEVELOPING  
LITERACY ABILITY**

**Course Description:** This course provides participants with an opportunity to reflect on their teaching experiences and continue the lifelong process of professional development. Participants will have the opportunity to examine and critically appraise perspectives on the nature of language, language education, and classroom instruction in the contexts of their own personal philosophies of language education and theories of learning. As participants frame and reframe their experiences, they should come to a deeper understanding of the social and institutional contexts that shape their practice and be empowered to make decisions that should improve practice as well as promote their own professional growth.

**Objectives:**

Participants will:

1. Demonstrate proficiency in the use of the reflective process to analyse and improve their own practice;
2. Compare various models of effective language and literacy instruction;
3. Discuss the problems that may arise in sustaining a reflective habit;
4. Discuss similarities and differences between issues they face and those reflections on practice reported in the literature on primary language arts education;
5. Devise and evaluate approaches to address critical issues/problems in language education and language teaching in Trinidad & Tobago.

**Content:**

- Perspectives on the nature of language
- Reflection as inquiry into practice
- Contemporary views on language education and the application to classroom practice
- Issues in the language arts classroom
- Models of professional development
- Maintaining a reflective stance in the language arts classroom
- The process of journal writing and use of other reflective tools
- Planning for teacher reflection

**Assessment**

A Teaching Portfolio 100%

The portfolio is intended to illustrate the extent to which course objectives have been achieved, and to provide evidence of students' work as practitioners, along with self-evaluation of growth and development.

**Justification for Assessment:**

The nature of the course with its emphasis on the reflective process supports a portfolio assignment that captures both the processes and products of practice.

**Methodology**

Emphasis in this course will be on the writing process as a medium for reflection. Participants will (in addition to keeping a reflective journal) engage in electronic "journaling" with members of journal teams, using a "share, respond, re-evaluate" format. Delivery will be by interactive lectures, mini-workshops, discussions, student presentations, and peer teaching.

## BACHELOR OF EDUCATION (PRIMARY EDUCATION)

## MATHEMATICS COURSE DESCRIPTIONS

### AREAS OF SPECIALISATION MATHEMATICS

#### COURSE LISTING

#### LEVEL I SEMESTER

Course Code	Course Title	Number of Credits
ED19A (EDMA 1901)	Teaching Mathematics at the Primary Level	3
ED19B (EDMA 1902)	Mathematics for Primary Teachers	3

#### LEVEL II SEMESTER

Course Code	Course Title	Number of Credits
ED29A (EDMA 2901)	Problem-solving in Mathematics	3
ED29B (EDMA 2902)	Teaching Mathematics to Children with Special Needs	3

And a total of 6 credits from:

Course Code	Course Title	Number of Credits
M12A (MATH 1140)	Basic Introductory Mathematics	6
M12B (MATH 1150)	Functions of Real Variables	6

#### LEVEL III SEMESTER

Course Code	Course Title	Number of Credits
ED39A (EDMA 3901)	Mathematics around us	6
ED39B (EDMA 3902)	Trends and Issues in Mathematics Education	3

And one (1) of the following:

Course Code	Course Title	Number of Credits
M20A (MATH 2100)	Abstract Algebra	4
M20B (MATH 2110)	Linear Algebra	4
M21A (MATH 2120)	Analysis and Mathematical Methods I	4
M21B (MATH 2160)	Analysis and Mathematical Methods II	4
M25A (MATH 2140)	Introduction to Probability	4
M25B (MATH 2150)	Introduction to Statistics	4

#### LEVEL: I

#### SEMESTER: I

#### COURSE CODE: ED19A (EDMA 1901)

#### COURSE TITLE: TEACHING MATHEMATICS AT THE PRIMARY LEVEL

#### NUMBER OF CREDITS: 3

#### PREREQUISITES:

**Course Description:** The demands of the new social and world environment require that all individuals, as a basic prerequisite for effective mathematical functioning, acquire an understanding of mathematical concepts, proficiency with skills, and a positive attitude to the subject. The foundation is laid, at the primary level, for this interaction with mathematics as a window to the world. In this course, participants will explore the development of concepts in the elementary mathematics curriculum. They will interpret the content of the primary mathematics curriculum beyond the confines of textbooks through explorations of strategies and activities aimed at fostering quality instruction and promoting meaningful learning experiences. Concept development is traced through the primary school, providing important insights for teachers. How children learn specific concepts and what can be done to motivate and support this learning are emphasised. Innovative teaching techniques are introduced. Mathematics manipulatives and other classroom materials are presented as a means of helping students acquire a solid understanding of mathematics.

#### Objectives:

Participants will:

1. deepen their understanding of the content of the primary mathematics curriculum
2. explore mathematical tasks that will engage students' interests and intellect
3. examine ways to promote the investigation and growth of mathematical ideas
4. develop competence in instructional practice
5. discuss theory and theoretical issues that impact on the delivery of the primary curriculum

#### Content:

- Foundations for effective instruction in primary mathematics
- Concepts and skills in primary mathematics
- Selecting and managing content and resources for mathematics instruction
- Exploring appropriate and effective teaching approaches
- Classroom assessment of mathematics learning
- Problem-solving in mathematics

#### Assessment

A written assignment	(100%)
In-house Exam	(100%)



**LEVEL: I**

**SEMESTER: II**

**COURSE CODE: ED19B (EDMA 1902)**

**COURSE TITLE: MATHEMATICS FOR PRIMARY TEACHERS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** The course will develop teachers' knowledge of the mathematics needed to teach at the primary level. Participants will examine topics in the primary mathematics curriculum to develop meaningful understanding of key concepts using a problem-solving approach. Participants will explore the diversity of mathematics and develop quantitative skills and reasoning ability in their quest to develop mathematical thinking as a requisite for exemplary mathematics performance.

**Objectives:**

Participants will:

1. demonstrate an understanding of the development of the topics in the primary curriculum
2. demonstrate an understanding of key concepts in the primary mathematics curriculum
3. examine and competently apply algorithms related to the above
4. be introduced to aspects of algebra and pre calculus that enhance the study of the above
5. apply concepts to real world situations through problem-solving activities
6. use calculators and technology to explore ideas in various topics.

**Content:**

- numeration systems
- equations and inequalities
- patterns
- systems of measurement
- area and perimeter
- volume and surface area
- describing and analysing data
- graphing data and making predictions
- sampling, predictions, and simulations
- plane figures
- symmetric figures
- polygons and tessellations
- space figures
- mappings

**Assessment**

A written examination (100%)

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: ED29A (EDMA 2901)**

**COURSE TITLE: PROBLEM-SOLVING IN MATHEMATICS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** This course aims to assist students in developing mathematical problem-solving skills and in becoming independent learners. All too often emphasis in mathematics is on algorithms and their superficial application in artificial situations. Problem-solving should take the learner beyond routine textbook problems. The focus will be on mathematical reasoning. Class discussions and problem-solving sessions will help participants analyse and become aware of their mathematical power. In coming to value the experience of problem-solving, participants, as teachers, will appreciate the role of problem-solving in learning mathematics.

