COURSE GUIDE

Course title: Urban & Regional Economics

Welcome to Urban Economics. This course will be delivered using a blended approach, i.e. you will have both face-to-face and online teaching. Activities include group work, and class discussion, as well as online discussions. See course outline in Appendix A

Course Description

This course examines the economic bases of urban areas and how these bases are related to the most pressing urban problems such as housing affordability, transportation, taxes, poverty, health challenges, and urban services and the impact of these issues on the economic and social structure in developing countries.

This course will be taught in the blended format with face to face (f2f) lectures as well as online activities which will be delivered via MyELearning. There will be a 2 hour lecture each week which will include classroom activities as well as a weekly 1 hour tutorial. The 2 hour lecture will be the primary mode of content delivery and the 1 hour weekly tutorial will be used to develop/write essays and short answer questions and answer multiple choice questions. These tutorial worksheets are available in my eLearning and can be downloaded prior to the tutorial sessions.

Assessments for this course will be in a variety of forms. Students will be assessed as part of the continuous evaluation of student performance. Assessments are as follows:

- Coursework 40% (Total)
  - Coursework - Assignments 30%
  - Mid-term Examination 10%

- Final Examinations 60% (Total)
  2-hour written examination

The Experiential Learning Project requires that students identify at least one major urban challenge in their own community. In the instance where the student is from a rural area, those students are required to identify ways in which those areas can develop. To identify these challenges, students are required to engage the community for no less than six hours. This requires conducting at least one focus group with at least five community members. Upon completion of the focus group session, students will be required to submit a written report (no less than five pages) documenting their findings.

