



UWI

ST. AUGUSTINE
CAMPUS



CO-CURRICULAR CREDITS HANDBOOK 2013-2014



At The University of the West Indies, we are committed to providing students with opportunities for a well-rounded educational experience. In this regard, we are delighted to include Co-curricular activities in our University programme offerings and render recognition of these through the award of credits.

The Co-curricular programme at the St. Augustine Campus focuses on allowing you to develop a range of important life skills and to acquire characteristics to excel in life in the 21st century.

ST. AUGUSTINE CAMPUS' CO-CURRICULAR PROGRAMME IS SPECIFICALLY DESIGNED TO HELP YOU TO DEVELOP ATTRIBUTES WHICH ARE CRITICAL FOR YOUR SUCCESS. THESE ATTRIBUTES INCLUDE:

- A critical and creative thinker
- A problem solver
- An effective communicator
- Knowledgeable and informed
- A leader
- A team player
- IT skilled and information literate
- Socially and culturally responsive
- Innovative and entrepreneurial
- A lifelong, self-motivated learner

WE ENCOURAGE ALL STUDENTS TO BE ACTIVELY INVOLVED IN AT LEAST ONE CO-CURRICULAR COURSE DURING THEIR STAY AT THE UWI, ST. AUGUSTINE CAMPUS

Q. *Why should I register for Co-curricular Credits?*

Co-curricular credits are awarded for activities designed to cultivate a range of skills essential to creating well-rounded students prepared for the world

Q. *Who is eligible for Co-curricular credits?*

Co-curricular courses are open to all Undergraduate students.

Q. *When can I register for Co-curricular courses?*

You can register for Co-curricular activities at any time during your undergraduate programme, but after your first semester of year one. At this time, the only course that is available from the first semester of year one is Technology Literacy.

Q. *Can students who have completed their degree requirements but not officially awarded register for COCR courses?*

No. Students graduating in the Semester prior to the current one are not eligible to register for COCR courses but may consider doing any of the Microsoft Office 2010 exams as a private individual through the MSIT Academy.

Q. *What is a Co-curricular course?*

Co-curricular courses are offered for credits and can be taken alongside your traditional elective courses, or as an alternative to an elective. They cannot replace your core course requirements. Co-curricular courses are optional.

Q. *What are the Co-curricular courses currently offered at the St. Augustine Campus?*

At the St. Augustine Campus, co-curricular credits are awarded for involvement in the following activities:

1. Workplace Protocol for Students
2. Minding SPEC: Exploring Sports, Physical Education and Health & Wellness
3. Managing My High (MY High): Alcohol, Drugs and Addictive Behaviours
4. Technology Literacy
5. Desktop Productivity Professional Training with Microsoft Office Specialist (MOS) International Certifications:
 - I. Microsoft Word
 - II. Microsoft Excel
 - III. Microsoft PowerPoint
 - IV. Microsoft Outlook
 - V. Microsoft Access
6. Mind the Gap: Towards Psychological Health & Wellness
7. Public Speaking and Voice Training: Towards a More Confident You
8. Living And Learning: Professional Development Through Community Service

Q. *Do Co-curricular courses count towards my GPA?*

No. Co-curricular courses are NOT used in the calculation of your weighted Grade Point Average (GPA).

Q. *How do I get recognition for Co-curricular courses?*

Co-curricular credits should normally form part of the required credits for your degree (i.e. they should replace a Level 1 semester course). However, if your degree structure does not allow for this type of substitution, you can still complete the Co-curricular course and it will appear on your final transcript.

Q. *Would I get recognition for Co-curricular courses that exceed three-credits?*

Yes. They would be noted on your transcript.

Q. *How much time will Co-curricular courses take?*

You will be awarded one, two or three credits depending on which Co-curricular course you choose and successfully complete. Three credit courses will require as much time from you as your traditional three credit courses. One credit courses will take one-third (1/3) of that time, and two credits two-thirds (2/3).

Credit weightings for each Co-curricular course is included in the course details section for each course later in this handbook.

Consider this and your academic course load in choosing your Co-curricular courses.

Q. *Exactly how will I be assessed?*

You are required to be involved in the Co-curricular course for at least one semester. There will be continual assessment of your performance during this period. The methods of assessment/evaluation for each Co-curricular course are clearly outlined in the course details section for each course later in this booklet. You will be assessed based on these criteria.

Q. *How are Co-curricular courses graded?*

Co-curricular courses are graded as "PASS" or "FAIL" and are reflected on your transcript as PASS (P) or NOT PASS (NP).

1. Co-curricular credits are optional.
2. Students are eligible for Co-curricular credits at any time during the degree programme, but only after their first semester. The exception to this rule is Technology Literacy. You may register for this at any time during your Undergraduate degree programme, even if you are a year one student.
3. Each student is eligible for no more than three (3) Co-curricular credits towards his/her degree programme.



4. Co-curricular credits shall normally form part of the required credits for a degree. However, if Co-curricular credits are earned in excess of those required for the degree, these and the associated courses will be included on the student's transcript.
5. Students must be involved in the Co-curricular courses for at least one semester.
6. Students wishing to pursue a Co-curricular course must seek approval prior to registering for the course.
7. Co-curricular courses are equivalent to a Level 1 semester course and are NOT used in the calculation of your weighted Grade Point Average (GPA).
8. The grading of Co-curricular activity shall be PASS/FAIL only.
9. Co-curricular credits cannot replace core course requirements in any faculty.
10. The withdrawal process for a student registered for a Co-curricular course is the same as that for any other course.

Step 1 - Review

Review and understand the requirements for each Co-curricular course and decide which ones you would like to do.

Step 2 – Take Note of the Course Registration Number (CRN)

To view timetable information:

- Go to <http://www2.sta.uwi.edu/timetable/> and check the timetable for the courses you are interested in taking. Each time slot will have both the Course Code and the CRN.

The CRN identifies the different days and times of the classes. You will need the CRNs of interest to you when you are registering. For example, Microsoft courses are repeated throughout the week and you can choose the most appropriate time for you.

- Decide which time slots will suit you best and take note of the corresponding Course Codes and CRNs.
- Please note that Minding SPEC and Microsoft classes which are fully online, will not appear on the timetable. To register for Minding SPEC, please use the following section code:

Course Code	Section	Course Title
COCR 1001	MS1	Minding SPEC: Exploring Sports, Physical Education and Health & Wellness

- Information and Instructions for Microsoft classes that are fully online can be found below.

Step 3 – Register

Once you have selected your courses, you must do the following in order to register:

- Go to <http://my.uwi.edu> and select St. Augustine, Trinidad and Tobago.
- Enter your student ID and password and click LOGIN
- Select the mySecureArea from the icon LaunchPad.
- Select Student Services and Financial Aid> Registration> Registration Map and Guide.
- Select the current semester.
- Perform a Class Search by selecting the COCR Subject and entering the Course Number.
- This is where you use your noted CRNs or Section Code from Step 2. Select the CRN and click Register. If no Registration Add Error message is displayed, you have successfully registered for the course.
- If a Registration Add Error is displayed, click on Request an Override. Requesting an override will allow your Faculty to view your record and consider your request.

To Request an override

- Select the Co-curricular Course Code from the drop down menu
- Type in a reason.
- Submit the override request by clicking on Submit Request.

Once the override request is approved, you will be automatically registered for the course, so be sure to check the system regularly to confirm your registration.

If you no longer wish to pursue this course you may drop it via mySecureArea by the deadline date for registration.