**Objectives:**

Participants will:

1. examine the nature of problems and problem-solving
2. identify the steps in problem-solving
3. explore a variety of problem-solving strategies
4. engage in problem-solving
5. review the literature on problem-solving
6. develop instruments for assessing problem-solving
7. devise activities to motivate students to solve problems

**Content:**

- problem posing and problem-solving
- the goals of problem-solving
- problem-solving strategies
- models of problem-solving
- language and problem-solving
- assessing problem-solving
- factors affecting problem-solving success
- using technology to enhance problem-solving
- creating resources in the mathematics classroom to promote problem-solving

**Assessment**

3 problem-solving assignments	40%
1 written assignment	60%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: ED29B (EDMA 2902)**

**COURSE TITLE: TEACHING MATHEMATICS TO CHILDREN WITH SPECIAL NEEDS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** The course will challenge participants to acknowledge students' potential as they explore the various factors that can explain students' success or failure. In examining the factors, participants determine what strategies can be developed to lower students' fears, promote integrated learning, and build positive self-concept. Through a study of differentiated programmes, they evaluate how instruction can be structured to meet the widely varied needs of students in the classroom.

**Objectives:**

Participants will:

1. Translate the goals of mathematics education into curricula for students with different needs
2. Discuss and advance strategies for helping students to become lifelong mathematics learners
3. Evaluate resources to promote learning in mathematics by students with differing learning needs
4. Use calculators and computers as resources to support mathematical learning
5. Develop appropriate assessments to evaluate progress and performance.

**Content:**

- Identifying the needs of students in mathematics classrooms
- Learning styles and mathematics performance
- Identifying the student with learning challenges in mathematics
- The remediation process
- Meeting the mathematical needs of academically gifted students
- Resources and mathematical activities to support different learners
- Differentiated assessment strategies

**Assessment**

A portfolio 100%

(Items to include an experiential assignment, reflective journal, annotated bibliographies, and sample materials).

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: ED39A (EDMA 3901)**

**COURSE TITLE: MATHEMATICS AROUND US**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:** "The more teachers know and appreciate mathematics, the more easily and effectively this knowledge and appreciation can be passed on to their students." The public at large thinks of mathematics as a sequence of basic facts and algorithms with little meaningful daily application in the world around us. This course will offer participants a view of mathematics as a lived experience. It will incorporate pedagogical innovations to build a community of learners, make students more adept problem solvers while improving mathematical thinking and communication as a requirement for substantial and well-targeted change in content and in classroom practices in elementary classrooms. The mathematics that will be discussed and discovered will require participants to be creative and innovative in recognising and interpreting sources of mathematics around them.

**Objectives:**

Participants will:

1. Review the history of mathematics as it recounts mathematics as a lived experience
2. Investigate the environment for sources of mathematics
3. Explore the relationship of mathematics with other areas of study
4. Apply mathematical models to various daily activities in society
5. Use the calculator as a resource to support mathematical understanding
6. Utilize technology appropriately as a student and teacher to experience mathematics.

**Content:**

- The history of mathematics
- Myths in mathematics
- Mathematics in the society
- Careers in mathematics
- Mathematics in nature
- Making connections with mathematics and other subjects
- Mathematical modelling
- Mathematics and technology

**Assessment**

A project 60%

A media presentation 40%

**LEVEL: III**  
**SEMESTER: II**  
**COURSE CODE: ED39B (EDMA 3902)**  
**COURSE TITLE: TRENDS AND ISSUES IN MATHEMATICS EDUCATION**  
**NUMBER OF CREDITS: 3**  
**PREREQUISITES:**

**Course Description:** The general literature and research on mathematics education worldwide draw attention to issues of gender, ethnicity, teacher preparation, educational environment, and resources as foremost in contributing to students' success, or failure, with mathematics. Additionally, in Trinidad & Tobago, there is a history of mathematics teaching that is textbook driven and chalkboard bound. This course is designed to facilitate a reflective inquiry and analytic approach to examining theory, practice, and research in mathematics education. It will provide the opportunity for discussion of current trends and issues to explore the status of mathematics in the school system.

**Objectives:**

Participants will:

1. Become familiar with the history of mathematics education in Trinidad & Tobago
2. Read and discuss recent literature on the teaching of mathematics
3. Discuss mathematics issues including but not limited to scope and sequence of topics, acquisition of spatial skills, gender bias, multiculturalism, and math anxiety
4. Examine the Trinidad situation and provide suggestions to meet the challenges presented
5. Review resources for teaching and assessing mathematics

**Content:**

- How students learn mathematics
- Gender and mathematics
- Goals of the mathematics curriculum
- The culture of mathematics classrooms
- Resources for teaching mathematics
- Student performance in mathematics
- Assessment in mathematics
- Other

**Assessment**

A written assignment (100%)

**BACHELOR OF EDUCATION (PRIMARY EDUCATION)**

**AREAS OF SPECIALISATION  
SCIENCE**

**COURSE LISTING**

**LEVEL I  
SEMESTER**

Course Code	Course Title	Number of Credits
ED11F (EDSC 1106)	Basic Concepts in Science	3
ED11H (EDSC 1108)	Teaching Science: An Integrated Approach	3

**LEVEL II  
SEMESTER**

Course Code	Course Title	Number of Credits
ED22R (EDSC 2218)	Science Around Us: Principles and Applications	6
ED34F (EDSC 3418)	Science Teaching in the Primary School	6

**LEVEL III  
SEMESTER**

Course Code	Course Title	Number of Credits
ED33G (EDSC 3307)	Reflection and Teacher Development in Primary Science	3
ED34D (EDSC 3404)	Issues and Trends in Science Education and Science Curriculum	6

Students must also choose one from the following courses:  
(Prerequisite – ED 22R (EDSC 2218))

Course Code	Course Title	Number of Credits
P11 A (PHYS 1110)	Physics	6
BLIID (BIOL 1061)	Cell Biology and Genetics	6

## SCIENCE

### COURSE DESCRIPTIONS

#### LEVEL: I

#### SEMESTER: I

**COURSE CODE: ED11F (EDSC 1106)**

**COURSE TITLE: BASIC CONCEPTS IN SCIENCE**

**NUMBER OF CREDITS: 3**

#### PREREQUISITES:

**Course Description:** This course is designed to strengthen teachers' conceptual understanding of fundamental concepts in science. The aim is also to provide them with a holistic view of these concepts, and thus develop facility in making links in the content of the primary science curriculum. It should provide the knowledge base to enable teachers to make informed decisions about the selection and design of learning experiences, and provide opportunities for inquiry and the acquisition of experiential evidence.