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Session Topic(s)</th>
<th>Learning Objectives - at the end of this topic students will be able to:</th>
<th>Online Activities and Resources – All resources will be made available in myeLearning</th>
<th>Offline Activities – 2 Hour lecture in class</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Identify students’ learning styles and agree on the expectations of the course, the lecturer and themselves</td>
<td><strong>Activities</strong>&lt;br&gt;-Familiarization of <em>My Elearning</em>&lt;br&gt;-Online student survey to determine learning styles</td>
<td>Ice breaker in class with focus on team building exercise – students will be asked get into groups of 5 and build the tallest possible structure with two bags of marshmallows and will be judged based on that. Students will then be asked within their teams to identify various strengths and weaknesses based on the experience.</td>
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</table>
| 2             | Review of Microeconomics Tools / Introduction - Why Do Cities Exist? | 1. Recall the key macro and micro economic concepts that will be used throughout the semester | Activity **Assignment 1**: Students to post comments on the podcast of the macro and micro economic concepts. **Resource**: (1)PowerPoint on Lecture 1 (2) podcast | Face to face lecture  
  o  PowerPoint on Lecture 1  
  o  Discussion on principles and the use of macro and micro concepts in Urban Economics |
| 3             | Urban Growth                              | 1. Explain why cities exist.  
2. Explain what determines city sizes.  
  o  PowerPoint on lecture 2  
  o  Class discussion on origin and growth of cities.  
Assignment: Read Chapter 2 of the required text. |
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<thead>
<tr>
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<tr>
<td>4</td>
<td>Land-Use Patterns</td>
<td>1. Explain land use patterns.</td>
<td><strong>Activity (Upload)</strong>&lt;br&gt;<strong>Assignment 3:</strong> Students are required to create a 10 minute video on land use patterns. Videos must be uploaded to YouTube and the link to the video must be posted on the online forum. Each student must view and comment on at least two of their peers’ videos before final submission. <strong>Resource:</strong> (1)PowerPoint for Lecture 3</td>
<td><strong>Face to face lecture:</strong>&lt;br&gt;○ PowerPoint on Lecture 3&lt;br&gt;○ Class discussion – Land Use Patterns in Trinidad and Tobago - Trends</td>
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<td><strong>Assignment:</strong> Read Chapter 3 of the required text.</td>
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<td>5</td>
<td>Urban Transportation</td>
<td>1. Explain congestion and policy options.&lt;br&gt;2. Explain what the elements of transportation efficiency are.</td>
<td><strong>Activity</strong>&lt;br&gt;<strong>Assignment 4:</strong> View YouTube video Transportation Challenges and post comments in discussion forum (students must respond to at least two other posts made by their peers)&lt;br&gt;<strong>Resources:</strong> PowerPoint for Lecture 4</td>
<td><strong>Face to face lecture</strong>&lt;br&gt;○ PowerPoint Lecture 4&lt;br&gt;○ Class discussion – Can congestion be alleviated by implementing policies adopted from other western countries?</td>
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<td><strong>Assignment:</strong> Read Chapter 6 of the required text.</td>
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|               | Midterm Exam    | 1. Explain the basic concepts of urban economics in discussing urban issues.  
2. Explain the existence and purpose of cities.  
3. Examine urban market areas, central place theory, and urban economic growth.  
4. Explain land use in the modern city. | **Activity (Journal)**  
**Assignment 5:** Post a reflection of Lectures 1-4 in the discussion forum in myeLearning not exceeding two pages. | Answer summative questions on modules Lectures 1-4. 30 MCQs, short essays. |
| 6             | Crime and Poverty | 1. Explain how crime is linked to utility.  
2. Explain what are some prevention options. | **Resources:**  
PowerPoint for Lecture 5 | **Face to face lecture**  
- PowerPoint Lecture 5  
- Class discussion – Is poverty and crime causally related?  
**Assignment:**  
Read Chapters 5, 11, &12 of the required text. |
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<tr>
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<tr>
<td>7</td>
<td>Education</td>
<td>1. Explain why educational achievement so low in certain neighborhoods</td>
<td>Resources: PowerPoint for Lecture 6</td>
<td>Face to face lecture</td>
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<td>o PowerPoint Lecture 6</td>
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<td>o Class discussion – Is the education system in Trinidad and Tobago capable of producing the required optimal level of human capital?</td>
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<td>Assignment: Read Chapter 10 of the required text</td>
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<td>8</td>
<td>Housing and Public Policy</td>
<td>1. Explain what makes housing different from other goods. 2. Explain why the poor rent and don’t own. 3. Critically assess the causes of homelessness</td>
<td>Activity <strong>Assignment 6</strong>: Wiki - To discuss the challenges in housing markets with particular emphasis on the issue of housing affordability. Resources: PowerPoint for Lecture 7</td>
<td>Face to face lecture</td>
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<td>Market effects of housing policies Housing affordability</td>
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<td>o PowerPoint Lecture 7</td>
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<td>o Class discussion – What can be done to make housing affordable?</td>
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<td>Assignment: o Read Chapters 1, 7, &amp; 8 of the required text</td>
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<tr>
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<td>9</td>
<td>The Urban Health Situation in the Caribbean</td>
<td>1. Identify key issues and challenges in achieving health equity</td>
<td>Resources: PowerPoint for Lecture 8</td>
<td>Face to face lecture</td>
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<td>o PowerPoint Lecture 8</td>
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<td>o Class discussion</td>
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<td>Assignment:</td>
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<td>Read Chapter 4 of the required text</td>
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<td>10</td>
<td>Examining Urban Health Challenges and Interventions</td>
<td>1. Explain the spectrum of policy interventions</td>
<td>Resources: PowerPoint for Lecture 9</td>
<td>Face to face lecture</td>
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<td>o PowerPoint Lecture 9</td>
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<td>o Class discussion</td>
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<td>– Students will be required to come to class with one question each based on the topic for discussion.</td>
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<td>Assignment:</td>
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<td>Read Chapter 5 of the required text</td>
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<td>Module Number</td>
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<td>11</td>
<td>The Role of the Local Government</td>
<td>1. Explain the determinants of local government spending.</td>
<td>Resources: PowerPoint for Lecture 10</td>
<td>Face to face lecture</td>
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<td>o PowerPoint Lecture 10</td>
<td>o Class discussion – Understanding the importance of local government.</td>
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<td>Assignment:</td>
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<td>Resources: PowerPoint for Lecture 10</td>
<td>Read Chapter 5 of the required text</td>
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<tr>
<td>12</td>
<td>Review</td>
<td>Review key topics in preparation for final assessment</td>
<td>Assignment: Complete online quiz with 100 MCQs and 6 short essays</td>
<td>Assignment:</td>
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<td>Assignment 7</td>
<td>Review classroom notes, and lecture notes</td>
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<td>View assigned YouTube video on Urban Challenges and post comments in discussion forum.</td>
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<td>13</td>
<td>Final Assessment</td>
<td>Answer summative questions on Lectures 2-10</td>
<td>Activity (Journal) Assignment 8: Write an individual reflection on aspects of the course as describe</td>
<td>Assessment:</td>
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<td>Assessment: Final exam comprising of multiple choice and short answers</td>
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<td>-Group Discussions -Course Evaluation</td>
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</table>
List of Assignments and Activities:

- Students to post comments on the podcast of the macro and micro economics concepts used in discussing urban challenges and reply to at least one other comment.
- Students to write a journal reflection on lectures 1-4
- Complete an online quiz and short essay type questions.
- Students to create a video on land use patterns. Each student must comment on at least two of their peers’ videos before final submission.
- Overall journal reflection on the course of 3 pages maximum.

Student Online Participation
- Wiki - Discuss the challenges in the housing market with particular emphasis on the issue of housing affordability.
- Reflection – Write and upload a personal reflection on aspects of this course which had any effect on you. You should not exceed two (2) pages.

Coded Red – Graded Course Assignments
Coded green – Classroom discussion questions
APPENDIX A

THE UNIVERSITY OF THE WEST INDIES ST. AUGUSTINE CAMPUS
DEPARTMENT OF ECONOMICS

COURSE SYLLABUS

Date Issued: November 26, 2013

COURSE TITLE: Urban and Regional Economics

COURSE CODE: 3074

LEVEL: III

CREDITS: 3 cr.

PREREQUISITES: ECON 1001 and ECON 1002

DEPARTMENT: ECONOMICS

INSTRUCTOR INFORMATION:

Lecturer: Daren A. Conrad, Ph.D.

Email Address: daren.conrad@sta.uwi.edu

**Urban Economics: Rationale for the Proposed Course**

There are a number of urban challenges in Trinidad and Tobago which includes crime, persistent poverty, low school completion rates in some jurisdictions, urban health challenges, and housing affordability. This proposed course will examine the economic base of urban areas and how these bases are related to employment, population, school completion rates, economic growth, and the economic and social structure. This course will also analyze the economic aspects of the most pressing urban problems, including housing, transportation, poverty, crime, and land use.

**LETTER TO THE STUDENT**

Welcome to Urban Economics. This course will be delivered using a blended approach, i.e. you will have both face-to-face and online teaching. Activities include group work, and class discussion, as well as online discussions.

**EXPECTATIONS**

As a student enrolled in Urban Economics, I expect that you will be fully engaged in both the traditional classroom and online activities. Research has shown that students learn best through collaboration and interaction, so I encourage you to participate in and complete all online assignments and classroom activities.
COURSE DESCRIPTION

This course examines the economic bases of urban areas and how these bases are related to the most pressing urban problems such as housing affordability, transportation, taxes, poverty, health challenges, and urban services and the impact of these issues on the economic and social structure in developing countries.

This course will be taught in the blended format with face to face (f2f) lectures as well as online activities which will be delivered via MyELearning. There will be a 2 hour lecture each week which will include classroom activities as well as a weekly 1 hour tutorial. The 2 hour lecture will be the primary mode of content delivery and the 1 hour weekly tutorial will be used to develop the Experiential Learning Project surveys and reflect on the process as well as to discuss and reflect on the content covered in the f2f lectures.

Assessments for this course will be in a variety of forms. Students will be assessed as part of the continuous evaluation of student performance. Assessments are as follows:

- Coursework 40% (Total)
  - Experiential Learning Project 30%
  - Mid-term Examination 10%

- Final Examinations 60% (Total)
  2-hour written examination

The Experiential Learning Project requires that students identify at least one major urban challenge in their own community. In the instance where the student is from a rural area, those students are required to identify ways in which those areas can develop. To identify these challenges, students are required to engage the community for no less than six hours. This requires conducting at least one focus group with at least five community members. Upon completion of the focus group session, students will be required to submit a written report (no less than five pages) documenting their findings.