For additional Online Registration Instructions, go to <http://sta.uwi.edu/resources/documents/studentbannerregistrationmanual.pdf>

MICROSOFT OFFICE SPECIALIST (MOS) CERTIFICATIONS – FULLY ONLINE CLASSES:

Please Note: Fully Online Classes will not appear on the timetable.

If you wish to pursue the online teaching mode Microsoft Office Specialist (MOS) Certification classes and feel sure that you have the discipline to cover the course material on your own, you may register for fully online classes.

Students registered for online classes are expected to:

- Complete the course material within the semester
- Attend two face-to-face exam prep sessions
- Attend a face-to-face exam at our Certiport Testing Centre on the campus.

The same registration process applies for online courses.

Please note the following details:

- The “Section” codes are what differentiate the fully online classes from in-class teaching.
- To register for online courses, please ensure that you select the CRN associated with the section codes below.

Course Code	Section	Course Title
COCR1001	MS1	Minding SPEC: Exploring Sports, Physical Education and Health & Wellness
COCR1025	OW1	Microsoft Office Word 2010
COCR1026	OE1	Microsoft Office Excel 2010
COCR1027	OP1	Microsoft Office PowerPoint 2010
COCR1028	OO1	Microsoft Office Outlook 2010
COCR1029	OA1	Microsoft Office Access 2010

If you have any questions, please send email to COCR@sta.uwi.edu.

Department: Faculty of Social Sciences

Location: Faculty of Social Sciences

Semester: 1 and 2

Year: 2013–2014

Course Title: Workplace Protocol for Students

Course Code: COCR 1012

Pre-Requisites: None

Number of Credits: 3

Course Facilitator: Ms. Renata Tulsie

Objective

This is a professional self-development course offered by the Faculty of Social Sciences, which aims to provide the “behavioural competencies” that would enable you, as students, to close the gap between the social/workplace skills that you may not have, and those that are required for success and prominence in today’s global organizations. The course supplements the pure academic curriculum to create a well-rounded graduate.

Outcomes

Upon completion of the “Workplace Protocol for Students” Course, you will be able to exhibit the confidence, diplomacy, courtesy and poise that undoubtedly contribute to a strong professional presence.

Specifically, you will be able to:

- Identify individual personality traits
- Effectively integrate in the workplace
- Successfully confront personal and professional challenges
- Engage in appropriate business/social conduct
- Determine what constitutes right behaviour in a given situation
- Enhance your personal position independently or within the organization
- Set realistic goals to help you reach your full potential in life
- Achieve personal competitive advantage

“Impression Management Series”

1. Fabulous First impressions – The Art of Self Presentation
2. Communication Savvy – interpersonal Skills
3. Dressing the Part – Appearance & Grooming

“Customer Management Series”

4. Telephone Image – Phone Etiquette Techniques
5. Creating Customer Champions – Service Excellence

“Self Management Series”

6. The Power of Personal Productivity – Success Skills
7. “I am...We are” – Understanding Self & Others
8. Money Management – Controlling Personal Finances

“Social Management Series”

9. Manners Matter - Corporate & Social Etiquette
10. Diplomatic Protocol
11. Ambassador Skills
12. Dining Decorum

Course Methodology

Delivery will be through a mix of any of the following: High-impact Half-day Workshops, Role Plays, Individual and Group Exercises, Experimental Activities, DVDs, On-line Resources and/or Guest Presenters. The course may also include visits to Port of Spain Landmarks, the National Museum, and other Places of Interest.

Course Duration Schedule

Eleven 3-hour sessions

Student Assessment

Students will be evaluated via the following:

- | | |
|--|-----|
| 1. Class Participation & Attendance | 10% |
| 2. Student Goal Planning/Experience Report | 10% |
| 3. Goal Achievement Oral Presentation | 40% |
| 4. Final Exam (group take home) | 40% |

Department: Sport and Physical Education

Location: Sport and Physical Education (SPEC)

Semester: 1 and 2

Year: 2013–2014

Course Title: Minding SPEC

Course Code: COCR 1001

Pre-Requisites: None

Number of Credits: 3

Course Rationale

Minding SPEC is a process through which university students are offered co-curricular credit for participating in sport activities and projects at SPEC.

Along with the co-curricular credits on offer, participation allows for personal growth, organisational experience and the opportunity to work and play alongside students from other faculties in the friendly, healthy atmosphere provided by SPEC.

Students will all get the same opportunity to participate and learn game play. Their performances all contribute to team and organizational success. The chosen sport is modified to be appropriate to the skill levels and tactical competence of each student. Students also learn more than the performer role. Each semester of co-curricular activity allows students to also learn to referee, keep score, and keep performance statistics. Students can also function as coaches, managers, team publicity directors, and team trainers, among other roles.



Content

- Students determine their own Learning Plans for Minding SPEC
- Sport selection and determination of student profiles (competence levels)
- Team selection and planning of practice and game schedule
- Rules, strategies, customs, and courtesies which define chosen sport
- Technical, human and conceptual skills
- Roles and functions of personnel attached to the sport and physical education centres
- Record keeping and data collection, and their importance for evaluation
- Culminating event/authentic assessment

Goals/Aims

The goal of the Minding SPEC module is to provide authentic, educationally rich sport experiences for university students in the context of a Sport and Physical Education Centre in order to award credit to university students for becoming competent, literate, and enthusiastic sports persons.

General Objectives

At the end of this course students will be able to:

1. Recognize the importance of sport and physical education
2. List the roles and functions of persons in a sports team
3. Discuss how these roles and functions are interrelated
4. State collaborative learning methods for effective player development
5. Apply the rules, strategies, customs and courtesies which define chosen sports
6. Distinguish the relationship of record keeping to feedback, motivation and assessment
7. Appreciate the value of participating in sport (teams)
8. Apply the knowledge learned to everyday situations

Topic or Unit Objectives

At the end of this course, the student will be able to:

1. Identify the roles and functions of persons participating in a sports activity
2. Select appropriate roles to play that ensure a productive sports activity
3. Demonstrate their knowledge of the roles and functions of such persons
4. Illustrate their understanding of the rules of their chosen sport
5. Discuss the value of participating in sport groups (teams)

6. Use data collection methods to provide feedback and make assessments
7. Identify student participation in sports
8. Apply the knowledge learned to everyday situations

Assignment

- Complete and submit Learning Plan for Sport
- Select three goals and complete one practical assignment (PA) from the list provided in the Learning Plan at the end of this section





Course Assessment and Evaluation

1. Student must attend at least one session per week.
2. Students will be expected to assist the coach in at least one session per week.
3. Students will be expected to complete chosen goals and praxis assignment.
4. Students will be expected to participate in discussions related to the benefits of participating in sports and the various roles of people in SPEC.
5. Initially assessment of this course will be very informal. Oral reviews and assessments will take place at the beginning and end of each session.
6. Program Participation 30%, Completed Goals 50%, Praxis Assignment 20%.
7. Any students with learning disabilities should kindly inform the instructor so that the necessary accommodation can be made.

NAME/ ID NO:

FACULTY:

CHOSEN SPORT:

RATE YOUR PRESENT SKILL

 PRO EXCELLENT VERY GOOD GOOD OK COULD BE BETTER DON'T KNOW

WHERE WOULD YOU LIKE TO BE?

 PRO EXCELLENT VERY GOOD GOOD OK COULD BE BETTER DON'T KNOW

WHAT TWO (2) ROLES WOULD YOU LIKE TO PERFORM?