#### Objectives:

Participants will:

1. Compare theories on the origin of the earth;
2. Discuss the structure of the earth and its place in the universe;
3. Relate the principles of classification to the form and function of living organisms;
4. Discuss the properties and behaviour of water and its role in the environment;
5. Describe the structure, properties, and behaviour of the atom
6. Use the mole as a quantity of measure in chemical reactions;
7. Explain patterns and trends in the behaviour of elements in the periodic table;
8. Discuss forms of energy and their inter-conversion;
9. Collect and interpret various forms of empirical data.

#### Content:

- Earth and the universe
- Living things
- Matter and energy

#### Assessment

Practical examination	40%
Written examination	60%

#### LEVEL: I

#### SEMESTER: II

**COURSE CODE: ED11H (EDSC 1108)**

**COURSE TITLE: TEACHING SCIENCE – AN INTEGRATED APPROACH**

**NUMBER OF CREDITS: 3**

#### PREREQUISITES:

**Course Description:** The distinctive characteristics of science have implications for the way in which it is to be taught. Teachers need to explore the complex issues of this component of the school curriculum in order to make informed decisions about content, skills, and attitudes to be developed, and strategies to be employed. This course is designed to give teachers an overview of primary science curricula, and to help them develop an understanding of children's learning in science. It should also help teachers develop competence in the use of a range of teaching strategies.

#### Objectives:

Participants will:

1. Articulate the theory and philosophy that inform their classroom practice;
2. Discuss competing views of the nature of science and the implications for the teaching of science;
3. Relate the goals of primary science education to global goals of science education and to the national goals of education in Trinidad & Tobago;
4. Apply principles of learning theories to the science classroom;
5. Demonstrate competence in the use of a range of approaches to science teaching and instruction.

#### Content:

- Nature of science and scientific inquiry
- Science education as part of general education in the primary school
- Aims and objectives of primary science education
- Implications of learning theories for primary science
- Approaches to primary science teaching

#### Assessment

Written assignment	(100%)
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**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: ED22R (EDSC 2218)**

**COURSE TITLE: SCIENCE AROUND US: PRINCIPLES AND APPLICATIONS**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:** This course will build on the knowledge base acquired in ED11F EDSC 1106. The aim is to facilitate meaningful conceptual understanding using a thematic approach that contextualizes science and shows its relevance to man's activities. This should better position teachers to make informed decisions about the selection and design of learning experiences in the science classroom, and provide opportunities for inquiry and the acquisition of experiential evidence. The course is divided into two modules.

**Objectives:**

Participants will:

1. Apply physical quantities such as vectors, scalars, power, and energy to everyday situations;
2. Apply basic principles of equilibrium and gravity to the operation of mechanical devices;
3. Describe the reactions of functional groups of organic molecules;
4. Discuss the domestic and industrial applications of organic molecules in terms of their structure and function;
5. Critically analyse the impact of man's activities on the environment, for example, the removal of raw materials and the destruction of natural ecosystems;
6. Explain changes in the environment (abiotic and biotic) in terms of the redistribution of energy;
7. Relate the fundamental principles of genetics to complex global issues such as selective breeding and genetic engineering;
8. Collect and interpret various forms of empirical data.

**Module 1**

**Content**

- Work and energy (e.g., work/energy theorem, kinetic and gravitational potential energy, gravitational momentum and energy changes, efficiency, power and machines)
- Equilibrium and gravity (e.g., forces in equilibrium, centre of mass/gravity, apparent weightlessness and artificial gravity)
- Physical and chemical changes in the abiotic environment (e.g., cycles in nature, earthquakes, volcanoes, and mountains)

**Assessment**

Practical examination	40%
Written examination	60%

**Module 2**

**Content**

- Cellular biology – maintenance and continuation of life
- Natural and synthetic materials – preparation, properties, and uses (e.g., minerals to elements, structure and reactions of organic molecules, naturally occurring and man-made polymers)
- Genetics and evolution – fundamental principles
- Industry and the environment (e.g., acid rain, greenhouse effect, ozone, reaction rates and chemical equilibrium)

**Assessment**

Research project	40%
Written examination	60%

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: ED34F (EDSC 3418)**

**COURSE TITLE: SCIENCE TEACHING IN THE PRIMARY SCHOOL**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:** This course has the following Objectives: to develop understanding of the dynamics of teaching science at the primary level; to develop skill in developing instructional activities for attainment of science concepts by children at the primary level; to develop skill in integrating science concepts with other subject areas in the primary level syllabus; and, to develop confidence in teaching science to children at the primary level.

**Content:**

Learning theories; nature of science and implications for primary science education; science concepts; from children's science to scientists' science; language in the science classroom; principles of evaluation applied to science; assessment of concepts and processes; and, developing and assessing attitudes in and towards science.

**Assessment**

A written assignment – (100%)

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: ED33G (EDSC 3307)**

**COURSE TITLE: REFLECTION AND TEACHER DEVELOPMENT  
IN PRIMARY SCIENCE EDUCATION**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: ED34D (EDSC 3404) - ISSUES AND TRENDS  
IN SCIENCE EDUCATION AND SCIENCE CURRICULUM**

**Course Description:** This course provides participants with an opportunity to reflect on their teaching experiences and continue the lifelong process of professional development. Participants will have the opportunity to examine and critically appraise perspectives on the nature of science, science education, and classroom instruction in the contexts of their own personal philosophies of science education and theories of learning. As participants frame and reframe their experiences, they should come to a deeper understanding of the social and institutional contexts that shape their practice and be empowered to make decisions that should improve practice as well as promote their own professional growth.

**Objectives:**

Participants will:

1. Demonstrate proficiency in the use of the reflective process to analyse and improve their own practice;
2. Compare various views on the nature of science;
3. Integrate perspectives from contemporary science education literature and theories of learning into their practice;
4. Discuss similarities and differences between issues they face and those reflections on practice reported in the literature on primary science education;
5. Devise and evaluate approaches to address critical issues/problems in science education and science teaching in Trinidad & Tobago

**Content:**

- Perspectives on the nature of science
- Reflection as inquiry into practice
- Contemporary views on science education and the application to classroom practice
- Issues in the science classroom
- Models of professional development
- Science education in an era of educational reform in Trinidad & Tobago
- Values and ethics in science teaching and learning

**Assessment**

A Teaching Portfolio 100%

The portfolio is intended to illustrate the extent to which course objectives have been achieved, and to provide evidence of students' work as practitioners, along with self-evaluation of growth and development.

**Justification for Assessment:**

The nature of the course with its emphasis on the reflective process supports a portfolio assignment that captures both the processes and products of practice.