COURSE GOALS:

The goals of this course are:

1. To understand basic theoretical concepts in urban economics.
2. To understand problems of urban development and planning,
3. To understand urban economics as the basis for planning and development at the community and national levels.
COURSE OBJECTIVES/COMPETENCIES

At the end of this course, students will be expected to:

1. Explain the basic concepts of urban economics in discussing urban issues.
2. Explain the existence and purpose of cities.
3. Examine urban market areas, central place theory, and urban economic growth.
4. Explain land use in the modern city.
5. Explain Urban Poverty, Crime and Education using microeconomic theoretical underpinnings,
6. Examine methods to deal with the emerging and complex issues of urban health in developing countries by reviewing successful case studies.
7. Evaluate the challenges in the housing market such as housing affordability, neighborhood effects, and neighborhood choices.

OUTLINE OF COURSE CONTENT

Students will have two (2) contact hours for lectures weekly and one (1) contact hour for tutorials weekly. The faculty of Social Sciences requires students to attend and participate in all lectures and at least 75% of tutorials to avoid debarment.

(1) Market Forces in the Development of Cities
- why do cities exist?
- what determines size?
- what causes growth/decline of cities?
- impact of local government

(2) Land Use Patterns
- why segregation by income within cities?
- from monocentric to disperse cities
- reasons for and impact of zonings

(3) Urban Transportation
- congestion and policy options
- deficit of transit authorities
- transportation efficiency
- parking
(4) Urban Challenges
- why are poverty rates high in central cities and certain districts?
- neighborhood effects of poverty
- why is educational achievement so low in certain neighborhoods?
- economics of crime (effectiveness of punishment etc)
- why higher crime rates in central cities?

(5) Urban Health
- the urban health situation
- key issues and challenges in achieving health equity
- a broad spectrum of interventions
- approaches and policies to implement interventions successfully

(6) Housing and Public Policy
- what makes housing different from other goods?
- why do the poor rent and don’t own?
- market effects of housing polices
- causes of homelessness
- understanding the housing market

(7) Local Government Expenditures and Taxes
- is the property tax regressive or progressive?
- determinants of local government expenditure (sports, culture)

COURSE CALENDAR

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION TOPIC(S)</th>
<th>READING ASSIGNMENT</th>
<th>SUGGESTED READING(S) FROM READING LIST</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>O’ Sullivan Appendix –</td>
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<tr>
<td>TIME</td>
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<td>Microeconomic Tools</td>
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<td>Week 2</td>
<td>Review of Microeconomics Tools / Introduction - Why Do Cities Exist?</td>
<td>O’Sullivan Chapters 1&amp; 2</td>
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<td>Week 3</td>
<td>Urban Growth</td>
<td>O’Sullivan Chapter 5</td>
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<td>Week 4</td>
<td>Land-Use Patterns</td>
<td>O’Sullivan Chapter 7</td>
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<td>Week 5</td>
<td>Urban Transportation</td>
<td>Assigned Reading</td>
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<td>Week 6</td>
<td>Midterm Exam</td>
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<td>Week 7</td>
<td>Crime and Poverty</td>
<td>O’Sullivan Chapter 8</td>
<td>5, 11, 12</td>
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<td>Week 8</td>
<td>Education</td>
<td>O’Sullivan Chapter 12</td>
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<td>Week 9</td>
<td>Housing and Public Policy</td>
<td>O’Sullivan Chapter 13</td>
<td>1, 7, 8</td>
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<td>Market effects of housing</td>
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### TIME
### SESSION TOPIC(S)
### READING ASSIGNMENT
### SUGGESTED READING(S) FROM READING LIST

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<td>policies</td>
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<td>Housing affordability</td>
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<td>Week 10</td>
<td>The Urban Health Situation in the Caribbean</td>
<td>O’Sullivan Chapter 14</td>
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<td>Week 11</td>
<td>Examining Urban Health Challenges and Interventions</td>
<td>Assigned reading</td>
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<td>Week 12</td>
<td>The Role of the Local Government</td>
<td>O’Sullivan Chapter 15</td>
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<td>Week 13</td>
<td>Review</td>
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**TEACHING STRATEGY**

This course is delivered in blended mode using the following strategies: online course materials in the form of course units, activities through myeLearning, and face-to-face sessions.

Students should expect to receive a proportion of their training through conventional classroom teaching but much emphasis is placed on active student participation in the learning process.

Main teaching strategies: Before the start of each lecture there will be a review of the previous lecture during which time students will be invited to report learning strategies implemented since the end of the previous session followed by answers to questions posed based on the reading assignments.