<input type="checkbox"/> PLAYER	<input type="checkbox"/> CAPTAIN COACH	<input type="checkbox"/> ORGANISING COMMITTEE	<input type="checkbox"/> DISPUTE PANEL
<input type="checkbox"/> FIRST AID OFFICER	<input type="checkbox"/> RECORDS OFFICER	<input type="checkbox"/> PUBLICITY OFFICER	<input type="checkbox"/> REFEREE/UMPIRE
<input type="checkbox"/> PEER COUNSELOR	<input type="checkbox"/> TIMEKEEPER	<input type="checkbox"/> SCORER	<input type="checkbox"/> EQUIPMENT OFFICER

WHAT GROUP WOULD YOU WANT TO BE IN?

- PLAY AND LAUGH** **PLAY AND COMPETE**

OUTPUT

All students will participate in lectures and skills development drills.

Each student must select three **(3)** goals **AND** one **(1)** praxis (practical) assignment from the list below.

- GOAL A**Earn selection on UWI team
- GOAL B**Play on team in UWI league
- GOAL C**Assist coach in chosen sport
- GOAL D**Keep records and collect data
- GOAL E**Assist in Sport Officiating
- GOAL F**Assist in Sport Administration
- GOAL G**Be responsible for First Aid
- GOAL H**Improve skills in chosen sport
- PRAXIS ASSIGNMENT 1**Give written report on your experience of roles and functions of persons in SPEC
- PRAXIS ASSIGNMENT 2**Keep and submit reflective journal on students' participation in SPEC
- PRAXIS ASSIGNMENT 3**Create and submit portfolio (pictures and print) of students' in SPEC
- PRAXIS ASSIGNMENT 4**Conduct university based survey investigating sports issue. For example, how women participate, to what extent they might be marginalised, and how access can be improved.

A young man with short dark hair and a light beard is shown from the waist up, holding a tennis racket. He is wearing a white t-shirt with dark blue trim on the sleeves and collar. The racket has a yellow frame and a white string bed with red accents. The background is a bright blue sky with scattered white clouds. In the distance, there are utility poles and a tennis court fence. The text "CO-CURRICULAR CREDITS COUNT" is overlaid in white, sans-serif font in the upper right quadrant of the image.

CO-CURRICULAR
CREDITS COUNT

Department: Student Advisory Services

Location: St. Augustine Campus

Semester: 1 and 2

Year: 2013–2014

Course Title: Managing My High (MY High):
Alcohol, Drugs and Addictive Behaviours

Course Code: COCR 1031

Pre-Requisites: None

Number of Credits: 2

Course Facilitator: Ms. Reahana Mohammed

Course Description

This course looks at socio-cultural factors that influence the use of alcohol and other commonly used drugs in the Caribbean society. It describes the harmful effects of these substances when misused, including the development of addiction. Case discussions are used to understand addictions to behaviours like internet use, gambling, sex and pornography. The adverse consequences of these common behavioural addictions are described. Basic skills training in stress management and refusal assertiveness are included. The course encourages students to reflect on their own behaviours and to integrate the material and skills learnt into their personal experiences.

Goals/Aims

This course gives students an understanding of the variables that impact alcohol and drug use in a society. It particularly looks at the influence of socio-cultural and gender norms, and the media. Students will appreciate the difference between recreational and harmful alcohol and drug use, and understand the concept of addiction to alcohol, drugs and specific behaviours. Students will also engage in basic assertiveness training, stress management and refusal skills. With the knowledge gained in this course, and exposure to healthy stress management approaches, students will be encouraged to make lifestyle changes consistent with harm reduction.

Managing My High (MY High): Alcohol, Drugs and Addictive Behaviours

General Objectives

At the end of this Course, students will be able to:

1. Describe the effects of alcohol and drugs on feelings and behaviours.
2. Identify the socio-cultural and gender norms in the Caribbean society that influence alcohol and drug use.
3. Differentiate between recreational use of alcohol and drugs, harmful use and addiction.
4. Explain how harmful alcohol and drug use impacts the individual, the family and the society.
5. Describe the etiology of addiction.
6. Describe common behavioural addictions – the Internet, gambling, pornography, sex, food.
7. Identify potential personal lifestyle changes consistent with harm reduction.
8. Develop basic coping skills and increased refusal assertiveness.

Assessment & Evaluation

1. Participation in one mini-debate during class time (20%)
2. Creation and Presentation of a short skit highlighting material learnt in the course in groups of 6-8 students (50%)
3. Reflections on the relevance of the Course material (15%)
4. Attendance (15%)

Assignments

This Course has no assignments

Topic or Unit Objectives

- Session 1 - Introduction to alcohol and drugs
- Session 2 - Harmful alcohol use
- Session 3 - Health effects of alcohol
- Session 4 - Understanding addiction
- Session 5 - Basic assertiveness training
- Session 6 - Stress management
- Session 7 - Nicotine use
- Session 8 - Cannabis use
- Session 9 - Stimulant use
- Session 10 - Behavioural addictions
- Sessions 11 & 12 - Group work
- Session 13 - Group presentations

Department: Campus IT Services (CITS) and Faculty of Science and Technology

Location: Learning Resource Centre (LRC)

Semester: 1 and 2

Year: 2013–2014

Course Title: Technology Literacy

Course Code: COCR1030

Course Facilitators: Geeta Kissoon & Clive Lashley

Number of Credits: 3

Prerequisites: None

GOALS

This course is specifically for students who are not yet comfortable with technology.

Comfort with technology is a critical skill in navigating today's world effectively. This Technology Literacy course aims to equip students who are uncomfortable with technology with the requisite skills and practice necessary to utilize UWI's student systems effectively, perform basic functions on a computer and feel more comfortable with technology in everyday life.

OUTCOMES

This course is intended to enable students to:

1. Use common computer terminology and describe common computer components and functions.
2. Identify and compare features of different types of computers and how they relate to productivity.
3. Use Windows to manage files and folders and perform basic computer operations.
4. Describe basic Internet and World Wide Web terminologies and use a web browser to conduct research, navigate the web, and perform transactions over the Internet such as ecommerce.
5. Identify the features and bandwidth considerations of different types of Internet connections.

6. Communicate via the Internet using instant messaging, online communities and email.
7. Perform basic tasks in productivity programs, such as word processors, spreadsheets, and presentation programs.
8. Describe computer security and privacy considerations.
9. Identify the primary risks to computers and data, the steps to minimize these risks and ways to secure online & network transactions, email and instant messaging transactions.
10. Explain issues in computer ethics such as intellectual property and copyright considerations.
11. Describe emerging technologies such as Social Media and Mobile Web.

ASSIGNMENTS

In-course assessments represent 100% of the marks.

COURSE ASSESSMENT

1. *Four (4) Online Quizzes:*

- i. Computer Basics – 15%
 - ii. The Internet & the World Wide Web – 15%
 - iii. Productivity Programs – 15%
 - iv. Computer Security and Privacy – 15%
- Each quiz will consist of 30 questions to be completed in 60 minutes.

2. *Group Project – 20%*

Students will be required to work in groups to conduct research and present their findings on the chosen topic by operating software which they are taught to use in this course. The group presentation will enable students to practically apply what they've learnt towards assessment.