**Methodology**

Emphasis in this course will be on the writing process as a medium for reflection. Participants will (in addition to keeping a reflective journal) engage in electronic "journaling" with members of journal teams, using a "share, respond, re-evaluate" format. Delivery will be by interactive lectures, mini-workshops, discussions, student presentations and peer teaching.

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: ED34D (EDSC 3404)**

**COURSE TITLE: ISSUES AND TRENDS IN SCIENCE EDUCATION  
AND SCIENCE CURRICULUM**

**NUMBER OF CREDITS: 6**

**PREREQUISITES:**

**Course Description:** The differing conceptions of curriculum have varying implications for curriculum development, design and delivery. This course is based on a view of curriculum as the interaction between teacher, learner, subject matter and milieu. The curriculum is seen as being responsive to social demands resulting in changes in these four 'common places' of curriculum. Students will be led to explore some of the current issues and trends in science education and to view these as responses to changes in society and in our understanding of the needs of learners. The course is designed to develop an awareness of various conceptions of curriculum and their implications for curriculum development and enactment; develop awareness of some current issues and trends in science education and their implications for primary science teaching; and, to enable students to appraise these trends and to make decisions about their relevance to science teaching in the Caribbean region.

**Content:**

Conceptions of curriculum; implications of these conceptions as they relate to science curriculum; issues and trends in science education.

**Assessment**

A written paper on some aspect of primary science education. (100%)

## BACHELOR OF EDUCATION (PRIMARY EDUCATION)

### AREAS OF SPECIALISATION

#### SOCIAL STUDIES

##### COURSE LISTING

###### LEVEL I

###### SEMESTER

Course Code	Course Title	Number of Credits
ED12A (EDSS 1201)	The Teaching of Social Studies I	3

A total of 3 credits from any of:

H10A (HIST 1001)	The Caribbean World to C.AD 1600 (Semester I)	3
GT11C (GOVT 1000)	Introduction to Politics I	3
SY13E (SOCI 1002)	Introduction to Sociology I	3
PS14A (PSYC 1003)	Introduction to Psychology	3

###### LEVEL II

###### SEMESTER

Course Code	Course Title	Number of Credits
ED21T (EDSS 2120)	Environmental Systems	3
ED22S (EDSS 2219)	Gender, Kinship, Ethnicity and Social Class in the Development of Society in T&T	3
ED22T (EDSS 2220)	The Economy and Social Life in Trinidad & Tobago	3
ED29F (EDSS 2906)	Basic Geographical Skills for Social Studies Teachers	3

###### LEVEL III

###### SEMESTER

Course Code	Course Title	Number of Credits
ED31G (EDSS 3107)	Teaching for Choices and Decisions	3
ED31H (EDSS 3108)	Social Explanation and the Teaching of Social Studies	3
ED35B (EDSS 3502)	The Historian's Sources and Classroom Teaching	3

A total of 3 credits from any of the following, once prerequisite needs are met:

Course Code	Course Title	Number of Credits
H30A (HIST 3001)	History of Trinidad & Tobago (Semester I)	3
SY30E (SOCI 3002)	Sociology of Education I	3
SY36E (SOCI 3028)	Caribbean Social Structure I	3
SY37G (SOCI 3031)	Sex, Gender and Society	3

## SOCIAL STUDIES

### COURSE DESCRIPTIONS

#### LEVEL: I

#### SEMESTER: II

**COURSE CODE:** ED12A (EDSS 1201)

**COURSE TITLE:** THE TEACHING OF SOCIAL STUDIES I

**NUMBER OF CREDITS:** 3

#### PREREQUISITES:

**Course Description:** This course helps teachers to prepare for social studies teaching. The teaching of social studies is compulsory at the primary level and up to Form 3 at the secondary level in the schools of Trinidad & Tobago. The introduction of social studies into the school curriculum has not been accompanied however by sustained programmes geared to familiarise and/or update teachers in the needed content and skills demanded of those who must teach the subject. ED45D, ED45E, ED45F and ED45G are a programme of courses geared to fill these needs in social studies teaching.

#### Content:

The nature of social studies, curriculum organisation, characteristics of effective teaching and planning, writing instructional objectives, evaluation of student learning, methods of teaching map and graphicacy skills, concept attainment strategies, questioning and discussion, small groups, and values and attitudes.

#### Assessment

One assignment (75%) and a Practicum (25%)

#### LEVEL: II

#### SEMESTER: II

**COURSE CODE:** ED21T (EDSS 2120)

**COURSE TITLE:** ENVIRONMENTAL SYSTEMS

**NUMBER OF CREDITS:** 3

#### PREREQUISITES:

**Course Description:** One of the most dynamic aspects of Social Studies education at any level is the study of ways in which people and environments interact as attempts are made to modify the landscape. Environmental systems are in a continuous state of flux because of both physical and human influences. Teachers of Social Studies at the primary and lower secondary levels need to develop an awareness of this changing nature of the environment and how and why physical and human phenomena have together shaped the present form of particular places. The local case study of specific sites provides an immediate avenue for creating this awareness. However environmental issues are both local and global concerns. A basic understanding of concepts attained while researching the local case study will help the teacher to recognise and address the issues at both levels. Additionally the study of places is only made complete through a study of related map and globe skills used to judge the significance of the particular locations or places.

**Objectives:**

Participants will be able to:

1. Understand how internal tectonic forces form the major physical landforms and influence the distribution of natural resources.
2. Use maps to locate and explain earthquake and volcanic hazards in the Caribbean and at home.
3. Recognise the interrelationship between tectonic forces that construct and denudational forces that reduce landforms in the Caribbean.
4. Appreciate the need for small island developing states (SIDS) to build sustainability in their use of resources such as soils, water and natural vegetation.
5. Evaluate the effectiveness of specific attempts to preserve the natural environment in the local community.
6. Explain the concept of Central Places as an explanation for the distribution of towns and villages in Trinidad.
7. Identify favourable contributing factors and predict how a village may progress through development stages to become a major city.
8. Evaluate the need for support services and how these may change as the population in towns and villages undergoes change and development.

**Content:**

Module 1 is based on the physical environment. It explains how the earth is shaped through tectonic and denudative forces and explores measures taken to mitigate against natural hazards in the Caribbean. This is followed by an understanding of the need for Small Island Developing States, such as Caribbean countries, to guard against the effects of pollution and practice conservation of their resources including water, soils and natural vegetation.

Module 2 is based on the built-up environment. The Central Place Theory is used to explain the development of towns and villages in Trinidad or Tobago. The specific changes in the larger growth centres in Trinidad are tracked over the last twenty years examining factors that have contributed to their development including population growth, migration, accessibility, communication and transport.