Teaching strategies will also include group sessions that employ a problem-based-learning format. These sessions, which last a maximum of ten minutes, would be held at the start of the day’s lecture and are intended to pave the way for the lecture that is to follow. There will be a maximum of 2 such sessions for the semester.
IN-COURSE ASSIGNMENTS

For in-course assignments, you are expected to complete and submit all assignments which will be assessed. The assignments aim to help you progressively develop your knowledge and competence in urban economics.

**NO HAND WRITTEN ASSIGNMENTS WILL BE ACCEPTED.** Assignments WILL NOT be accepted via e-mail. **NOTE: All assignments must be submitted on the due date. Drop boxes will be closed at 11:55 p.m. on the submission date identified.**

Assignment Submission Guidelines

**Formatting**

- Use one-inch margins on all sides of the page (top, bottom, left, and right).
- Include a title page with the essay title, your name, course name and number, your student ID number, and the date of submission.
- Type or generate your assignments with a word-processor (they should not be hand written).
- Double-space the lines in your document.
- Use a standard, 12-point font.

**Content**

- Ensure that you have answered all required questions.

**Quality**

- Ensure that sentences flow smoothly from one to another, using appropriate transitions as needed.
- Be correct and consistent with spelling and punctuation.
- Write your papers in a tone appropriate for an academic setting (not chatty), free of slang expressions, clichés, and short, unconnected sentences.

**Plagiarism**

Take care to avoid plagiarism. Generally, when something is well established, no reference citation is required. But where an idea is unproven or speculative, it is very important that you give one or more references. Without correct referencing you are taking someone else’s ideas and making it sound like they are yours. If you do not reference the ideas of others appropriately, it can be called plagiarism. If you are unsure about the meaning and parameters of plagiarism, see UWI Examinations Regulations 97 (i)-(iv) and 103 (i) for both an explanation of plagiarism and the penalties. It is much easier to clarify than to have your work returned to you with a charge of plagiarism, which may come with serious penalties.
ASSESSMENT STRATEGY

Assessment of this course will be in a variety of forms. Students will be assessed as part of the continuous evaluation of student performance. Assessment methods would include marked assignments and final written examinations as follows:

- In-course 40%
  - Coursework - Assignments 30%
  - Mid-term Examination 10%

- Final Examinations 60%
  - 2-hour written examination

Assessment #2: Mid-Term Examination

The Mid-Term Examination will be scheduled during class time in Week #5. The examination is worth 10% of the total in-course grade.

1. All Discussion Forums – **will be announced on myeLearning.**

2. The Blog – **on myeLearning.**

3. Other Online Activities/Assignments throughout the semester

Final grades will be awarded as follows:
From the Board for Undergraduate Studies (October 2013)