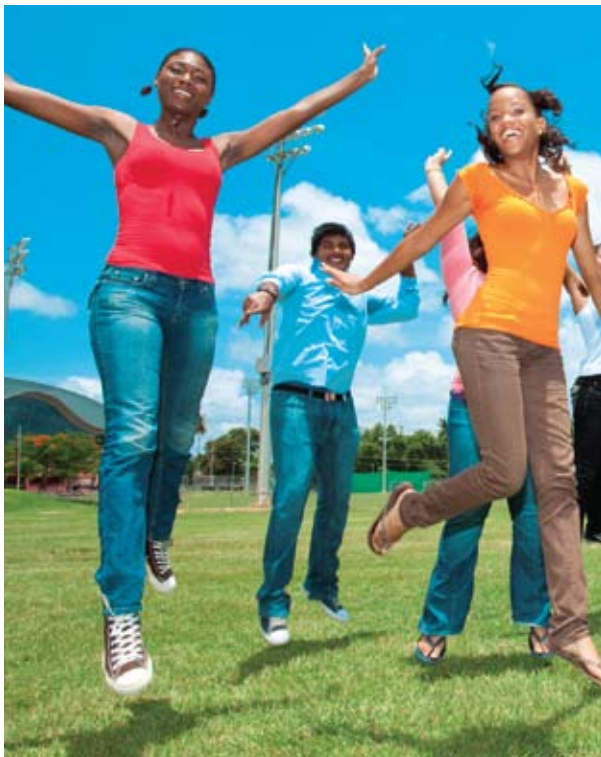
Marks will be assigned for the Group Project as follows:

- 20% - assigned by peers in the group for participation in research project;
- 30% - effective use of PowerPoint and associated technology in communicating ideas;
- 50% - content of presentation, and depth and relevance of research conducted by the group.

3. *Attendance – 20%*

TEACHING AND LEARNING STRATEGIES

Learning to use a computer is a very practical matter. Sessions will be scheduled in 3 hour timeslots over a period of 12 weeks to facilitate hands-on practice, discussion, group work and assessments.



STUDY CHECKLIST:

1. Introduction to Computers

- Describe the importance of computers in today's world.
- Identify the main parts of a computer.
- Identify the steps for starting a computer.
- Identify the different groups of keys on a keyboard.
- Perform different tasks by using a mouse.

2. Common Computer Terminology

- Identify the primary hardware components of a computer.
- Define what an operating system is and its role.
- Define the term program.
- Explain what is meant by data.
- Define the term network and identify the benefits of networking.
- Define the term Internet.

3. Computer Performance and Features

- Identify and compare the features of different types of computers.
- Explain the role of memory.
- Explain the basics of computer performance and how it relates to productivity.
- Describe the different types of productivity programs and their uses.
- Describe the different types of communications programs and their uses.
- Describe the uses of educational and entertainment programs.

4. Computer Operating Systems

- Explain the common functions of an operating system.
- Identify the different components of the Windows interface.
- Work with the Windows interface within programs.
- Manage files and folders in Microsoft Windows Explorer.
- Perform basic file operations.



5. The Internet

- Define what the Internet is and elaborate on its uses.
- Identify the different components required for an Internet connection.
- Identify the features of different types of Internet connections.
- Explain the meaning of the term bandwidth in relation to the different types of Internet connections.

6. The World Wide Web

- Define the World Wide Web and elaborate on its uses.
- Explain how Web addresses work.
- Explain how to use a browser to navigate the Web.
- Describe how to evaluate the content of a Web site.
- Explain the meaning of E-Commerce.

7. Communicating on the Internet

- Explain how e-mail works.
- Write and send e-mail messages.
- Manage e-mail messages
- Identify the features of online communities.
- Explain how instant messaging works.

8. Common Features and Commands

- Identify the main components of the user interface.
- Identify the purpose of the commands on the menu bar.
- Work with the buttons on the toolbar.
- Work with the pointer in a program.
- Work with text and characters in a program.
- Explain the use of primary keyboard shortcuts and key combinations.

9. Word Processing

- Perform basic tasks by using a word processor.
- Edit and format text.
- Work with tables and pictures.
- Work with language tools.
- Identify the various benefits of using Desktop Publishing.

10. Spreadsheets

- Identify the different components of a spreadsheet.
- Enter data into a spreadsheet.
- Perform basic mathematical operations in a spreadsheet.
- Insert charts into a spreadsheet.
- Explain the purpose of options available for printing a spreadsheet.

11. Presentation Programs

- Identify the basic functionalities offered by presentation programs.
- Create a new presentation.
- Add graphics and multimedia to a presentation.
- Identify the options available to print presentations in different formats.

12. Emerging Technologies – Societal Trends & Challenges**13. Overview of Computer Security and Privacy**

- Explain what the terms security and privacy mean as they apply to computing.
- Identify various threats in the world of computers and explain their corresponding solutions.

14. Protecting Your Computer and Your Data

- Identify various methods of protecting the operating system, software, and data on your computer.
- Identify various ways of securing online and network transactions.
- Identify common measures for securing e-mail and instant messaging transactions.

15. Protecting Yourself from Security Threats

- Identify common measures used to protect privacy.
- Describe how online predators work.
- Identify the guidelines to protect children from online predators.

16. Keeping Your Computer Secure and Updated

- Explain the purpose of different security settings on your computer.
- Identify the options available for keeping your computer up to date.

17. Computer Ethics

- Explain what the term intellectual property means as it applies to computing.
- Identify the various copyright violation acts and their preventive measures.
- Identify the various legal concerns associated with information exchange.



MICROSOFT OFFICE 2010

Department: Campus IT Services (CITS) and Faculty of Science and Technology

Location: Campus IT Services (CITS)

Semester: 1 or 2 (courses are available in both semesters)

Year: 2013–2014

Course Title: Professional: Microsoft Office

Courses in Microsoft Office 2013 will be available in Semester 2 of the 2013/2014 Academic Year pending all necessary approvals. Please review this handbook and the Co-curricular website regularly for further updates.

Students can choose ONE or MORE of the following courses:

Course Code	Course Title	Number of Credits	Course Facilitators
COCR 1025	Microsoft Office Word 2010	1	Ann Marie Codrington & Susan Mayhrai
COCR 1026	Microsoft Office Excel 2010	1	Susan Mayhrai & Clive Lashley
COCR 1027	Microsoft Office PowerPoint 2010	1	Geeta Kissoon & Ann Marie Codrington
COCR 1028	Microsoft Office Outlook 2010	1	Clive Lashley & Ann Marie Codrington
COCR 1029	Microsoft Office Access 2010	1	Susan Mayhrai & Geeta Kissoon

Rules and Guidelines

1. A student must complete a minimum of three Microsoft Office 2010 courses (COCR1025 to COCR1029) in order to earn credits for Microsoft Office as a Co-curricular course.
2. These Microsoft Office 2010 course credits (COCR1025 to COCR1029) cannot count towards the student's degree unless:
 - i. He/she completes a minimum of three of these one credit Microsoft components.
 - ii. He/she has obtained approval to do so prior to registering for the Microsoft Office 2010 course.
3. Only three credits (not more and not less than three) can count as level one credits towards a degree.
4. A student may complete one or more of these Microsoft Office 2010 courses (COCR1025 to COCR1029) throughout their Undergraduate academic life at UWI, once approved by the faculty.
5. Registration for these courses must follow the standard Co-curricular course approval process i.e. the Banner Student Administration System.
6. All co-curricular courses are examined through Microsoft/Certiport Computer Based Testing. These are international administered and recognized exams and certification, and are in no way determined by CITS; the same rules and regulations apply internationally for Microsoft Office 2010 certification.
7. Upon successful completion of the examination attached to a Microsoft Office 2010 courses (COCR1025 to COCR1029), the student will receive an official certificate from Microsoft reflecting the relevant qualification.
8. Each Microsoft Office 2010 (COCR1025 to COCR1029) examination must be completed by the final examination date set for the registered semester except in the case where students fail the exam. Then Microsoft/Certiport allows for a free/automatic re-sit which must be completed within one month from the date on which the exam was failed.
9. Exams will be held during the semester **one week before UWI semester exams.**

10. In the case of exam re-sits, students must notify the Microsoft IT Academy at least three days before the expiry date on their Microsoft re-sits voucher. All resits must be completed within the respective semester.
11. All Microsoft Office 2010 Students must attend Orientation at the beginning of Semester. Each student will be given an access code and guidelines to register for the Online Examination.
12. Students registered for any Microsoft Office 2010 courses (COCR1025 to COCR1029) must attend regularly timetabled lab sessions. 75% attendance is mandatory.
13. All Students must check their official UWI Email accounts for all Microsoft Office 2010 Co-curricular course notices. This is the standard channel of communication with students and non-official channels will not be employed.