**Recurring Concepts**

Landform, location, site, situation, diffusion, density, relief, natural resources, urbanization, accessibility, communication, transportation, population growth, change, inertia, migration, range of a good, community, village, hamlet, conurbation, city, metropolis, megalopolis, necropolis, aerial differentiation, spatial differentiation

**Assessment**

Two written assignments of equal weighting on each module. – (100%)

**LEVEL: II**

**SEMESTER: I**

**COURSE CODE: ED22S (EDSS 2219)**

**COURSE TITLE: GENDER, KINSHIP, ETHNICITY AND SOCIAL CLASS IN THE DEVELOPMENT OF SOCIETY IN T&T**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** For a stable polity, citizens need to be capable of understanding the differences that exist among them. This understanding of difference is a necessary preliminary to toleration. Social Studies teaching can both articulate (through the terminology of the human sciences) and help to explain (through social theory) these differences. The difficulty is to present the abstract concepts of the social sciences in a sufficiently concrete manner, such that pupils at the primary school can acquire a non-trivial understanding appropriate to their future citizenship. This course, concentrating on the development of few central differences to be found in Trinidad & Tobago, attempts to enable students to carry out this task in their primary school classrooms.

**Content:**

Examine concepts of gender, kinship, ethnicity and social class in relation to Amerindian society; slave society; plantation life after emancipation; and, the post-independence era. Compare current conflicting theories of explanation related to these concepts.

**Assessment**

Two in-course tests (60%) and one written assignment (40%).

**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: ED22T (EDSS 2220)**

**COURSE TITLE: THE ECONOMY AND SOCIAL LIFE IN TRINIDAD & TOBAGO**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** A major aim of Social Studies teaching is to address aspects of social life in ways that capture their relatedness. Social Studies teachers must therefore possess a critical awareness and understanding of the relationships among social institutions if this aim is to be achieved. This course addresses this concern. It is designed to develop a critical awareness and understanding of the significance of the economy for social life in Trinidad & Tobago in the period after 1950.

**Content:**

Concepts such as the New Global Economy and the Information Age, human resource development, the private sector, the market, the economy, work and work ethic, education, income distribution, wealth and poverty.

**Assessment**

Two in-course tests (50%) and one written assignment. (50%)



**LEVEL: II**

**SEMESTER: II**

**COURSE CODE: ED29F (EDSS 2906)**

**COURSE TITLE: BASIC GEOGRAPHIC SKILLS FOR THE SOCIAL STUDIES TEACHER**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** In this course a range of geographic skills of utility to Social Studies teachers at all levels, are introduced, with practical examples for the student to master. Associated teaching methodologies and potential classroom problems are discussed.

**Content:**

Skills related to the reading and interpretation of Caribbean topographical and atlas maps - the concept of a map, different types of maps; map skills; topographic maps: direction and location, bearings, grid references, the concept of scale; measuring distance; contour lines - recognising simple features; orienting a map in the field; gradients, cross-sections, settlement patterns on maps, relief, drainage, communications and settlement. Skills related to the Earth's shape and movement - latitude, longitude, projections, time zones. Skills involved in transforming statistical data into graphics - bar, line and curved graphs, clock graphs and pie charts; two- and three-dimensional maps, diagrams and dynamic and flow maps; symbol maps (weather maps), pictograms, dot maps and line maps; and, skills related to sketching, sketch map construction and drawing diagrams for classroom use.

**Assessment**

Two written assignments (60%) and an in-house examination (40%).

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: ED31G (EDSS 3107)**

**COURSE TITLE: TEACHING FOR CHOICES AND DECISIONS**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** One purpose of the teaching of social studies is to enable students to think about how they should make choices and decisions in their lives. The overall aim is the enhanced thoughtfulness of future parents, workers, and citizens.

**Objectives:**

Participants will:

1. Study practical reasoning and theories of choice relevant to the classroom teaching of decision-making at home, in the family, in school, at work, and as citizens;
2. Using a variety of media, compose dilemmas and problems for the practice of decision-making as part of classroom teaching;
3. Make use of written and oral dialogues for the expression of dilemmas requiring choices and decisions.

**Content:**

- Personal [prudential] planning
- Strategic planning among co-operators and competitors
- Bargaining
- Markets and their failures
- Conventions, rules, institutions
- Public choice and electoral systems

**Methodology**

Workshops; seminars; classes.

**Assessment**

1. Two tests (20 % each) 40%
2. Project involving development of teaching materials 60%

**LEVEL: III**

**SEMESTER: II**

**COURSE CODE: ED31H (EDSS 3108)**

**COURSE TITLE: SOCIAL EXPLANATION AND THE TEACHING OF SOCIAL STUDIES**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Explaining why social changes take place, why certain types of social groups exist, why certain institutions and practices are maintained is a part of any teaching of social studies. Implicit in any explanation are particular concepts and theories. In the social sciences these forms of explanation are often contradictory. At primary level, teachers will not be teaching these different theories and explanations in class. However, these theories and explanations are unavoidably implicit in their teaching.

**Objectives:**

Participants will:

1. identify the presuppositions of their own teaching;
2. evaluate how forms of social explanation have significant implications for views of religion and human nature (free will, agency, rationality, etc.);
3. consider how students, even at the primary level, may begin to be made aware of some of these issues in relation to their own social life in Trinidad & Tobago.

**Content:**

- explanation: its nature and purpose
- explanatory narrative: geological, biological, historical
- rational action explanations
- hermeneutic interpretations of human conduct
- socio-structural explanation
- socio-biology and evolutionary psychology: natural selection as explanation
- theistic explanation: divine intervention in human affairs
- review: primary school teaching and the metaphysics of social thought

**Methodology**

Classes and seminars.

**Assessment**

1. A critical study of a work of social theory and its application to the teaching of social studies 60%
2. Development of teaching materials using different forms of explanation 40%

**LEVEL: III**

**SEMESTER: I**

**COURSE CODE: ED35B (EDSS 3502)**

**COURSE TITLE: THE HISTORIAN'S SOURCES AND CLASSROOM TEACHING**

**NUMBER OF CREDITS: 3**

**PREREQUISITES:**

**Course Description:** Historians use a wide variety of human artefacts as sources of information from which to construct accounts of changes in the past. The course is aimed at introducing varied types of sources to teachers to show how these can be used in the classroom and on educational visits outside the classroom to acquire knowledge of methods of investigation and knowledge of historical events. Problems of description, dating, interpretation, and evaluation will be discussed. These activities will be directed especially to the understanding of the history of Trinidad & Tobago, to the history of the district in which the school is located, and also the history of the wider region of the Caribbean.

**Objectives:**

Participants will:

1. Identify and explain historians' uses of a variety of sources relevant to the history of Trinidad & Tobago;
2. Make use of varied sources in their classroom teaching;
3. Evaluate controversies related to the justification of historians' claims about the past.