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
<th>Grade Point</th>
<th>Definition</th>
<th>Grade Descriptor</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 -100</td>
<td>4.3</td>
<td>Exceptional</td>
<td>Demonstrates exceptional performance and achievement in all aspects of the course. Exceptional application of theoretical and technical knowledge that demonstrates achievement of the learning outcomes. Goes beyond the material in the course and displays exceptional aptitude in solving complex issues identified. Achieves the highest level of critical, compelling, coherent and concise argument or solutions within the course.</td>
</tr>
<tr>
<td>A</td>
<td>80 – 89</td>
<td>4.0</td>
<td>Outstanding</td>
<td>Demonstrates outstanding integration of a full range of appropriate principles, theories, evidence and techniques. Displays innovative and/or insightful responses. Goes beyond the material with outstanding conceptualization which is original, innovative and/or insightful. Applies outstanding critical thinking skills</td>
</tr>
<tr>
<td>A-</td>
<td>75 - 79</td>
<td>3.7</td>
<td>Excellent</td>
<td>Demonstrates excellent breadth of knowledge, skills and competencies and presents these in appropriate forms using a wide range of resources. Demonstrates excellent evidence of original thought, strong analytical and critical abilities; excellent organizational, rhetorical and presentational skills.</td>
</tr>
<tr>
<td>B+</td>
<td>70 - 74</td>
<td>3.3</td>
<td>Very Good</td>
<td>Demonstrates evidence of very good critical and analytical thinking in most aspects of the course. Very good knowledge that is comprehensive, accurate and relevant. Very good insight into the material and very good use of a range of appropriate resources. Consistently applies very good theoretical and technical knowledge to achieve the desired learning outcomes.</td>
</tr>
</tbody>
</table>
| B     | 65 - 69 | 3.0         | Good       | Demonstrates good knowledge, rhetorical and organizational skills. Good insight into the material and a
<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
<th>Grade Point</th>
<th>Grade Definition</th>
<th>Grade Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-</td>
<td>60 - 64</td>
<td>2.7</td>
<td>Satisfactory</td>
<td>Displays satisfactory evidence of the application of theoretical and technical knowledge to achieve the desired learning outcomes. Demonstrates sound organisational and rhetorical skills.</td>
</tr>
<tr>
<td>C+</td>
<td>55 - 59</td>
<td>2.3</td>
<td>Fair</td>
<td>Demonstrates fair breadth and depth of knowledge of main components of the subject. Fair evidence of being able to assemble some of the appropriate principles, theories, evidence and techniques and to apply some critical thinking.</td>
</tr>
<tr>
<td>C</td>
<td>50 - 54</td>
<td>2.0</td>
<td>Acceptable</td>
<td>Demonstrates acceptable application of theoretical and technical knowledge to achieve the minimum learning outcomes required in the course. Displays acceptable evidence of critical thinking and the ability to link theory to application.</td>
</tr>
<tr>
<td>FB</td>
<td>35 - 49</td>
<td>1.3</td>
<td>Unsatisfactory</td>
<td>Demonstrates unsatisfactory application of theoretical and technical knowledge and understanding of the subject. Displays unsatisfactory ability to put theory into practice; weak theoretical and reflective insight. Unsatisfactory critical thinking, organizational and rhetorical skills.</td>
</tr>
<tr>
<td>F</td>
<td>0 - 34</td>
<td>0</td>
<td>Poor</td>
<td>Overall poor or minimal evidence of knowledge and understanding of the subject. Displays little ability to put theory into practice; lacks theoretical and reflective insights. Incomplete breadth and depth of knowledge on substantive elements of the subject. Little or no evidence of critical engagement with the material. Responses are affected by irrelevant sources of information, poor organizational and rhetorical skills.</td>
</tr>
</tbody>
</table>
Final Examination - Examination schedules will be available for viewing approximately one month before the scheduled date of each examination session. Access examination schedules by logging on to http://mysta.uwi.edu/.

COURSE EVALUATION

At the end of each unit and at the mid-point of the course, the lecturer will solicit feedback on how the information is being processed and the course in general. The feedback will be used to make improvements, correct errors, and try to address the students’ needs. Additionally, at the end of the course, the CETL will evaluate the course, so it is important that you are in attendance during that time.

CLASS ATTENDANCE POLICY

Regular class attendance is essential. A student who misses a class will be held responsible for the class content and for securing material distributed. Attendance is the responsibility of the student and consequently nonattendance will be recorded. Students would be reminded of the implications of non-responsible attendance.

COURSEWORK LATE SUBMISSION POLICY

Students are required to submit coursework by the prescribed date. Coursework will only be accepted after the deadline, in extenuating circumstances, with the specific written authority of the course lecturer and in any event, not later than the day before the start of the relevant end of semester examinations of the semester in which the particular course is being offered.

EXAMINATION POLICY

Please review the handbook on Examination Regulations for First Degrees, Associate Degrees, Diplomas, and Certificates available via the Intranet.

POLICY REGARDING CHEATING

Academic dishonesty including cheating is not permitted. For more information, read Section V (b) Cheating in the Examination Regulations for First Degrees, Associate Degrees, Diplomas, and Certificates online via the Intranet.
STATEMENT OF DISABILITY PROCEDURES

The University of the West Indies at St. Augustine is committed to providing an educational environment that is accessible to all students, while maintaining academic standards. In accordance with this policy, students in need of accommodations due to a disability should contact the Academic Advising/Disabilities Liaison Unit (AADLU) for verification and determination as soon as possible after admission to the University, or at the beginning of each semester.

POLICY REGARDING INCOMPLETE GRADES

Incomplete grades will only be designated in accordance with the University’s Incomplete Grade Policy.

READING LIST