Proposed Modes of Instruction

1. Laboratory – Learning Resource Centre (LRC) Computer labs
 - Two (2) hours of weekly hands on laboratory sessions.
 - Mandatory: 75% Attendance.
2. Microsoft IT Academy Online Learning Program available 24/7 via internet.
3. Online Practice Exams available 24/7 via internet.

Purpose of the Courses

To help students to:

- Improve their desktop computing skills
- Learn tools and techniques to better present papers and other assignments
- Become more marketable by gaining internationally recognized professional certification
- Be better prepared for the working world

Delivery Format

These courses follow the **Microsoft Office Specialist (MOS)** curriculum and will be delivered both face-to-face and online.

A Course Coordinator will be available to help you with any questions which you may have. All questions must be submitted online and you will receive responses via email.

Tutorials

- Tutorials are specifically designed to help you pass the Microsoft Exams after you have covered all your course material. You must cover all the course material and attend the tutorials.
- It is critical that you attend all lab sessions and tutorials to increase your chances of passing the exams. Tutorials cover the exact format of exams.

Assessment & Evaluation

- There is **one (1) exam** for each course.
- Students must complete all exams at the official **Certiport Testing Centre** located on the campus.
- Exams are computer based
59 minutes each 18 – 42 multi-part questions – Total score = 1000.
- You may repeat a failed exam with no penalty. However, you will only be offered **one resit per course.**

1. Microsoft Office Word (COCR1025)

Aim

To equip students with the skills necessary to produce documents with a professional finish using **Microsoft Word 2010**.

Objectives

At the end of this class, participants will be able to:

1. Share and Maintain Documents
2. Format Content
3. Apply Page Layout and Reusable Content
4. Include Illustrations and Graphics in a Document
5. Proofread documents
6. Apply References and Hyperlinks
7. Perform Mail Merge Operations

Prerequisites

Computer Literacy which includes: keystroking ability, knowledge of Windows and mouse techniques.

Exam Skill Standards

Below are the tasks and features you'll be expected to know in order to pass the Using **Microsoft® Office Word 2010** Application Specialist exam. You can use this as a study checklist.

1. Sharing and Maintaining Documents

- Apply different views to a document
- Apply protection to a document
- Manage document versions
- Share documents
- Save a Document
- Apply a template to a document

2. Formatting Content

- Apply font and paragraph attributes
- Navigate and search through a document
- Apply indentation and tab settings to paragraphs
- Apply spacing settings to text and paragraphs
- Create tables
- Manipulate tables in a document
- Apply bullets to a document

3. Applying Page Layout and Reusable Content

- Apply and manipulate page setup settings
- Apply themes
- Construct content in a document by using the Quick Parts tool
- Create and manipulate page backgrounds
- Create and modify headers and footers

4. Including Illustrations and Graphics in a Document

- Insert and format Pictures in a document
- Insert and format shapes, WordArt, and SmartArt
- Insert and format Clip Art
- Apply and manipulate text boxes

5. Proofreading documents

- Validate content by using spelling and grammar checking options
- Configure AutoCorrect settings
- Insert and modify comments in a document

6. Applying References and Hyperlinks

- Apply a hyperlink
- Create Endnotes and Footnotes in a document
- Create a Table of Contents in a document

7. Performing Mail Merge Operations

- Setup mail merge

Assessment – Word (COCR 1025)

- Each of the seven exam skills above is equally weighted
- Maximum score is 1000
- Passing score is 700

Required Text

Title: Microsoft Office Word 2010.
Step by Step.

Author: Cox, Joyce, Preppernau, Joan

Publisher: Microsoft Press.

ISBN-13: 978-0-7356-2693-5

2. Microsoft Office Excel (COCR1026)

Aim

The aim of this module is to equip you with all the basic tools necessary for producing a comprehensive spreadsheet in order to effect change in the workplace.

Objectives

At the end of the training you will be able to:

1. Manage the Worksheet Environment
2. Create Cell Data
3. Format Cells and Worksheets
4. Manage Worksheets and Workbooks
5. Apply Formulas and Functions
6. Present Data Visually
7. Share worksheet data with other users
8. Analyze and Organize Data

Prerequisite

Computer Literacy which includes: keystroking ability, knowledge of Windows and knowledge of mouse techniques.

Exam Skill Standards

Below are the tasks you'll be expected to be able to perform in order to pass the Using **Microsoft Office Excel 2010** Application Specialist exam. You can use this as a study checklist.

1. Managing the Worksheet Environment

- Navigate through a worksheet
- Print a worksheet or workbook
- Personalize environment by using Backstage

2. Creating Cell Data

- Construct cell data
- Apply AutoFill
- Apply and manipulate hyperlinks

3. Formatting Cells and Worksheets

- Apply and modify cell formats
- Merge or split cells
- Create row and column titles
- Hide and unhide rows and columns
- Manipulate Page Setup options for worksheets
- Create and apply cell styles

4. **Managing Worksheets and Workbooks**

- Create and format worksheets
- Manipulate window views
- Manipulate workbook views

5. **Applying Formulas and Functions**

- Create formulas
- Enforce precedence
- Apply cell references in formulas
- Apply conditional logic in a formula (<,>,<=)
- Apply named ranges in formulas
- Apply cell ranges in formulas

6. **Presenting Data Visually**

- Create charts based on worksheet data
- Apply and manipulate illustrations
- Create and modify images by using the Image Editor
- Apply Sparklines

7. **Sharing worksheet data with other users**

- Share spreadsheets by using Backstage
- Manage comments



8. Analyzing and Organizing Data

- Filter data
- Sort data
- Apply conditional formatting

Assessment – Excel (COCR1026)

- Each of the eight (8) exam skills above is equally weighted
- Maximum score is 1000
- Passing score is 700

Required Text

Title: Microsoft Office Excel 2010.
Step by Step

Author: Curtis Frye

Publisher: Microsoft Press

ISBN: 978-0-7356-2694-2

**3. Microsoft Office PowerPoint
(COCR1027)****Aim**

To prepare you to create effective Microsoft PowerPoint presentations.

Objectives

At the end of the class, you will be able to do the following:

1. Manage the PowerPoint environment
2. Create a Slide Presentation
3. Work with graphical and multimedia elements
4. Create charts and tables
5. Apply transitions and animations
6. Collaborate on a presentation
7. Prepare a presentation for delivery
8. Deliver a presentation

Prerequisites

Computer Literacy which includes: keystroking ability and mouse techniques; ability to: open, close, save and find documents and create New Folders. Knowledge and skills in Microsoft Word 2010, will be an asset.

Exam Skill Standards

Below are the tasks and features you'll be expected to know in order to pass the Using **Microsoft Office PowerPoint 2010** Application Specialist exam. You can use this as a study checklist.