**Content:**

- The elusive past: relating presently observable objects to unobservable past events
- Pictorial sources: maps, paintings, photographs, movies, etc.
- Material sources: natural objects used by humans, tools, machines, household implements, etc.
- Buildings: houses, churches, schools, mills, etc.
- Statistical sources: government and other publications
- Oral sources
- Textual sources: unpublished and published sources
- Fact, fiction, and the truth of history

**Methodology**

Workshops; seminars; classes.

**Assessment**

- |   |     |
|---|-----|
| 1. Development of teaching materials using pictorial, textual and statistical sources | 20% |
| 2. Report of a student project using sources from outside the school                  | 80% |

## **OUTREACH PROGRAMMES**

These courses are open to adults and are specifically tailored to meet the needs of parents, caregivers, teachers, nursing aides and those with a vested interest in the well-being of young children.

### **PARENTING AND THE PRESCHOOLER**

Course Outline

An overview of the course; classical development theory; developmental milestones; managing the 0-4 year old; bonding; parents under stress; parents as partners in the early childhood years; child-rearing practice; discipline; punishment vs. praise; and, home and school.

### **PARENTING AND THE SPECIAL CHILD**

One of the most difficult and challenging tasks in the world is that of child-rearing. It is assumed that parenting is an automatic behaviour and that parents are natural bearers of the gifts necessary for this most important role. When these parents are confronted with the additional issue of raising a child needing special care, they are even less prepared or informed to rise to the challenge and deal with the additional issues of extra special medical, education and management needs.

The course has been designed with such parents in mind. It will attempt to meet the needs of parents, caregivers, and anyone in contact with children needing special care. It will look most importantly at the person as a parent and the parent as a person. It will discuss the way children develop, normal behavioural patterns, what parents need to look for and when, and how to recognise when a behaviour and development, needs further investigation.

Participants will be advised how and where to seek professional help, how to deal with the impact of such children on the family and on the community. Issues of schooling and coping with special children across the life-span of parents and thereafter will also be covered.

### **Course Outline**

On becoming a parent; Overview of the stages of child development; Group session (high risk parents/high risk children, other contributing factors, is development any different? and, intervention strategies); Types of impairments / handicapping conditions; Families with handicapped children; Group session (parents as partners); Sources of parental support; Group session (prevention to keep your child healthy); The special child in the classroom; Sociological issues related to families with special children; and, issues throughout the life-span.

**HEALTH, NUTRITION & SAFETY OF THE YOUNG CHILD:  
AGES 3-6**

The course will focus on the health promotion, prevention and treatment of common childhood diseases. At the end of the course the student will be able to identify pre-birth factors which affect the health of the neonate; describe the development of a child from birth to eight years; understand the relationship between the external environment and the physical and emotional development of the child and examine strategies for prevention and intervention which can ensure the health and safety of the young child.

**Course Outline**

Impact of pre-birth factors on the health of the neonate; health appraisal of the neonate and the external environment; health appraisal of the infant; high risk children; health appraisal of the child eighteen months to three years; nutrition: birth to three years; "parents as partners"; health appraisal of the child three to five years; "prevention: to keep your child healthy"; diseases of infants and young children; and, hygiene in the home.

**EARLY CHILDHOOD EDUCATION FOR PRESCHOOL TEACHERS**

Data contained in the Education Plan, 1985-90, have clearly established the lack of sufficient, adequately equipped preschools with trained personnel to run them. It is therefore an urgent necessity to provide opportunities for training teachers to function at this level. The emphasis in this type of teacher-preparation should be on practical training and for this, the School of Education Laboratory Preschool provides the ideal environment.

**Eligibility for entry**

Applicants must have at least three G.C.E. O-level or CXC passes, one of which must be English.

**Structure of the Course**

The proposed course has two components, theory and practice. Theory consists of four elements, namely:

1. Child Psychology, from birth to six years (25 hrs.)
2. Health, Safety and Nutrition of the preschool child (15 hrs.)
3. First Aid techniques (10 hrs.)
4. Methods of teaching (30 hrs.)

In the practice component, the trainees will gain first hand experience working with young children by following a very carefully supervised practical training programme lasting 60 hours at the Laboratory Preschool.

**Objectives**

On completion of the theory, trainees will acquire basic knowledge of the developmental process of the child from birth to six years; be able to use techniques of first aid as required; have knowledge of various innovative methods of teaching appropriate for the preschool classroom.

On completion of the practice, trainees will be able to engage in positive interaction with preschool children; manage the preschool classroom competently; create an atmosphere and use techniques which are conducive to student learning through work and play and, relate to adults (parents, fellow teachers, etc).

**Assessment**

GRADE	NUMERICAL EQUIVALENT	INTERPRETATION
A	7	Truly exceptional
B+	6	Outstanding Pass
B	5	Good Pass
C	4	Pass
C-	3	Lowest Pass
D	2	Fail

To be awarded a certificate, candidates must obtain at least a C- in each component of the course.

**Child Psychology: Birth to Six Years**

(25 hrs.)

Students will be aware of the developmental characteristics in the foetus and infant; be knowledgeable of the principles of growth and development in the young child; be conscious of the process of cognitive development in the young child and be able to provide for a positive group experience for children and adults by setting limits that are consistent with the goals of the programme.

**Assessment**

Class presentation of recent studies in the area; papers on topics covered in the course; preparation of a scrapbook with relevant topics in an area; and, contribution to group work.

**Health, Safety and Nutrition of the Pre-School Child**

(15 hrs.)

On completion of the course, trainees will be able to utilize knowledge gained in health, safety and nutrition in the management of preschoolers, ages 3 - 6 under their care/ supervision. Trainees, upon completion of the course, will know the definition of basic knowledge of the normal growth and development of the preschool child, ages 3 - 6; be knowledgeable about what constitutes environment and be able to provide same for the preschool child, ages 3 - 6; and, know the basic principles underlying good nutrition for the preschool child.

### **First Aid**

(10 hrs.)

On completion of this course, students will know the definition of the term, First Aid; know the meaning of common terms used in First Aid; understand the aims of First Aid; know the principles of First Aid management; apply the principles of First Aid management in emergency; demonstrate skill in providing First Aid for casualties and show concern for the welfare of casualties by reassuring children who are apprehensive/upset.

### **Assessment**

Short essay-type questions; a quiz; and, practical role play.

### **Methodology**

(30 hrs.)

#### **Objectives**

To expose the teacher to the basic individual differences of preschoolers; to provide a variety of methods of teaching suited to the developmental levels of preschoolers; to expose the students to all areas of the curriculum and also assist them in adapting or devising appropriate curricula for the particular aims of the preschool and to allow the teacher to gain experience in all areas of planning in the learning process.

### **Assessment**

1. Selecting one method learnt and applying it in the practical setting.
2. a. Preparing forecasts and lesson plans.
2. b. Planning an appropriate preschool curriculum.

### **Practicum**

(60 hrs.)

#### **Objectives**

To provide the students with opportunities for positive interaction with preschoolers; to assist the student in managing a preschool classroom competently and to provide opportunities for developing materials appropriate for preschoolers and using these effectively in the classroom.

### **Assessment**

1. Evaluation of teaching aids.
2. Application of areas of planning to the actual preschool classroom.
3. Application of knowledge learnt in theory about the taught child to the practical setting.
4. Developing a conducive learning environment through use of curriculum areas learnt in theory.

### **ORGANISATION AND MANAGEMENT OF A PRESCHOOL**

There are in existence in our society a wide variety and a large number of institutions and organisations providing early childhood care and education. Many of these can certainly benefit from management and organisation that are more informed by the insights and understanding that have come from systematic study of environments of this kind. Commitment to providing good quality care must be buttressed by the ability to organise in such a way that it can be effectively delivered. Moreover, all early childhood educators need to possess those skills and abilities which can help them to improve the delivery systems over which they have control.

### **Eligibility for entry**

1. Successful completion of the Course for preschool teachers offered by the School of Education or, a course of equivalent standard.
2. Experience in, the operation of or managing, a preschool.
3. Five G.C.E. or C.X.C. passes, one of which must be English.

### **Structure of the Course**

The proposed course has two components -

1. Introduction to administration in early childhood education.
2. The pre-school curriculum and the learning environment.

### **Introduction to Administration in Early Childhood Education**

Students will understand the concept of early childhood education; become familiar with basic organisation theory and its relevance for operating preschools; gain mastery in the techniques of various types of record-keeping and other information systems; master techniques for the evaluation and deployment of staff and understand the importance of the partnership between home and school in early childhood education.

### **Assessment**

A written assignment of 1,500 words (40%); an examination, (60%). Alternatively, course assessment could be continuous in the form of several short papers.

### **The Pre-School Curriculum and the Learning Environment**

Students will be able to describe the features of a learning environment which is conducive for the development of the preschooler; master the skills of creating the environment; master the skills of developing the preschool curriculum and creating / selecting appropriate supporting teaching/learning materials and develop skills of evaluating learning resources.

### **Assessment**

A Project (40%) and a written examination, (60%).

## APPENDIX

### GUIDELINES FOR FORMAL ASSIGNMENTS

Guidelines specific to each assignment are detailed below. In addition to these, the following technical requirements must be observed.

- i. Conventions of grammar, spelling, punctuation, and paragraphing.
- ii. Consistent use of the recommended APA style for citation and referencing.

#### A. Foundation Areas Essay

(3,000 words)

The essay is required to be an analytical discussion of concepts and findings in Philosophy of Education, Psychology of Education, Sociology of Education and Language in Education and Health and Family Life Education as they relate to the topic under consideration. In this essay the student is expected to:

- i. Examine critically the underlying assumptions of the topic chosen;
- ii. Demonstrate an understanding of the meaning of the concepts he/she is using or discussing;
- iii. Select and evaluate from the literature views and information that are relevant to the topic;
- iv. Develop arguments logically, establishing continuity;
- v. Provide evidence/support for claims made;
- vi. Relate reading to personal experience both as student as teacher, and to the specific cultural and social issues which underlie educational practice in Trinidad & Tobago;
- vii. Draw warranted conclusions.

#### B. The Curriculum/School Study

(5,000 words)

The Curriculum/School Study is an evaluated account of an investigation of a school or classroom situation. It is a learning exercise aimed at giving the teacher an opportunity to:

- i. Develop and apply research skills in the classroom or school setting;
- ii. Demonstrate the ability to apply relevant theory to classroom practice or school administration.

#### *Format of Curriculum/School Study*

- i. An abstract of about 300 words (a loose copy of the abstract must also be submitted).
- ii. The Problem
  - background to the problem including the setting
  - statement of the problem
  - significance of the study
  - research questions
- iii. Review of related literature to include:
  - crucial tools, concepts and the accurate location of these within the existing literature
  - points of similarity with and departure from your study and the location of these within the existing literature
  - a justification for your study focus with reference to the literature
- iv. Research Methodology
  - description of the sample or case
  - research plan
  - description of instruments used
  - detailed report of procedures used in carrying out the research plan
- v. Presentation of findings
  - presentation of data
  - data analysis
  - interpretation of findings
- vi. Summary and Conclusions
  - implications of findings
  - recommendations
- vii. References
- viii. Appendices
  - samples of materials used and/or collected
  - samples of students' work
  - samples of tests, and other data collecting instruments
  - unit outline
  - lesson plans
  - tables, diagrams, graphs
  - other relevant material

**C. Dissertation**

(5,000 words)

The dissertation is an extensive scholarly exploration of a topic of educational significance in Trinidad & Tobago.

- i. It must reflect critical and original thought applied to a comprehensive investigation of the chosen issue.
- ii. Offer suggestions and recommendations for dealing with the related aspect of educational practice, policy, or administration.
- iii. Integrate relevant matter from education theory, curriculum practice in interpreting and developing the topic in a comprehensive way.

Empirical data or other documented materials may be used to illustrate and support the presentation. The following is an example of how the dissertation may be presented:

- a. An abstract of about approximately 300 words. (A loose copy of the abstract must also be submitted);
- b. A brief introduction to indicate the topic and its treatment;
- c. An extended treatment of the topic which may take one of several forms, e.g.
  1. A written discussion, in essay format, which critically examines and analyzes the topic;
  2. Other text or non-text formats in which the topic is critically examined and presented. In such cases the presentation must be supplemented by a written analysis of the topic;
- d. Conclusions and recommendations for action based on knowledge gained from the literature and from the writer's own thinking and experience
- e. A bibliography.

**Requirements For Format**

Instructions on format presented here do not cover all types of research reports. Students are required to discuss any peculiar problems with their tutors.

- a. All written assignments for formal assessment must be typed:
  - On plain quarto, one side only;
  - With double-spacing throughout
    - i) long passages of quotation should be set in from the left margin,
    - ii) the first line of the bibliography should be indented five spaces to the right
    - iii) with a right margin of one inch, and the top, bottom and left margins of 1 inch.
- b. All written assignments must be submitted within the covers supplied by the Department.

- c. It is the student's responsibility to give adequate directions to the typist with respect to matters of format and presentation.
- d. Students are expected to make very early arrangements with a competent typist and to collect the manuscript some days in advance of the deadline for thorough checking to eliminate typing and other errors.

**Requirements for References**

**A. Why you must give references**

References must be given for everything which you take from another author because:

- i. Not to do so is PLAGIARISM, literary and intellect theft and cheating passing off as your work what is really that of someone else.