1. Managing the PowerPoint environment

- Adjust views
- Manipulate the PowerPoint window
- Configure the Quick Access Toolbar (QAT)
- Configure PowerPoint file options

2. Creating a Slide Presentation

- Construct and edit a photo album
- Apply slide size and orientation settings
- Add and remove slides
- Format slides
- Enter and format text
- Format a text box

3. Working with graphical and multimedia elements

- Manipulate graphical elements
- Manipulate images
- Modify WordArt and shapes
- Manipulate SmartArt
- Edit video and audio content

4. Creating charts and tables

- Construct and modify a table
- Insert and modify a chart
- Apply chart elements
- Manipulate chart layouts
- Manipulate chart elements

5. Applying transitions and animations

- Apply built-in and custom animations
- Apply effect and path options
- Manipulate an animation
- Apply and modify transitions between slides

6. Collaborating on a presentation

- Manage comments in a presentation
- Apply proofing tools

7. Preparing a presentation for delivery

- Save a presentation
- Share a presentation
- Print a presentation
- Protect a presentation

8. Delivering a presentation

- Apply presentation tools
- Set up a slide show
- Set presentation timing
- Record a presentation

Assessment – Power Point (COCR1027)

- Each of the eight (8) exam skills above is equally weighted
- Maximum score is 1000
- Passing score is 700

Required Text

Title: Microsoft Office PowerPoint 2010.
Step by Step

Author: Cox, Joyce

Publisher: Microsoft Press.

ISBN: 978-0-7356-2691-1

4. Microsoft Office Outlook (COCR1028)**Aim**

To prepare you to acquire technical skills that facilitates using MS Outlook 2010 as a personal organiser.

Objectives

At the end of this course you will be able to:

1. Manage the Outlook Environment
2. Create and Format Item Content
3. Manage Email Messages
4. Manage Contacts
5. Manage Calendar Objects
6. Work with Tasks, Notes, and Journal Entries

Prerequisite

Computer Literacy which includes: keystroking ability, knowledge of Windows and knowledge of mouse techniques.

Exam Skill Standards

Below are the tasks you'll be expected to be able to perform in order to pass the Using **Microsoft Office Outlook 2010** Application Specialist exam. You can use this as a study checklist.

1. Managing the Outlook Environment

- Apply and manipulate Outlook program options
- Manipulate item tags
- Arrange the Content Pane
- Apply search and filter tools
- Print an Outlook item

2. Creating and Formatting Item Content

- Create and send email messages
- Create and manage Quick Steps
- Create item content
- Format item content
- Attach content to email messages

3. Managing Email Messages

- Clean up the mailbox
- Create and manage rules
- Manage junk mail
- Manage automatic message content

4. Managing Contacts

- Create and manipulate contacts
- Create and manipulate contact groups

5. Managing Calendar Objects

- Create and manipulate appointments and events
- Create and manipulate meeting requests
- Manipulate the Calendar pane

6. Working with Tasks, Notes, and Journal Entries

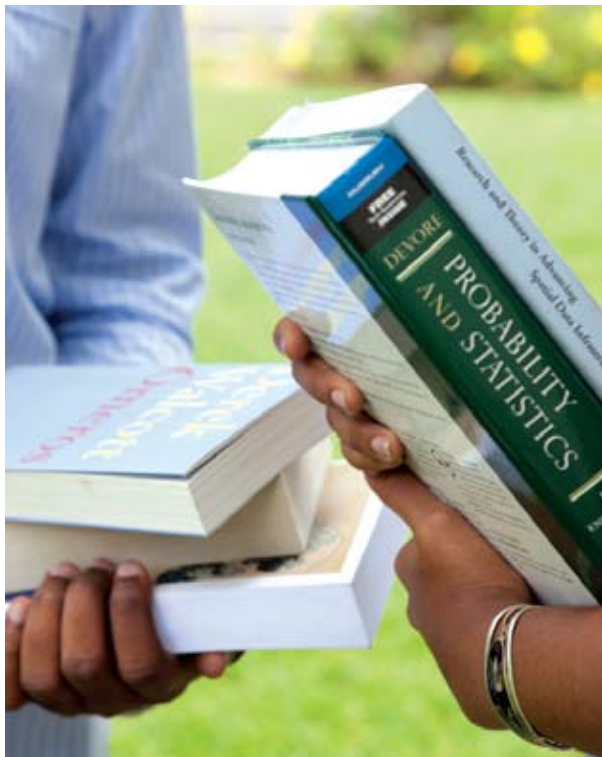
- Create and manipulate tasks
- Create and manipulate notes
- Create and manipulate Journal entries

Assessment – Outlook (COCR1028)

- Each of the six (6) exam skills above is equally weighted
- Maximum score is 1000
- Passing score is 700

Required Text

Title: Microsoft Office Outlook 2010.
Step by Step
Author: Preppernau, Joan
ISBN: 978-0-7356-2690-4



5. Microsoft Office Access (COCR1029)

Aim

To teach you what a relational database is and what it can do for you in the workplace. To help you to learn to use **Access 2010** to make more informed business decisions by effectively tracking, reporting, and sharing information.

Objectives

At the end of the class you will be able to do the following:

1. Manage the Access Environment
2. Build Tables
3. Build Forms
4. Create and Manage Queries
5. Design Reports

Prerequisites

Computer Literacy which includes: keystroking ability and mouse techniques; ability to:- open, close, save and find documents and create new folders. Knowledge and skills in Microsoft Word 2010, will be an asset.

Exam Skill Standards

Below are the tasks you'll be expected to be able to perform in order to pass the Using **Microsoft Office Access 2010** Application Specialist exam. You can use this as a study checklist.

1. Managing the Access Environment

- Create and manage a database
- Configure the Navigation Pane
- Apply Application Parts

2. Building Tables

- Create tables
- Create and modify fields
- Sort and filter records
- Set relationships
- Import data from a single data file

3. Building Forms

- Create forms
- Apply Form Design Tab options
- Apply Form Arrange Tab options
- Apply Form Format Tab options

4. Creating and Managing Queries

- Construct queries
- Manage source tables and relationships
- Manipulate fields
- Calculate totals
- Generate calculated fields

5. Designing Reports

- Create reports
- Apply Report Design Tab options
- Apply Report Arrange Tab options
- Apply Report Format Tab options
- Apply Report Page Setup Tab options
- Sort and filter records for reporting

Assessment – Access (COCR1029)

- Each of the five (5) exam skills is equally weighted
- Maximum score is 1000
- Passing score is 700

Required Text

Title: Microsoft Office Access 2010 Step by Step.
Author: Lambert, Steve
Publisher: Microsoft Press
ISBN: 978-0-7356-2692-8

Department: Counselling and Psychological Service, Health Services Unit

Location: St. Augustine Campus

Semester: 1 and 2

Year: 2013-2014

Course Title: Mind the Gap: Towards Psychological Health & Wellness

Course Facilitators: Dr. Sarah Chin Yuen Kee

Course Code: COCR 1033

Pre-Requisites: None

Number of Credits: 1

Course Description

This course provides participants with practical training in basic helping skills and the assessment of certain risky behaviours. It also explores a range of common psychological health and wellness issues and familiarises participants with support services both on and off-campus. The course provides the pre-requisite training for students to pursue fieldwork in Semester II with the Peer Counselling Association, towards graduation as a UWI Peer Counsellor. The teaching component of the course comprises face-to-face lectures and workshops. Participants' learning will be assessed by online assessment, group presentation, and individual journaling.