N.B: THE PENALTY FOR PLAGIARISM IS EXPULSION FROM THE UNIVERSITY OR DEBARMENT FOR A NUMBER OF YEARS.

- ii. Those assessing your work need to know what exactly is your own work and what you have taken from elsewhere and so to be able to check that you have quoted or used it correctly.
- iii. Other readers (e.g. Future Diploma in Education students) also need to know what is your own and what is not, so they can quote the correct source and follow up your references.

**B. When to quote or mention other works**

- i. Every time you use the ideas or words of another writer, you must indicate their source so as to avoid plagiarism.
- ii. If you use his actual words, put them in single quotation marks and give the reference.
- iii. If you put his ideas into your own words, you must still give the reference to the source.
- iv. Quoting the actual words is necessary when:

You wish to show that the writer actually said a particular thing;  
You intend to examine in detail what he said;  
It is a definition of a key term.
- v. Otherwise you should try to put another's ideas into your own words so as to show that you understand what he said.
- vi. Except as stated in (iv), avoid long quotations.

- vii. DO NOT MERELY QUOTE, for that occupies space without anything being said by YOU. Use what you quote, as in (iv), or to support your argument.

e.g. Do not merely quote several definitions, but criticize them and conclude with the one which you accept and are going to use, or give that one only.

MAKE SURE THAT THE READER WILL KNOW THAT YOU AGREE OR DISAGREE WITH WHAT YOU QUOTE.

- viii. Beware of quoting an author as saying something with which he does not in fact agree. Writers often set out a certain position in some detail before going on to criticize, modify or reject it. Therefore read before and after the particular passage to make sure that it does express the writer's own position.

*C. How to give references*

- a. In the body of the text:

- i. When you quote or take ideas from an author, give the author's name, authors' names, the date of publication, and, if you quote or cite a particular part, the page number, page numbers, or chapter. Fit your citations neatly into your sentences. Quotations should be double spaced. Quotations must be accurate, following the wording, spelling and interior punctuation of the source.

As Hirst and Peters (Hirst and Peters, 1970, p.43) say, "development" suggests irreversible changes "the direction of which is characteristic of that which develops".

Some people (e.g. Bantock, 1980, Chap.1) still see merit in the Renaissance ideal of education.

- ii. When you cite two works by the same author published in the same year, distinguish them by a, b, etc.

There is evidence (Hallam, 1969a, 1969b) that even at the age of 16 many pupils cannot understand the abstract terms used in the teaching of History.

- iii. Where you take a quotation from one author when quoted by another, give the name of the original author and the details of where you found it.

Progressive educators are apt to give vague statements of aims such as "Life is the trade I would teach him" (Rousseau, quoted Bantock, 1980, p.43).

- iv. Use single quotation marks for the quotation within the quotation.

Bantock (1980, p.43) "but the principle behind the progressive view of the curriculum is essentially that of the accidental: Rousseau wishes for an education that will be immediately useful - 'life is the trade that I would teach him'".

- v. To set out a long quotation, indent the whole quotation from the left margin and use double spacing.

Biehler and Snowman (1982) noted: In many respects, students are in a better position to evaluate teachers than anyone else. They may not always be able to analyse why what a teacher does is effective or ineffective (which might be true of an experienced expert observer), but they know, better than anyone else, whether they are responding and learning. Furthermore, students form their impressions after interacting with a teacher for hundreds or thousands of hours.

*C. How to give references*

- b. In the Bibliography

List in alphabetical order the names of the authors of all works you have quoted or consulted. Use double spacing. The first line of the bibliography should be indented five spaces to the right.

- i. BOOKS

The Bibliography should not be divided into sections. All works, regardless of number of authors, or whether they are books or articles etc., Must be placed in alphabetical order of surname of author, editor or publisher. No separate listings should be made for books, articles, etc.

1. ONE AUTHOR

Bantock, G.H. (1980). Dilemmas of the curriculum. Oxford: Robertson.

2. TWO AUTHORS

Hoy, W.K., & Miskel, C.G. (1982). Educational administration: Theory, research and practice (2nd ed.). New York: Random House.

3. MORE THAN TWO AUTHORS

Morphet, E.L., Johns, R.L., & Reller, T.L. (1982) Educational organisation and administration: concepts, practices and issues (4th ed). New Jersey: Prentice-Hall.

4. NO AUTHOR GIVEN

The World of Learning. (1984-85). London: Europe Publications.

5. AN ORGANISATION OR INSTITUTION AS "AUTHOR"  
National Council of Teachers of Mathematics (1984). Computers in mathematics education : 1984 Yearbook.
  6. AN EDITOR OR COMPILER AS "AUTHOR"  
Sander, R.E. (Ed.). (1978). From Trinidad: An anthology of early West Indian Writing. New York: African.
  7. TRANSLATIONS  
Vygotsky, L.S. (1962). Thought and Language. (E. Hanfmann & G. Vakar). Cambridge: M.I.T. Press (Original work published 1934).
  8. WORKS IN SEVERAL VOLUMES  
Husen, T., & Postlewaite, T.N. (Eds.). (1985) The International encyclopedia of education, research and studies: (Vol. 1-10). Oxford: Pergamon Press.
  9. AN ESSAY IN A COLLECTED WORK  
Harlen, W. (1983). Evaluating the Curriculum. In A. Paisey (Ed.), The Effective Teacher in Primary and Secondary Schools (pp. 135-150). London: Ward Lock.
- ii. ARTICLES
- Periodicals
- Hallam, R. (1969a). Piaget and moral judgements in history.
- Educational Research. 11(3), 10-25.
- Newspapers
- Beddoe, I.B. (1987, October 29) Comprehensive approach to values of teaching. Trinidad Guardian. p.13.
- N.B.: If you cite more than one essay in the same collected work, list the collection separately under the editor's name (see Books: A7 above) and then list each essay separately by author's name and in the appropriate place.
- iii PUBLISHED PROCEEDINGS OF A CONFERENCE
- Henry, R. (1982). The interface between education and employment in Trinidad & Tobago. In E. Gift et al. (Eds.). Report on conference on educational research in the Republic of Trinidad & Tobago: An exploration of needs and approaches (pp. 62-75). St. Augustine: School of Education, The University of the West Indies.
- iv. DISSERTATIONS (Unpublished)  
Campbell, C.C. (1973). The development of education in Trinidad & Tobago, 1834-1870. Unpublished doctoral dissertation, The University of the West Indies, Mona.
  - v. THESIS (Unpublished)  
Rohlehr, B.A. (1988). Cognitive style, graphicacy skills of CXC Geography students. Unpublished master's thesis. Faculty of Education, The University of the West Indies, St. Augustine