Course Rationale

The Counselling and Psychological Service (CAPS) at the UWI St. Augustine Campus is committed to the provision of professional student-centred health and wellness services across the Campus community. We recognise that only a minority of students will need or seek professional services and so our mission demands outreach and promotion of wellness. An essential part of this is developing peer-to-peer support. The UWI's core values include engendering in students a commitment to personal growth as well as stimulating self-awareness and nurturing a keen sense of individual and social responsibility. This course serves to raise awareness of psychological health and wellness among participants and consequently promotes greater self-care in terms

of personal, emotional, and psychological well-being. At a wider community level, the course promotes support among peers both on and off campus through the development of key helping skills and aims to contribute to reducing the stigma associated with mental health issues.

Content

The content is divided into core components and options. Students must complete all five (5) core topics and select at least five (5) optional topics.

Core topics to be covered in this course:

- Aspects of basic counselling:
 - key aspects of a therapeutic relationship
 - basic helping skills including active listening, paraphrasing, reflection, open- and closed-ended questioning, and problem-solving.
- Biopsychosocial assessment, using the cognitive behavioural model to understand emotional distress
- Assessment of risk: suicidal ideation, deliberate self-harm
- Mood disorders: depression, bipolar disorder, post traumatic stress disorder
- Management of stress

Optional topics include:

- Self awareness: attitudes, prejudices, styles of interaction, emotional tolerance
- Domestic violence
- Substance use and abuse
- Understanding Disability
- Educative theatre
- Risk management
- Sexual assault

Goals/Aims

This course aims:

- To raise awareness of psychological health and wellness among the student body as well as to reduce stigma associated with mental illness
- To promote self-awareness and self-care for individual participants, towards better psychological and emotional wellbeing
- To develop participants' helping skills and ability to maintain appropriate boundaries in helping relationships
- To prepare participants who wish to pursue the Peer Counselling programme
- To raise the profile of student support services available on campus
- To promote interaction and peer support among students on campus



General Objectives

The objectives of this course are to:

- Engage students in a discussion on attitudes towards mental health and how mental illnesses are classified and understood
- Familiarise participants with a range of common psychological problems and explore factors associated with self harm and suicidal ideation
- Raise awareness of student support services available both on and off campus
- Explore the characteristics and limitations of an effective helping relationship
- Provide participants with the opportunity to develop and practice skills basic helping skills, biopsychosocial assessment and risk assessment

Learning Outcomes

At the end of this course, students will be able to

1. Describe how major mental disorders are classified and appreciate the impact of stigma
2. Recognise the key symptoms of common mood disorders
3. Discuss the varying factors that contribute to mental illness, self-harm and suicidal ideation
4. Identify key student support services on campus
5. Define the key aspects of a therapeutic relationship
6. Demonstrate basic helping skills including active listening, paraphrasing, reflection, open- and closed-ended questioning, and problem-solving
7. Apply knowledge of wellness and risk to assess the severity of problems and the relative impact on an individual's functioning and well-being
8. Distinguish varying levels of risk and determine the value of referral to support services

Course Assessment

Assessment will be based course-work only from the components below.

Component	% Final Grade	Description
Mandatory Attendance	10%	Attendance to five (5) core sessions (8 hours) and an additional five (5) optional workshops (approximately 5 hours)
Coursework	45%	Three multiple choice assessment available online through My E-learning, covering the material in the core sessions
Final Presentation	15%	In-class presentation by groups
Journal	30%	Journaling exercise, to explore and reflect on the learning experience

Assignments

- Presentation: In class presentation assigned to student groups.
- Journal: Journal exercise.

Evaluation

- Formal feedback will be provided via feedback questionnaires that will be completed at the end of each lecture/workshop for specific feedback on the material covered and methods of presentation.
- The journaling exercise will provide feedback of a more personal and exploratory nature regarding the learning experience in general.
- Formal evaluation of the entire course will be accomplished via a UWI Course Evaluation questionnaire administered anonymously and confidentially at the end of the semester.
- All feedback will be considered on an on-going basis and corrective action or adjustments made or discussed with students promptly or incorporated the following year.
- Feedback on individual workshops will help tailor material and delivery.

Teaching Strategies

Credit: 1

Lectures: 9hrs (total)

Workshops: 4hrs (total)

Total = 13hrs

- Lectures: Lectures will provide useful information and content relevant to course assessment. The UWI counsellor will facilitate the core lectures and guest lecturers will conduct the optional lectures.
- Workshops: The core workshops will provide the opportunity for group discussions and role play exercises and will be conducted by a UWI counsellor.
- Journal: This will provide an opportunity for participants to explore issues as they arise in the sessions and to reflect on developing ideas and experiences throughout the course.
- myeLearning: The online teaching tool, myeLearning, will be used during this course for:
- Multiple Choice Quizzes

Note: Lectures and Workshops covering the core material are conducted jointly.

Faculty: Faculty of Humanities and Education

Department: Department of Literary, Cultural, and Communication Studies

Location: St. Augustine Campus

Semester: 1 and 2

Level: 1

Year: 2013-2014

Course Title: Public Speaking and Voice Training: Towards a More Confident You

Course Facilitators: Mr. Roddy Batchasingh

Course Code: COCR 1034

Pre-Requisites: Open to all Students from all Faculties except Communication Studies Majors and Minors (of the Faculty of Humanities and Education). No pre-requisites are required to undertake this course.

Number of Credits: 3

Course Description

This course will train the student to give effective presentations in the classroom and in other professional circumstances. It also focuses on instilling and developing confidence in the student as a speaker both in public and private interactions. The student will also receive training that will assist in refining and improving his or her voice – this will be particularly centred on correct pronunciation, projection, diction, as well as control of tone and pitch. Finally, the student will learn and practice effective presentation techniques that can improve the quality of his or her performance in a wide variety of speaking situations.

Course assessment will include a mix of in-course assignments, presentations and workshops, which will be conducted throughout the semester. In-course assessments sum to 100% of the students' final grade and will result in the student obtaining either a pass or fail on final completion of all given assessments.

Course Rationale

Very many job opportunities across numerous industries and disciplines now require strong oral communication skills as an indispensable part of the core competencies expected of any university graduate. Furthermore, in order to function, succeed, and excel at one's career, a professional is now expected to embody strong oral communications skills. To add to this, the UWI Strategic Plan outlines Key Attributes of the distinctive UWI Graduate and identifies being an effective communicator as a critical competency. "Public Speaking and Voice Training" is a course that is designed to equip the student with the skills and training that will enhance his/her confidence and ability as a professional. This course will also strengthen the student's communication skills and will assist the student to speak professionally with both small and large audiences.

Content

Topics to be covered in this course include:

- Developing your best professional voice: confidence, pronunciation, projection, and diction
- Organizing your content when speaking publicly and privately
- Overcoming speech apprehension through repeated practice

- Analysing your audience to shape your presentation's messages
- Speaking to inform audiences
- Speaking to persuade audiences
- Using your voice to effectively convey your messages
- Avoiding common grammatical errors while speaking
- Using different communication perspectives to be an empathetic speaker and listener
- Communicating through nonverbal behaviour
- Audience Analysis
- Using visual aids effectively

Goals/Aims

The goal of this course is to ensure that each student will learn the essentials of effective public speaking, and will develop a strong professional/speaking voice.

This course aims to:

- Give students as much practical speaking experience as possible.
- Empower students with speech confidence.
- Reduce communication apprehension.
- Equip students with speech outlining, topic selection, and delivery skills for the wide array of public speaking needs that they will have in their careers and in their personal circumstances.

- Enable students to better critically analyse and evaluate their own and others' speeches.
- Help students develop strong listening skills and behaviours which will improve their ability as communicators and also assist them in being able to assimilate information quickly and sustainably.
- Better develop persuasion, group communication, and interpersonal skills in students.
- Assist students in integrating "best practice" into their public speaking performances.

General Objectives

This course will focus on developing the necessary skills that are fundamental to public speaking and to cultivating a professional voice. From the first day of the class, students are expected to begin their journey into better communication skills in an effort to reach the objectives of the course. The general objectives of this course are to:

- Manage anxiety due to public speaking
- Conduct simple audience analyses
- Synthesise and deliver a variety of oral presentations
- Analyse and evaluate oral presentations
- Speak with greater confidence and style
- Speak grammatically correct English without sounding contrived
- Develop greater control of one's voice
- Prepare Speech outlines

Learning Outcomes

At the end of this course, students should be able to:

- Demonstrate competencies in speaking and listening
- Produce speech with improved grammatical accuracy
- Speak with improved fluency
- Distinguish between correct and incorrect vocabulary usage
- Outline the main ideas of a speech compellingly
- Compare multiple perspectives and develop a sense of broad-mindedness
- Assess the needs and inclinations of different audiences
- Utilize appropriate speech strategies as it relates to audience composition
- Illustrate and defend a point of view
- Handle objections with appropriate language, professionalism, and transitions
- Offer valid and well-reasoned opinions about the work of others in a collaborative and constructive manner
- Evaluate the construction of effective stories, public speeches, and debates
- Present with confidence, poise and passion

Course Assessment

Assessments will be based on a student's final mark from the components below.

Component	% Final Grade	Description
In-course Assignments	100%	Six to eight (6 – 8) simulated public speaking and voice assignments
Practice Assignments	0%	2 Practice exercises which are not marked, but that are very valuable for orienting the student to the course

Assignments

- In-course assignments (100%): Six to eight (6 – 8) simulated public speaking and voice assignments
- Practice assignments: The first two presentations are practice exercises and will not count towards your final grade.

Course Evaluation and Feedback

- Feedback on the course will be obtained informally from students on an ongoing basis by regular interactions and meetings among students, tutors and the Course Coordinator in lecture sessions and, particularly, in tutorials.
- Formal evaluation of the entire course will be accomplished via a UWI Course Evaluation questionnaire administered anonymously and confidentially at the end of the semester.
- All feedback will be considered on an on-going basis and corrective action or adjustments made or discussed with students promptly or incorporated the next time the course is delivered.

Teaching Methods

Credits: 3

Lectures: 1 hour of lecture time/week

Tutorials: 2 hours of tutorial or workshop time/week

- Lectures: Lectures will provide valuable synthesis and evaluation of the growing body of available information, while also presenting and studying examples of best practice. Lectures will also prioritise content that is relevant to course assessment. Lectures will generally be 'flipped' i.e. students are expected to use online resources to read and prepare in advance of the lecture (preparation will also include viewing videos of speech performances online in advance of class) so that the session can focus on questions, clarification, analysis, expansion and discussion.
- Tutorials: the two hour tutorial session will be used to give students a weekly opportunity to train in both public speaking and voice refinement. The tutorials will be where students are given frequent and detailed feedback regarding their performances. Course work assignments will also be executed in tutorial. Tutorials will utilize an interactive format using a variety of collaborative active learning techniques.
- myeLearning: The online teaching tool, myeLearning, will be used during this course for
 - communication among students and staff (email, discussions)
 - official posting of important notices (coursework assessment notices, instructions, and in-course results)
 - provision of course details, lecture notes, practical guides, tutorial briefings
 - provision of recommended resource materials and links to resources on specific websites
 - self-test quizzes, questionnaires, surveys

Department: The Sir Arthur Lewis Hall of Residence

Location: St. Augustine Campus

Semester: 1 and 2

Level: 1

Year: 2013-2014

Course Title: Living and Learning: Professional Development Through Community Service

Course Facilitators: Mrs. Mitra De Souza

Course Code: COCR 1032

Pre-Requisites: None

Number of Credits: 2

Course Description

Through service in the community and structured activities, students will have the opportunity to engage in career exploration, develop complementary skills and apply what they are learning in the classroom to the “real world.” Over the 12 weeks of the course, participants will meet for two hours one evening per week in their hall of residence. Initially, the class will be offered at The Arthur Lewis Hall only, but in subsequent semesters it can be offered at the other halls of residence should there be sufficient interest. In addition to the hall sessions, participants will be required to complete at least eight community service hours over the course of the semester. Students will choose one of several community service opportunities that have been arranged through the Student Advisory Service’s community outreach program. If they would like to work with a program not on the list, or create their own program, they would need to submit a proposal to the instructor by the second week of the class.

Course Rationale

In order to prepare students for life after graduation, it is important for them to gain experience outside of the classroom. This course will afford students the opportunity to engage in community service and develop essential skills to complement what they are learning in their academic programs. Students will identify skills that they would like to develop and seek out a community service opportunity that will facilitate the development of those skills. Possible skills that students can develop through community services include interpersonal skills, leadership skills, cross-cultural communication skills, and ethical decision-making skills.

Content

Course topics include:

- Self-assessment (interests, values, skills)
- Goal setting and decision making
- Community engagement
- Understanding/appreciating diversity
- Ethical decision making
- Public speaking

Goals/Aims

To give students the opportunity to engage in the community with the aim of fostering a sense of social responsibility and the professional skills necessary to effect change in the region.

Learning Outcomes

Upon completing the course, participants should be able to:

- Identify their interests, values and skills and articulate how this relates to their choice of career
- Describe the importance of community engagement respectively from a university and individual perspective
- Identify the skills needed in today's workforce and recognize opportunities for developing these skills through community service
- Discuss the perspectives of those from different cultural/ethnic/religious/socio-economic backgrounds
- Identify and apply the components of ethical decision making to a potential issue at their community service organization
- Present an effective oral presentation

Course Assessment

A student would be deemed successful in this course, and therefore entitled to earn the relevant credits, on satisfactory completion of each of the course assessment components identified hereunder. Satisfactory completion will be based on achieving the standards of performance indicated in the rubrics for each component.

- Attendance (minimum 75%) and participation
- Community service journals
- Career reflection paper
- Oral presentation

Assignment**Community service journal**

Students are required to complete three emailed journal entries over the course of the semester. The topics for the three entries are as follows:

- Journal 1: What were your expectations before you started the community service? What was your first day like? What skills and abilities do you think you will need to use when doing your community service hours? What challenges might you face and how will you meet those challenges?
- Journal 2: In class we have been discussing issues related to building community in a diverse society. What issues of diversity do you see at your community service site? What might you be able to learn from the people you are working with?
- Journal 3: In class we discussed ethical decision making. Describe an ethical dilemma that might take place at your service site and explain how it could be resolved.

Career reflection paper

In this paper, students will need to discuss their specific interests, values and skills and explain how this relates to their choice of major/career. They will also be asked to examine any disconnect between these factors and the careers they might be considering. For example, are they really interested in engineering? Do they have the necessary skills to be successful as a teacher? If not, how might they develop those skills? In addition, they will reflect upon what they value and how this can be incorporated to their career. Taking this all into consideration, what goals have they set for themselves to complete before they graduate?

Oral presentations

Student will make a 5-10 minute presentation on the community service organization that they worked with over the semester. They will describe the organization and the service opportunity. They will also explain what they gained from the experience. If more than one student worked at the same site they can do a group presentation, but each person will need to have a speaking part.

Teaching Methods

The course will be delivered through a mix of teaching strategies including lecture, guest speakers, discussions, interactive activities, and field work (community service).





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